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Catalog 2012-2013
Downers Grove, Illinois Campus

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

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

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

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

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

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

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

Kathleen H. Goepplinger, Ph.D.  
President & Chief Executive Officer

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

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

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

HISTORY
Midwestern University: A Legacy of Growth and Development

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

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

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

From the earliest days of our founding college, the development of the University has been impressive. The vision of the University leadership is to serve the needs of society by developing the healthcare team of tomorrow, while students learn the art and science of their professions within a safe and secure campus environment.
The Downers Grove, Illinois, Campus was purchased in 1986, and the Chicago College of Osteopathic Medicine (CCOM) moved from its prior home in Hyde Park, Illinois, to this western suburb. Following the relocation of the College, the Board of Trustees voted to begin the development of new academic programs within the health sciences. The Chicago College of Pharmacy (CCP) began in 1991, the College of Health Sciences (CHS) began in 1992, and the College of Dental Medicine (CDMI) in 2009. In 1993, the Board of Trustees unanimously approved a single, educational mission for the institution, and Midwestern University emerged. Today the Downers Grove Campus, located on 105 acres, has 20 buildings that include academic classrooms, laboratories, a state-of-the-art library and auditorium building, science building, student commons, recreation center, and student housing.

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

Midwestern University has developed strong partnerships with healthcare providers and facilities around the country to aid in the education of students in all of its academic programs. The history of the institution is reflected in the many alumni who have successful careers and a deep affection for their college and University. The Administration and the Board of Trustees are dedicated to fulfilling our mission of excellence and service. We remain committed to our tradition of providing quality health care education. We are tomorrow’s healthcare team, learning together today.

**ACCREDITATION**

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

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

**CONFERRAL OF DEGREES**

The Illinois Board of Higher Education has approved all current degree programs at Midwestern University’s Downers Grove Campus. All degrees are conferred by the authority granted by this Board.

**EQUAL OPPORTUNITIES FOR ALL**

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

**FACILITIES**

Students enjoy a 105-acre campus in Downers Grove nestled serenely within a rolling, wooded setting. The campus features the following facilities:

- Littlejohn Hall, the library technology center with extensive book, journal, and electronic collections linked by a computerized system, a medical informatics laboratory, a large multi-sectional auditorium and comfortable lounge and study areas.
- Alumni Hall, an academic facility with state-of-the-art osteopathic manipulative therapy, physical therapy and occupational therapy labs, classrooms, research facilities and faculty offices.
- Centennial Hall composed of a pharmacy practice laboratory, three research laboratories, and two 258-seat lecture halls/classrooms.
- Recreation and Wellness Hall featuring a fully equipped weight room, an aerobic exercise room, racquetball/handball courts, a gymnasium, craft room, and music room. Additional recreational facilities include athletic fields for intramural sports.
- The six-story Redwood Hall features the Dorothy and Ward Perrin Interfaith Chapel, kitchens, classrooms, an auditorium, and residence hall rooms.
- The Commons student center houses the campus bookstore, mailroom, a full-service dining hall, coffee shop, computer lab and administrative offices.
- Haspel/Hambrick Hall provides space for administrative offices.
- Science Hall, a newly completed five-story academic building with modern classrooms, research laboratories, dental simulation clinic, student testing center, and faculty offices.

**HOUSING**

*Redwood Hall I*

Redwood Hall I is a modern student residence facility that features 80 single occupancy residence hall rooms. Each room includes a bathroom shared by two adjoining residents, air...
conditioning, wireless Internet, DirecTV, wall-to-wall carpeting, bed, built-in closet, dresser, desk and chair, and wardrobe. Five single occupancy units are available with private bathrooms.

Redwood Hall II
Redwood Hall II features a variety of floor plans, with single occupancy rooms for 131 residents. Each room includes a private or shared bathroom, air conditioning, wireless Internet, DirecTV, wall-to-wall carpeting, bed, built-in closet, dresser and desk and chair. Redwood Hall II also houses the Dorothy and Ward Perrin Interfaith Chapel.

Traditional Residence Halls
The Traditional Residence Hall comprises five buildings (Aspen Hall, Birch Hall, Chestnut Hall, Dogwood Hall, Elm Hall) with a central recreation lounge. Each hall features 36 single occupancy rooms, bathrooms shared by two adjoining residents, Internet wiring, DirecTV, wall-to-wall carpeting, bed, desks and chairs, built-in closets and dressers. The Pines Apartments
The Pines Apartments are tucked away between two groves of trees, providing both the convenience of on-campus living and the privacy of an apartment. Each of the 48 one-bedroom apartments offers 500 square feet of living space, Internet access, DirecTV, kitchenette with stove and refrigerator, and central air conditioning and heating units. Apartments are furnished by student occupants.

For further information regarding on-campus housing on the Downers Grove Campus, students may contact the Office of Residential Life at 630/971-6400.

AMERICANS WITH DISABILITIES ACT POLICY
Midwestern University makes reasonable accommodations for the physical and mental limitations of students, faculty and staff to the extent that such accommodation does not impose an undue hardship on the conduct of its business. The University’s planning includes reasonable physical accommodation to the special needs of disabled individuals and disabled veterans, including access to the buildings, utilization of the restroom facilities, and mobility requirements within building and parking locations.

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

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

It is the policy of Midwestern University that all accepted students must submit to a criminal background check prior to matriculation. In addition, students who remain enrolled must submit to a criminal background check as needed to remain eligible for continued participation and/or to participate in clinical rotations. In accordance with the laws of the State of Illinois, some students will be required to undergo fingerprinting, at the student’s expense, as part of the criminal background check process.

The criminal background check involves obtaining an authorization from a matriculating or current student that allows the University to obtain the student’s individual criminal history. The results of the background check are reviewed by the Dean of Students to determine whether or not there is a record of misdemeanor and/or felony convictions. If there is a positive record, the Dean of Students will inform the appropriate College Dean and the Director of University Risk Management so the University can make a determination whether the criminal history will negatively impact the student’s admission status or ability to complete the practical training/rotation requirements of the degree program.

Criminal background checks are conducted through the Office of Student Services as part of the initial student matriculation process and on an as-needed basis thereafter while a student is actively enrolled at Midwestern University.

1. All matriculating students must complete the Criminal Background Release and Consent Form to allow the University to conduct the criminal background check. All newly admitted students who have submitted a matriculation deposit are provided with access to a copy of the University policy and the Criminal Background Release and Consent Form. By going to the Midwestern University website (http://www.midwestern.edu), the student can find the Student Handbook and consent form.
2. The Office of Student Services will contract with a professional service to conduct the criminal background check.

3. The Dean of Students will review all criminal background reports and determine whether or not a misdemeanor or felony conviction exists. If a felony or misdemeanor conviction exists, the Dean of Students will conduct a criminal background investigation. The investigation may include any of the following components:
   a. Request for additional detailed information about the positive criminal background check report. This may entail one or more meetings with the student.
   b. Consultation with the state licensing agency of the state in which the student is enrolled about the impact of the misdemeanor or felony conviction on the student's ability to undertake/resume practical training/rotations. Such consultation may be conducted by the College Dean (or their designees), Director of University Risk Management, and/or the Dean of Students with representatives from the state licensing agency.
   c. Collection of additional data, e.g., Federal Bureau of Investigation fingerprints and report, concerning the positive criminal background check report.

Following the criminal background investigation, the Dean of Students, in consultation with the College Dean (or their designees), will determine whether or not the student should be disqualified from matriculation or continued enrollment. Criminal convictions will not automatically disqualify a student from enrollment or continued enrollment. The University will consider such factors as (but not limited to) the nature of the crime, the age of the individual at the time the crime was committed, length of time since the conviction, the nature of the clinical program and the relatedness of the conviction, and whether the University will be able to provide appropriate professional clinical training to the student.

4. Failure to disclose a conviction or material misrepresentation of information by an incoming or enrolled student is deemed to be falsification of the application and may result in denial of admission, matriculation and/or dismissal from the program and University. Students must disclose any misdemeanor or felony charge/conviction.

5. Failure of the student to present appropriate forms to the Office of Student Services for the purpose of conducting criminal background checks when requested will bar the student from initial matriculation and/or continued enrollment.

6. Students with a positive criminal background check are individually responsible for checking the licensing and certification requirements in any state other than the home state of their college where the student is interested in participating in a preceptorship, internship, clinic or other rotation to determine whether or not their conviction may be a barrier to participation.

7. Students are required to disclose to the Dean of Students and appropriate College Dean any arrests, criminal charges, or convictions against them during their entire period of enrollment as a student at Midwestern University. Such arrests, criminal charges, or convictions may negatively impact a student's ability to obtain and/or complete clinical rotations or preceptorships.

8. Midwestern University does not guarantee clinical rotations for students who have a history of felony or misdemeanor convictions. In such cases, the University confidentially shares information about the student's positive criminal background history with potential preceptors and practice site representatives as necessary and on a need-to-know basis. This may include releasing a copy of the original criminal background check report for their review. This gives the preceptor and site representatives an opportunity to decide whether the student is acceptable to the site. For this reason, scheduling and completion of practical training/rotations and graduation may be delayed. In some instances, it will not be possible to arrange for practical training/rotations at specific sites.

   a. If this information is known by the University prior to the student's matriculation, the Dean of Students and/or College Dean (or their designee) will meet with the potential student to discuss the consequences of the positive criminal background investigation on the student's ability to complete degree requirements so that appropriate action can be taken.

   b. If this information is known by the University after the student's matriculation, the Dean of Students and/or College Dean (or their designee) will meet with the student to discuss the consequences of the positive criminal background investigation on the student's ability to start/resume practical training/rotations and the student's ability to graduate so that appropriate action can be taken.

9. Records concerning a student's positive criminal background check are stored in a confidential file in the Office of Student Services and Office of the Dean.

10. In the event that a student is assigned to a practical training/rotation site that requires a copy of the original criminal background check report prior to a student's placement at the site, the University will release a copy of the report for the site's review.
HARASSMENT/HOSTILE WORKING ENVIRONMENT
Midwestern University (“MWU”) believes in the dignity and worth of its students, faculty, staff, Interns, and Residents and prohibits conduct or behavior, which has the effect of substantially interfering with the individual’s performance or creates an intimidating, hostile, or offensive learning/working environment. Members of the MWU community have a right to be free from harassment based on a person’s legally protected status.

It is the policy of MWU to provide an environment that is free from harassment because such conduct seriously undermines the atmosphere of trust and respect that is essential to a healthy work and academic environment. The conduct prohibited by this policy includes all unwelcome conduct (whether verbal, physical or visual) based on an individual’s protected status, such as gender, color, race, ancestry, religion, national origin, age, physical or mental disability, marital status, veteran status, citizenship status, sexual orientation or other protected group status as defined by law.

Harassment Defined: Harassment is offensive and unwelcome behavior that interferes with the work performance and effectiveness of an employee. It includes inappropriate and disrespectful conduct and communication. Harassment can take the form of, but is not limited to, the following:

Verbal: For example, epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments.

Visual: For example, derogatory and/or sexually-oriented posters, photography, e-mails, cartoons, drawings or gestures.

Physical: For example, assault, unwanted touching, blocking normal movement or interfering with work.

Quid Pro Quo: Explicit or implicit demands to submit to sexual requests in order for an employee to keep his or her job, or to avoid some other loss, and offers of employment benefits in return for sexual favors.

Retaliation: Actions of revenge, directed toward one who had reported or threatened to report harassment.

Teasing and/or negative stereotyping: Derogatory actions or comments; based on another person’s protected status.

The policies and procedures relating to Harassment/Hostile Working Environment are available in the Student Handbook (http://mwunet.midwestern.edu/administrative/SS/ssStuHANDBOOK.htm).

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

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

Attendance
The policy for class attendance is determined by each faculty, department/division and/or College. Students should refer to their course syllabus or to the college-specific section of the University Catalog for additional attendance requirements. Students are expected to satisfy these attendance requirements in order to receive course credit.

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

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

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

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

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

Cell phones, pagers and other electronic devices are strictly prohibited from being used during examinations. Students who do not abide by this policy may forfeit their right to sit for an examination.

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

Enrolled MWU students are charged 50% of the tuition costs to audit a course.

Grade Appeals Policy
Appeal of Non-Failing Course Grades
A student who wishes to appeal a non-failing course grade must make the appeal to the course director within one week following receipt of the grade. The course director must act upon the student’s appeal within one week following receipt of that appeal. A narrative explaining the basis of the appeal must accompany the request. An appeal must be based on one of the following premises:
1. Factual errors in course assessment tools
2. Mathematical error in calculating the final grade
3. Bias

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

Appeal of Course Grades Subject to Academic Review
A student whose academic progress will be subject to review by his/her Promotion/Academic Review Committee and who wishes to appeal a grade must do so in an expedited manner prior to the scheduled meeting of the Committee. In this case, an appeal of a didactic course grade must be submitted within 24 hours following receipt of the grade and must be based on one of the premises stated above. The course director must act on this appeal within 24 hours. Any appeal of this decision will be addressed by the course director’s supervisor. An appeal of a failing clinical clerkship or rotation grade must be submitted within one week after a grade for rotation is posted. The course director must act on this appeal within one week of receipt of the grade appeal. Any appeal of this decision will be addressed by the course director’s supervisor. The student is responsible for notifying the chair of the Promotion/Academic Review Committee that a grade appeal has been filed prior to the meeting of the Committee.

All appeals and decisions must be communicated in written form.

Graduation Walk-Through Policy
A student who has not satisfied academic requirements for a particular degree may seek permission to participate in a graduation ceremony for his/her program/college if the student will complete all academic requirements for the degree within the one quarter immediately following the official scheduled end of the academic program for his/her class.

To seek permission, the student must submit a formal, signed letter of request in writing to participate in the graduation ceremony. The letter should be addressed to the College Dean. The letter must state the reason for the request, a timeline for completion of all academic requirements for the degree which shows that all degree requirements will be met within the one quarter immediately following the official scheduled end of the academic program. The letter should be submitted no later than eight weeks prior to the official graduation date for his/her program/college. After the Dean receives the letter from the student, the following steps will be taken:
1. The Dean initiates the online Walk Through application for the student.
2. The student must complete the application and submit it to the Dean's office no later than four weeks prior to graduation.
3. The Dean forwards the application to the Promotion/Academic Review Committee.
4. If approved the list of approved candidates for graduation is then forwarded to the MWU Faculty Senate, President & CEO, and Board of Trustees for review and approval.

In all cases, students who walk through will not receive a diploma until all graduation requirements are completed.

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

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

Last Day to Add/Drop Classes
The last day that a student may add a class is the first Friday of the quarter. The last day that a student may drop a course without impact to the transcript is the first Friday of the quarter. For all courses to be added/dropped a student must complete a course add/drop form. A course add/drop form can be obtained from the Office of the Dean or on-line at http://online.midwestern.edu. To add/drop a course a student must have the following approvals.

CDMI/CDMA/CCOM/AZCOM: Dean for all core course drops; course director for all elective add/drops
AZCOPT/CCP/CPG: Dean and course director for all core and elective course add/drops
CHS: Program Director for all core and elective course add/drops

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

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

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

The student is withdrawn from all courses if the leave of absence is granted in the midst of an academic quarter. In this case, the Department Chairs/Program Director/course directors receive an automated electronic notification of the student's withdrawal. A grade of W (Withdrawal) or WF (Withdrawal/Failing) appears on the official transcript. Grades will be noted on the transcript in accordance with the college guidelines stated in the catalog.

All leaves of absence are granted for specific periods of time. Typically, a single leave of absence will not exceed 12 months, and consecutive or multiple interrupted leaves of absence will not exceed 18 months. At a minimum of thirty days prior to the end of the leave period, the student is required to submit written notification to the Dean and Registrar of an intention to return. If the leave of absence was granted for medical reasons, a letter must be provided to the Dean from the treating physician verifying that the student is both physically and mentally capable of resuming the academic program prior to registering for classes. To request an extension of a leave of absence, a student must resubmit
another application as described above. If an individual fails to return to MWU at the agreed-upon date, the student is considered to have withdrawn from the University and must reapply for admission. Leaves of absence can only be initiated through the Office of the Dean.

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

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

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

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

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

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

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

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

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

Registrar
The Registrar maintains, prepares, and verifies all academic records, grades, and transcripts. The main number of the Office of the Registrar is 630/515-6222 (Downers Grove Campus) and 623/572-3325 (Glendale Campus). Registrar services can be accessed at http://online.midwestern.edu.

Registration
Registration is done automatically for all students by the University Registrar. Exceptions to this rule include students registering for special schedules (extended course of study) and electives as well as students enrolled in the Biomedical Science Program. Students registering for special schedules should contact the Office of the Dean or CHS Program Director’s Office, if applicable, for assistance. Students in some colleges who are registering for electives can access the list of electives on-line after notification by the Office of the Dean or the Registrar.

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

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

It is the decision of the Student Promotion and Graduation/Preclinical Promotions/Clinical Promotions/Academic Review Committee of each college/school/program to recommend a retake of a course. The committee, following department approval, will determine the nature of the retake and the timeframe for completion of the repeated course. The course may be repeated at MWU or at an outside institution, if offered. The options for repeating a course at MWU may include any format, not limited to, a directed readings remedial course with examination, to repeating the course in its entirety the next academic year. In either case, the student must be registered for the course and will be charged the appropriate tuition. The maximum allowable grade that can be earned as a course retake is determined by college policy.

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

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

Transcripts and Duplicate Diplomas
The University releases transcripts and duplicate diplomas upon receipt of a request from a student or graduate. All requests should be submitted through http://online.midwestern.edu.

1. No phone requests are honored.
2. Allow one week for processing.
3. There is no charge for a transcript release for MWU students prior to graduation; however, graduates and transferring students are required to pay $5.00 per official transcript release.
4. Individuals who are no longer students at MWU are charged $5.00.
5. Transcripts and diplomas will not be issued for any student with a past-due account balance with MWU or the MWU Clinics.
6. Transcripts and diplomas will not be issued for any student or alumnus who has not completed a financial aid exit interview, if aid was borrowed while attending MWU.

A graduate can request a duplicate diploma by writing to the Registrar. The charge for a duplicate diploma is $50.00 paid in advance.

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

Withdrawal from One or More Courses
Any student who wishes to withdraw from one or more courses must first receive approval from their respective course directors. Following approval by the course directors, the withdrawal must be approved by the Program Director, if applicable, and by the College Dean. The student must complete a course add/drop form, which can be obtained from the Office of the Dean or the Registrar’s website. Such approval is granted only for extraordinary circumstances. If approval is granted, the student receives one of the following grades: "W" (Withdrawal), "WF" (Withdrawal/Failing) or "F" (Failing). A "W" is given when a student withdraws from a course prior to 50% of the course being completed, and the student has a passing average in the course at the time of withdrawal. A "WF" is given when a student withdraws from a course after 50% of the course is completed and the student has a failing average in the course at the time of withdrawal. A "WF" may be considered as a failure by an Academic Review/Promotions Committee. An "F" grade can also be given if a student withdraws after 80% of a course is completed and the student has a failing average in the course at the time of withdrawal. The course director is responsible for submitting the correct grade or grade notation.

Withdrawal from core curriculum courses will be noted on the student’s permanent record. Students should be aware that withdrawal from a core class may result in a significant extension of the students’ professional program and may alter financial aid assistance.

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

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

ADMISSIONS

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

Office of Admissions
Midwestern University
555 31st Street
Downers Grove, IL 60515
630/515-6171
800/458-6253
AdmissIL@midwestern.edu

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

Admission Deferment

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

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

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

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

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

Refund Policies.
Articulation Agreement Between Midwestern University Programs
At the time of application, students enrolled in a Midwestern University program are guaranteed an admission interview with another Midwestern University program if the student:
1. Is in good standing in the academic program in which the student is currently enrolled or has completed the program within the last 12 months prior to the application and does not have any pending misconduct charges against him/her;
2. Meets all admission requirements for the professional program of interest;
3. After a minimum of two full-time quarters of study, achieves a minimum Midwestern University grade point average, derived from all courses completed at Midwestern, that is equal to or greater than 3.0; and
4. Achieves a score on the professional entrance exam that is not less than one standard deviation below the mean score for students who matriculated into the professional degree program in the previous year.

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

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

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

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

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

University Level
All students are represented through a campus-wide Student Senate. The Student Senate is composed of representatives from CCOM, CCP, CHS and CDMI. The members of the Executive Board are the Speaker of the Student Senate, the Vice Speaker, and the Secretary. Meeting every month, the Student Senate provides a mechanism for governance of campus-wide activities and functions. It also provides a vehicle for the exchange of ideas and perceptions concerning student issues that cross college lines.

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

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

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

Student Organizations
Student organizations are recognized by the Student Senate, respective student councils/student government associations, and the Dean of Students. Students interested in obtaining more information about existing organizations or having any questions concerning how to apply for membership should contact the president(s) of the respective organization(s). A listing and description of each organization is found in the Student Handbook.

Student Counseling
The Downers Grove Campus has both full-time and part-time Student Counselors. The Student Counselors are available to help students at Midwestern University effectively deal with many issues through individual, couples and family counseling.

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

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

Student Health
As deemed appropriate for the protection of students and patients, and in accordance with our clinical affiliation agreements, Midwestern University requires that all students submit to a physical exam and provide documented proof of immunity against certain diseases prior to and during their enrollment.

Recreational Activities
Committed to the concept of wellness, Midwestern University encourages students to utilize the facilities available in Recreation and Wellness Hall. These facilities include a craft room, a music room, gymnasium, a fully equipped weight room, an aerobic exercise room, racquetball/handball courts and athletic fields for various intramural sports.

Additionally, students may participate in numerous activities sponsored by the University, including volleyball, soccer, basketball, dodgeball and softball competitions, and group activities such as yoga, sewing, knitting, beading, stained glass making and varied aerobic classes.

Wellness Center
The Wellness Center offers health care service to all students, faculty and staff members on the Downers Grove Campus. The Wellness Center provides a number of basic health care services including immunizations, acute care, health screening, lab work, wellness programming and a variety of other educational services.

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

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

Financial Aid Disclosure
Changes in Federal, state and/or university policies could affect the Offices of Student Financial Services information printed in this catalog. MWU reserves the right to make changes in any or all of the information contained therein and to apply such revision to registered and accepted students as well as to new admissions.

Contact Information
Students may contact us by calling 630/515-6101 Monday through Friday between the hours of 8:00 am and 4:30 pm (Central Standard Time) or by e-mailing financial aid at ilfinaid@midwestern.edu or accounts receivable at ilbursar@midwestern.edu.

Office of Student Financial Services
Midwestern University
Haspel Hambrick Hall, Suite 102
555 31st Street
Downers Grove, IL 60515
General Eligibility Requirements
All students seeking financial aid must meet general eligibility requirements regarding citizenship, selective service, financial need and satisfactory academic progress. Students must also complete several certification statements.

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

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

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

A student who is convicted of a drug-related offense that occurred while the student was enrolled in school and receiving Title IV aid loses Title IV eligibility as follows:

For the possession of illegal drugs:
First offense: one year from the date of conviction
Second offense: two years from the date of the second conviction
Third offense: indefinitely from the date of the third conviction

For the sale of illegal drugs:
First offense: two years from the date of conviction
Second offense: indefinitely from the date of the second conviction

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

Regaining Eligibility after a Drug Conviction
A student may regain eligibility at any time by completing an approved drug rehabilitation program and by informing the school that he or she has done so. A student regains Title IV eligibility on the date he or she successfully completes the program. A drug rehabilitation program is considered approved for these purposes if it includes at least two unannounced drug tests and meets one of the following criteria:

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

For a student whose Title IV eligibility is reinstated after a drug conviction, the maximum loan period that a school may certify is the academic year during which the student regains eligibility. However, the school may not certify eligibility prior to the date on which eligibility is regained. A student who loses eligibility during a loan period is immediately ineligible to receive subsequent disbursements of Federal Direct Loan Program funds and is required to repay any Title IV funds received after the date he or she loses eligibility. Schools are not required to recalculate a student’s loan amount.

Financing an Education
The Office of Student Financial Services helps coordinate four types of financial aid: scholarships, Federal Work-Study, Veterans’ Educational Benefits, and loans.

Scholarships

All Programs
MWU Need-Based Scholarship: Awarded to students who demonstrate the most significant financial need as determined by their Free Application for Federal Student Aid (FAFSA). Students must meet MWU’s priority financial aid deadline date in order to be considered for eligibility. MWU’s goal is to award between $150,000 and $300,000 each year in non-renewable institutional scholarships to students from each of the University’s colleges with funding provided by the University’s former School-As-Lender program. Future amounts and availability of funding will depend upon market conditions. MWU Need-Based Scholarships, if available, are in addition to scholarships historically awarded at MWU.

MWU Financial Literacy Scholarship: Through our "Sensible Strategies" Program, MWU is committed to providing ongoing information about financial literacy and planning for the future through a variety of University-sponsored events, programs and planning tools. It is our objective to encourage students to borrow less, live frugally and graduate with the least possible debt. We demonstrate our commitment to this effort through these scholarships. It is anticipated that these awards will be made annually in support of our efforts to
encourage excellent financial practices. Funding is provided by the University’s former School-As-Lender program. Future amounts and availability of funding will depend upon market conditions.

MWU Spirit of Service Scholarship: These scholarships are funded through proceeds from the Chippin’ in for Students Golf Classic. They were established for the benefit of MWU students who have actively participated in community service activities and demonstrate leadership. Students from all of MWU colleges are eligible for these scholarships.

Medical Programs
The CCOM Scholarship Fund: CCOM awards scholarships based on a student’s academic achievement, exceptional financial need, and motivation toward osteopathic medicine (extracurricular activity involvement at CCOM). The number and amount of this grant varies per year. Students are notified by the Office of Development and Alumni Relations or the CCOM Scholarship Committee when applications become available.

Federal Work-Study
Student employment is open to all students who apply for work-study and demonstrate financial need. Students who qualify for this program may work on campus or off campus if performing community service activities or research. The Office of Student Financial Services determines the total amount students may earn. This is NOT a loan program. Students who obtain Federal Work-Study employment will be paid bi-weekly at the rate of $10.00 per hour for regular work-study and $12.00 per hour for community service or research work-study.

Federal Student Loans

All Programs

1. Federal Perkins Loan: Qualified graduate students with exceptional financial need may borrow from this campus-based loan program. The interest rate is 5%. Loan amounts and availability of funding are dependent on annual Federal allocations. Awards typically range from $1,000 to $2,000 per academic year. A student may borrow an aggregate maximum of $60,000 for undergraduate and graduate study. The student borrower will also receive a nine-month grace period and may defer or have the loan forgiven in certain circumstances.

2. Subsidized Federal Direct Stafford Loan: Graduate students enrolled at least half-time in a degree seeking program may borrow up to $8,500 per academic year, with an aggregate maximum of $65,500 for undergraduate and graduate study. Students borrowing the Stafford loan must repay their loan at a fixed interest rate of 6.8%. The federal government pays this interest while students attend school, as well as during a six-month grace period. Effective for loans made for periods of enrollment (loan periods) beginning on or after July 1, 2012, graduate students are no longer eligible to receive Direct Subsidized Loans. All Direct Loans will be unsubsidized, but the amount of eligibility remains unchanged. The terms and conditions of Direct Subsidized Loans received by any graduate student for loan periods with a disbursement prior to July 1, 2012, are not affected by this change.

3. Unsubsidized Federal Direct Stafford Loan: Graduate students enrolled at least half-time in a degree seeking program may borrow up to $20,500 per academic year with an aggregate maximum of $138,500 for undergraduate and graduate study (includes amounts borrowed under the Subsidized Stafford program). Students enrolled in the osteopathic medicine, dental medicine, clinical psychology and pharmacy programs are eligible to apply for higher annual loan limits based on their program of study and year in school and may borrow up to an increased aggregate loan maximum of $224,000 (includes amounts borrowed under the Subsidized Stafford program). Students borrowing the Stafford loan must repay their loan at a fixed interest rate of 6.8%. The student is responsible for payment of the interest but may elect to have the interest accrue and capitalize while enrolled.

4. Federal Direct Graduate PLUS Loan: Graduate students enrolled at least half-time in a degree seeking program may borrow up to the budgeted cost of attendance less other aid. Students borrowing the Graduate PLUS must repay their loan at a fixed rate of 7.9%. Repayment of the loan begins 6 months after graduation, withdrawal, or upon enrolling on a less than half-time basis. Students should check with the lender for deferment eligibility.

Medical Programs

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

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

Private Student Loans
Private Educational Loans: Graduate students enrolled at least half-time in a degree-seeking program may be eligible to borrow up to the total cost of attendance less other aid. The loan is not based on financial need. Rather, eligibility is based on subtracting other financial aid assistance from a student’s total cost of attendance. Loan eligibility is also based on the student borrower’s and/or co-borrower’s credit history and ability to repay the loan. The in-school or grace period interest rate is variable and usually based on the Prime, LIBOR or T-Bill rate plus an additional interest charge (which is determined by the borrower and/or co-borrower’s credit history). The student is responsible for payment of interest but may elect to have the interest accumulate and capitalize while enrolled at MWU. Repayment may begin immediately upon enrolling on a less than half-time basis or upon graduation. Students will need to check with their lender for further details on postponement or deferment of loan payments.

Veterans’ Educational Benefits
Midwestern University is approved to offer Veterans’ Educational Benefits by the Illinois Department of Veteran Affairs for most Downers Grove programs. For additional information, contact the Registrar’s Office. Because Midwestern University is a private, not-for-profit institution, students who are Illinois veterans are not eligible for Illinois Veteran Grant (IVG) funding. The address is:

Office of the Registrar
Midwestern University
555 31st Street
Downers Grove, IL 60515
630/515-6074
ilregistrar@midwestern.edu

Website Information for Financial Aid
Additional information regarding scholarship and loan programs can be found in the Midwestern University Student Handbook or on the MWU website, http://www.midwestern.edu/Programs_and_Admission/Financial_Aid.html. Students are encouraged to check with local religious organizations, clubs, professional associations, civic groups and corporations concerning community scholarships provided to students. Students are also encouraged to check on the Internet, with local public and/or college libraries (in the general reference department), and on the MWU website to find information on specific state, professional and/or general interest scholarships.

Applying for Financial Aid
Budget and Cost of Attendance
Each program at Midwestern University has an established budget or Cost of Attendance (COA as it is commonly referred to). Budgets are designed to primarily cover a student’s educational and living expenses while in school; if enrolled for nine months, for example, the budget covers the expenses for that period. The standard budget for each program is developed using federal guidelines that allow for a reasonable standard of living for students within the community. Each year the major components of the budget are reviewed and modified based on changes in costs. To further augment and validate the expenses included in the budget, Midwestern University periodically surveys students in the fall to gather actual expenses being incurred.

Representative major categories included in every budget include:

- Tuition and Fees
- Books and Supplies
- Health and Disability Insurance
- Food
- Transportation Expenses
- Housing
- Utilities
- Personal Expenses

Some programs may include technology and equipment fees as well. In all instances, federal regulations govern what is or is not allowed in budgets.

While most students find it necessary to borrow to pay for their education, we highly encourage students to live as modestly as possible in an effort to minimize debt following graduation by utilizing our “Thrifty Budget”. Good choices now can lead to financial freedom down the road. The staff in the Office of Student Financial Services is available to discuss any questions surrounding budgets.

On-Line Application Process
On-line application instructions for the upcoming financial aid award year are made available on an annual basis to each continuing class of students. All accepted students who have paid their matriculation deposit will receive on-line application instructions for the upcoming academic year. Accepted applicants will also have electronic access to other relevant financial aid resources provided on the University website.
Downers Grove Tuition and Fees (for academic year 2012-2013)

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago College of Osteopathic Medicine</td>
<td>$54,264</td>
</tr>
<tr>
<td>Chicago College of Pharmacy*</td>
<td>$34,538</td>
</tr>
<tr>
<td>College of Dental Medicine-Illinois**</td>
<td>$60,774</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>$37,842</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>$32,453</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>$33,545</td>
</tr>
<tr>
<td>Psychology Matriculated in Fall 2008 or prior</td>
<td>$27,027</td>
</tr>
<tr>
<td>Psychology Matriculated in Fall 2009 or after</td>
<td>$509/credit hr.</td>
</tr>
<tr>
<td>Biomedical Sciences, Master of Arts</td>
<td>$33,161</td>
</tr>
<tr>
<td>Biomedical Sciences, Master of Biomedical Science</td>
<td>$29,637</td>
</tr>
<tr>
<td>Doctor of Health Science</td>
<td>$554/credit hr.</td>
</tr>
</tbody>
</table>

For the 2012-2013 academic year, all programs (both full-time and part-time) have an annual student services fee of $575. Additional fees may be assessed including disability insurance, copy fees, or other charges as determined by each individual college. Students enrolled on a less than full-time basis will be charged tuition based on a per credit hour fee as determined by the University. If a student is given "advanced standing" and registered less than full-time in a given quarter, they will be charged on a per credit hour basis. All rates and fees are subject to correction if they are stated in error.

*The Chicago College of Pharmacy has a technology fee of $1,535.

**The College of Dental Medicine has the following additional fees:
- Technology fee - first year students only - $1,500
- Surgical Atlas and Telescope fee - first year students only - $1,747
- Supply fee - all students - $3,913
- Instrument rental fee - all students - $1,805
- Simulation Laboratory and clinic fee - all students - $4,696

Tuition Payment

Tuition for full-time students is an annual tuition and may be payable over 2, 3 or 4 quarters per year depending on the academic schedule of the student, except for DHS (Doctor of Health Sciences) and students who matriculated into the Doctor of Clinical Psychology Program in Fall 2009 or thereafter. Any student enrolled where the course load meets the full-time definition will pay full-time tuition. Students exceeding the maximum prescribed course load will pay overload charges. Students enrolled in an extended studies program will be charged the annual tuition rate for their extra year of enrollment. Students who extend their program for one quarter or less will be charged the quarterly tuition rate or per credit hourly rate depending on the program and their enrollment status.

We encourage all students to pay their bills via our secure website at https://online.midwestern.edu. If a student is receiving financial aid, the account should not be paid in full until the financial aid has posted. If the account is paid in full prior to financial aid posting, the payment will be returned to the credit card used. Options for payment include debit card, credit card or direct debit from your checking or savings account. MWU accepts American Express, Discover, MasterCard, and Visa for tuition payments. For those paying by mail or in person, all checks and money orders should be made payable to Midwestern University, with the MWU student ID number indicated on the front. Tuition due dates will be publicized on www.midwestern.edu. If tuition payments are made through the mail, please address the envelope as follows:

Midwestern University
Attn: Student Financial Services
555 31st Street
Downers Grove, IL 60515

Students who fail to pay tuition at the designated times will have their account processed according to Midwestern University’s Overdue Accounts Policy.

Payment Plans

The Office of Student Financial Services offers a payment plan that allows a student to divide his/her unpaid balance into equal monthly payments over the course of a quarter. The following are policies regarding the payment plan:

1. It will be mandatory for students to utilize MWU’s electronic billing and payment system, available at https://online.midwestern.edu, to set up the payment plan.
2. Payment plans will be effective for the entire quarter.
3. A fee of $25 per quarter will be charged per quarter. This fee is to cover costs associated with payment plan enrollment, maintenance, billing, collections, and monthly follow-up on the plans.
4. The plan is interest free.
5. All financial aid must be applied toward the unpaid balance due first before accepting student payments.
6. A 1.5% late fee will be applied to accounts at 10 days late, and the balance will be accelerated to fully due.
7. The unpaid balance must be paid by the end of each quarter. Example: Student’s balance due is $10,500 + $25 payment plan fee. The quarter is three months long. $10,500/3 = $3,500. Thus, the student’s first payment will be $3,525, which includes the payment plan fee. The next two payments will be $3,500 per month.
8. Student must not have been late on any prior MWU payment plans.
9. A student’s account must be paid in full from the previous quarter.

Prepayment Plans
Any student has the option to prepay the entire amount of tuition for his/her program at the tuition rate that is effective for the first year of study. Prepayment of the entire program’s tuition must be paid in full by the first day of matriculation.

Any student may prepay a year at a time of tuition at the current rate. This tuition must be prepaid one full academic year in advance. For example, a student matriculating in the 2012-2013 academic year in September 2012 who wishes to prepay his/her 2013-2014 tuition must make this prepayment by the first day of matriculation in September 2012. For example, if this same student does not choose to prepay at matriculation but later decides to prepay year three at the current year two rate, this prepayment for year three must be made by the first day of year two classes. Any exceptions to this policy must be approved by the Director of Finance.

Credit Cards
The Student Financial Services Office does accept credit cards as payment of tuition, student services fees, disability/health insurance fees, and institutional housing; however, the following requirements do apply:

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

Important Information about Fees and Charges

Fee Charges
All full and part-time degree seeking students enrolled in an academic year must pay the student services fee which will be billed at a quarterly rate based on the program’s academic year. Students who are enrolled 3 or 4 quarters per year will be charged the full annual student services fee which will be billed at a quarterly rate based on the program’s academic year. Students who are enrolled in a program that ends with 1 quarter over the summer, or 2 quarters over the summer and fall will be charged 25% and 50% of the annual student services fee, respectively. The student services fee funds such areas as the recreation center, sports intra-murals, counseling services, operation of the student lounge, student council, student representation in government and student events on and off-campus.

Add/Drop Charges
The last day to add or drop a course is the first Friday of each quarter. Charges for courses added/dropped by this date will be adjusted according to the student’s new in-school status (i.e. full-time, part-time, half-time, etc.). Please note that if all courses are dropped and a student is determined to be withdrawing for the entire quarter, tuition and fee charges may be assessed and will be based upon guidelines stated in the Return of Federal Title IV Funds/MWU Refund Policy.

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

Course Overload
Students desiring to register for more than the prescribed course load in a given quarter are considered to have registered for a course overload. These students must receive prior approval from the College Dean before starting the quarter. In addition to full tuition, tuition will be charged for each additional credit hour above the prescribed course load on the following basis:

- The credit hour rate for courses that cause a course overload will be calculated based on the current quarterly full-time tuition rate divided by the current quarter’s prescribed course load.
- The per credit hour rate is multiplied by the enrolled credit hours that cause a course overload to equal the tuition charge for the quarter.
- Overloads are defined as follows: CCOM > 31 credit hours; CDMI > 30 credit hours; CCP > 21 credit hours; CHS Graduate > 23 credit hours.
Overdue Accounts
The Office of Student Financial Services will follow up with students to collect past due accounts. This will enable the Office of Student Financial Services to encourage all students to pay their balance owed on time so that they are not dropped from the enrollment of their College.

Consequences of past due accounts can include any and all of the items listed below:
1. 1.5% late fee on unpaid balance is assessed at 10 days delinquent for all balances of $500 or more. Balances of $499 or less are assessed a flat $7.50 late fee. These fees are assessed on a monthly basis throughout the quarter until the account becomes current.
2. Past due notices will be sent via email.
3. Follow up contacts will be made but are not limited to phone calls.
4. Notification of delinquency will be made to the College Dean.
5. Dropped from enrollment of the College.
6. Will not be permitted to attend or participate in class, participate in clinical rotations, take examinations, or receive any academic credit. Will lose student status.
7. Suspension and/or termination from classes MWU. Student must reapply for admission to MWU.
8. Withholding of academic transcripts.
9. Account referred to collection agency for further action.

All students with accounts 30 days delinquent may be terminated from MWU.

Note: A student may be exempt from payment deadlines and permitted to continue in school without risk of suspension. However, students must notify the Office of Student Financial Services of any and all circumstances that may necessitate an exception to the payment deadlines. Exceptions to this policy may be made for the following reasons:
1. Circumstances beyond the student’s control (i.e., non-arrival of financial aid, scholarship, or grant funds by the due date);
2. A payment plan has been approved by the Office of Student Financial Services;
3. Any documented extraordinary circumstance that prevents the student from paying his/her account balance on time.

Returned Checks
A $35.00 fee will be charged on any returned check. After two returned checks a student will be required to pay by cashier’s check or money order. No exception will be made.

Receiving Funds
Students will receive periodic refunds by direct deposits to cover monthly living expenses. Representative living expenses include food, housing, utilities, transportation, and personal expenses. Students have the obligation to budget funds appropriately so they are able to cover their expenses month to month. Some one-time expenses such as a laptop or medical equipment required at the beginning of a course of study are included in the first disbursement of the year. The objective is to insure that students have the funding for these major outlays as they occur and are not forced to use credit cards for these purchases.

Through our comprehensive "Sensible Strategies" program, the Office of Student Financial Services provides a variety of resources to assist students with important money management skills; these include budgeting, credit cards, managing your credit and money management for couples. We are committed to assisting students as they develop strong money management skills.

Direct Deposit
Direct deposit for financial aid refund checks is mandatory. Students requesting an exception to this mandatory requirement must submit a letter to the Director of Student Financial Services explaining the circumstances that make it impossible for funds to be electronically transmitted to the student’s personal checking or savings account.

MWU will not be held responsible for any fees or charges that result due to checks written when a student had insufficient funds in his/her account. MWU is also not responsible for late charges on any past due bills a student may incur. It is the student’s responsibility to ensure that the deposit has cleared prior to writing checks.

A direct deposit made in error must immediately be returned to MWU.

Satisfactory Academic Progress for Financial Aid Eligibility
As required by Federal law, reasonable standards of satisfactory academic progress for maintaining financial aid eligibility have been established by MWU for all degree-granting programs. These standards apply to all students. The policy/procedure for "Assessing Financial Aid Status" is as follows:

Purpose
To establish, publish, and apply reasonable standards of satisfactory academic progress for financial aid eligibility as required by federal law for all students including those applying for or currently receiving federal, state, or institutional assistance and veterans' educational benefits administered by MWU.
Policy

1. All full-time students must complete their academic program in the maximum time frame allowed for their specific program and must maintain academic standards as specified by their program in order to be considered progressing satisfactorily toward their degree (refer to the charts that follow and the detailed descriptions under each college). Students enrolled less than full-time will have their standard time frames for program completion prorated, and expected program completion per academic year (% of coursework completed in terms of credit hours or contact hours per quarter) prorated.

2. All students are required to accumulate credits toward graduation and are expected to successfully complete a minimum percentage of their academic program each year as specified by their academic program (refer to the charts that follow), not including those courses in which grades of incomplete were received, course withdrawal occurred, or remedial coursework was performed. Audited courses are also not included. All periods of enrollment will be included regardless of whether or not a student receives financial aid.

3. Students are governed by the performance standards of the department in which they are enrolled. The student must meet the cumulative grade point average (GPA) as outlined by their program annually. For programs less than one year in length, the student must maintain the required cumulative GPA each quarter.

4. Students must progress through their program of study to ensure completion within the maximum timeframe permitted. The completion ratio (pace) is calculated by determining the cumulative number of credit hours the student has successfully completed divided by the number of cumulative credit hours attempted by the student. Students must earn 67% of their cumulative credits attempted.

5. The Satisfactory Academic Progress (SAP) evaluation period for graduate/professional students (except for one-year BMS students) occurs once a year at the conclusion of the spring quarter. For the programs of less than one year, the evaluation period occurs each quarter.

6. Students in programs longer than one year who are not making satisfactory academic progress (SAP) will be placed on financial aid suspension and will lose their financial aid eligibility. Students can appeal the financial aid suspension decision under special circumstances for reconsideration of his or her eligibility for Title IV aid. Students must complete the SFS Appeal Form and work with their academic department to come up with an approved academic plan. Both the SFS appeal form and approved academic plan must be submitted to the Office of Student Financial Services and forwarded to the Financial Aid Committee for consideration. If the appeal is granted, the student will be placed on financial aid probation and be eligible for Title IV financial aid until the next SAP review which, according to the student’s Academic Plan, has been achieved. If the appeal is denied, the student will be ineligible for Title IV financial aid until SAP has been achieved.

Students in one-year (Biomedical) programs that are not making satisfactory academic progress (SAP) will be put on financial aid warning. They will remain eligible for financial aid while on financial aid warning, but must achieve SAP by the end of the quarter or they will be put on suspension and lose financial aid eligibility. Students can regain eligibility by appealing the financial aid suspension decision under special circumstances for reconsideration of his or her eligibility for Title IV aid. Students must complete the SFS appeal form and work with their academic department to come up with an approved Academic Plan. Both the SFS Appeal Form and approved Academic Plan must be submitted to the Office of Student Financial Services and forwarded to the Financial Aid Committee for consideration. If the appeal is granted, the student will be placed on financial aid probation and remain eligible for Title IV aid for one quarter. SAP must be achieved at the end of the quarter while on probation in order to continue receiving financial aid. If the appeal is denied, the student will be ineligible for Title IV financial aid for the next quarter or until SAP has been achieved.

7. Students will be required to follow the academic plan as determined by their department in order to meet satisfactory progress at the next evaluation period.

8. If a student’s academic progress remains unsatisfactory after the completion of the academic year in which he/she is on financial aid probation, the student will be placed on financial aid suspension and no financial aid funds will be awarded until satisfactory academic progress has been attained. If a student achieves satisfactory academic progress in the academic year during which he/she is on financial aid probation is removed from academic probation, the student will be removed from financial aid probation. Financial aid eligibility will not be retroactive. Eligibility will resume and commence only for the subsequent quarter(s) in which satisfactory academic progress was attained. The financial aid probationary period will remain on the student’s record.

9. Students who are denied financial assistance on the basis of unsatisfactory academic progress may regain financial aid eligibility by satisfactorily completing, at their own expense, those courses required to attain the minimum academic standards specified.
by their program. This statement does not imply that continuation in any academic program is the prerogative of the student.

10. A student will be allowed a maximum of two nonconsecutive financial aid probationary periods while enrolled at MWU. A student who does not attain satisfactory academic progress at the conclusion of his/her second nonconsecutive period of financial aid probation will be placed on financial aid suspension permanently and will not regain financial aid eligibility for the remainder of his/her enrollment period at MWU. Permanent suspension can be waived at the discretion of the dean of the respective college.

11. A student placed on financial aid probation or financial aid suspension may appeal a decision by the Director of Student Financial Services to discontinue his/her financial aid (See Procedure #6).

12. Satisfactory academic progress standards may be appealed if a student has personal mitigating circumstances that will not allow him/her to maintain a full-time academic load. An appeal will be considered if these personal mitigating circumstances will not allow the student to meet the expected program completion per academic year or the maximum timeframe for program completion. Examples of personal mitigating circumstances may include: personal injury or illness, family difficulties, interpersonal problems, etc. (See Procedure #9).

Procedure

1. The Office of Student Financial Services will be responsible for assessing the financial aid eligibility status of all students by monitoring their academic progress through documentation received from the Deans’ offices and the Office of the Registrar.

2. Following the end of each academic year, the Office of Student Financial Services will send a written notice to students who are not maintaining academic standards as specified by their program and who have been placed on academic probation, informing the student that they are on financial aid probation for the upcoming academic year. The letter will outline for the student the ramifications of being placed on financial aid suspension. A copy of the written notice will also be sent to the College Dean, to the Program Director, if applicable, and to the chair of the Financial Aid Committee.

3. Following the end of each academic year, the Office of Student Financial Services will also send a written notice to students who are entering a second sequential year of academic probation, or who have unsatisfactorily completed a second, nonconsecutive year of academic probation, informing the student that he/she is on financial aid suspension, effective immediately. The letter will outline for the student the ramifications of being placed on financial aid suspension. A copy of the written notice will also be sent to the College Dean, to the Program Director, if applicable, and to the chair of the Financial Aid Committee.

4. For students enrolled in the Biomedical Sciences (M.A.) program, the Office of Student Financial Services will send a written notice to students who are not maintaining academic standards as specified by their program and who have been placed on academic probation, informing the student that they are on financial aid warning for the next academic quarter. The letter will outline for the student the ramifications of being placed on financial aid warning, and inform him/her of the right to appeal. A copy of the written notice will also be sent to the Dean of the college in which the student is enrolled, to the program director, if applicable, and to the chair of the Financial Aid Committee. Following the end of the next quarter, the Office of Student Financial Services will also send a written notice to students who are entering a second sequential quarter of academic probation, informing the student that he/she is on financial aid suspension, effective immediately. The letter will outline for the student the ramifications of being placed on financial aid suspension, and inform him/her of the right of appeal. A copy of the written notice will also be sent to the Dean of the college in which the student is enrolled, to the program director, if applicable, and to the chair of the Financial Aid Committee.

5. If a student is placed on financial aid suspension due to not meeting standards of satisfactory academic progress, the Office of Student Financial Services will reinstate his/her financial aid eligibility upon receipt of written confirmation from the College Dean that standards of satisfactory academic progress have been met. The Office of Student Financial Services will provide written notification to the student of his/her compliance with standards of satisfactory academic progress, cancellation of his/her suspension and reinstatement of aid. This notification will also be provided to the College Dean in which the student is enrolled, to the Program Director, if applicable, and to the chair of the Financial Aid Committee. Financial aid eligibility will not be reinstated for preceding quarters during the academic year in which the student did not meet standards of satisfactory academic progress.

6. A student on financial aid probation or financial aid suspension may appeal the decision to the chair of the Financial Aid Committee. The appeal must include:

- Reasons why the minimum academic standards of progress were not met;
• Reasons why his/her aid eligibility should not be terminated or should be reinstated; and
• A plan that demonstrates a means to bring his/her academic progress up to satisfactory standards within a period of one academic year.

It is the student’s responsibility to provide appropriate documentation to support his or her appeal. This written appeal must be submitted to the chair of the Financial Aid Committee within seven (7) working days after receipt of notification of financial aid probation or suspension.

7. The Chair of the Financial Aid Committee and the committee members will review the appeal. Appeals that do not have the required documentation will be returned to the student for completion prior to review by the committee. The student will be permitted to present his/her appeal to the Financial Aid Committee in person upon written request to the Chair of the Financial Aid Committee. The Financial Aid Committee will vote and render a decision regarding the appeal. The chair of the Financial Aid Committee will send written notification of the decision to the student, the College Dean, and the Program Director within two (2) weeks of the receipt of the written appeal. In the event that the Financial Aid Committee denies the appeal, the student may then appeal to the College Dean. A student may appeal to the College Dean based upon the following:
• New information;
• Bias on the part of a committee member; or
• Procedural error.

8. Students are limited to a maximum of two (2) appeals of their financial aid status during the course of their stay at MWU.

9. A student may appeal standards of satisfactory academic progress for financial aid eligibility as required by Federal law based on personal mitigating circumstances. Appeals must be submitted in writing to the College Dean. Appeals must include:
• reasons why the standards of program completion per academic year and/or maximum timeframe completion cannot be met;
• reasons why he/she should be granted a timeframe extension;
• reasons why his/her aid eligibility should not be terminated.

It is the student’s responsibility to provide appropriate documentation of the mitigating circumstances to support his/her appeal. The College Dean will review the appeal and render a decision within two (2) weeks of the receipt of the written appeal.

10. In the event that the College Dean denies the appeal, the student may then appeal to the President. A student may appeal to the President based upon the following: (a) new information, (b) bias on the part of the dean, or (c) procedural error.
MWU Standards of Satisfactory Academic Progress for Financial Aid Eligibility

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Standard &amp; Maximum Time Frames for Program Completion (in years)</th>
<th>Expected Program Completion Per Academic Year (% of coursework completed)</th>
<th>Minimum Cumulative GPA Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Standard</td>
<td>Maximum</td>
<td></td>
</tr>
<tr>
<td>CCOM</td>
<td>4</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>CCOM (Extended studies)</td>
<td>5</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>CCP–Pharm.D.</td>
<td>4</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>CDMI</td>
<td>4</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>CHS–Biomedical Sciences (M.B.S.)</td>
<td>2</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>CHS-Biomedical Sciences (M.A.)</td>
<td>1</td>
<td>1.5</td>
<td>66%</td>
</tr>
<tr>
<td>CHS-PA M.M.S.</td>
<td>2.25 (27 mos.)</td>
<td>3.33 (40.5 mos.)</td>
<td>30%</td>
</tr>
<tr>
<td>CHS–D.P.T.</td>
<td>2.90 (35 mos.)</td>
<td>4.33 (52 mos.)</td>
<td>23%</td>
</tr>
<tr>
<td>CHS–M.O.T.</td>
<td>2.25 (27 mos.)</td>
<td>3.33 (40.5 mos.)</td>
<td>30%</td>
</tr>
<tr>
<td>CHS-D.H.S.</td>
<td>4.5</td>
<td>6.75</td>
<td>17%</td>
</tr>
<tr>
<td>CHS–Psy.D.</td>
<td>4</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Matriculated prior to Fall 2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHS–Psy.D.</td>
<td>5</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>Matriculated in Fall 2009 or after</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Academic Status Chart for Determining Financial Aid Eligibility

<table>
<thead>
<tr>
<th>Academic Status</th>
<th>Credit hours per quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>12, minimum</td>
</tr>
<tr>
<td>Three-Quarter Time</td>
<td>9-11 credit hrs</td>
</tr>
<tr>
<td>Half-Time</td>
<td>6-8 credit hrs</td>
</tr>
<tr>
<td>Less than Half-Time</td>
<td>1-5 credit hrs</td>
</tr>
</tbody>
</table>

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

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

Leave of Absence for Financial Aid Eligibility Policy and Procedure

Policy

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

   - The student must request the leave of absence in writing to the program director, if applicable, with approval from the
Colleague Dean. The letter should clearly state the reason(s) for the requested leave of absence.

- MWU may not charge the student tuition or any educational expenses during a long-term leave of absence (90 days or more). However, in order to continue coverage for long-term disability insurance and/or health and dental insurance, a student on an approved leave is obligated to pay his or her premium. In addition, a student living on campus will be responsible for paying his or her rent, utilities, and covered parking charges.

- Students on approved leave of absence are entitled to all the programs and benefits afforded by the student services fee; accordingly, the student will be charged each quarter of leave.

- A subsequent leave of absence, may be granted for the same student due to an unforeseen circumstance such as military duty, jury duty or a circumstance covered under the Family and Medical Leave Act of 1993 (FMLA).

- Any additional leaves of absence requested may not exceed a total of 180 days in a 12 month period. This 12 month period begins with the first day of the first leave of absence.

- A student on an approved leave of absence will retain his/her in-school status.

4. Before final consideration is given to granting the requested leave of absence, a financial aid administrator will meet with the student and provide information regarding loan obligations, possible revisions in his/her aid package, deferment options and consequences of not returning to MWU at the expiration of the leave of absence.

5. A student on an approved leave of absence may receive health, dental and disability insurance coverage for the entire period of the leave, but must prepay the entire amount of the premiums during the leave. In addition a student may continue to live in on-campus housing for the duration of the leave, but must pay in advance each quarter. All outstanding balances must be paid in full prior to a student’s return from a leave of absence.

Procedure

1. Upon receiving written notification from the College Dean that a student has been granted an official leave of absence, the Office of Student Financial Services will take the following steps:
   - Recalculate the loan period and cost of attendance based on months of actual enrollment to determine the total amount of financial aid eligibility for the academic year and, if necessary, correct resulting over-awards.
   - Notify the student and lender(s) of the following:
     - Student’s last date of attendance;
     - Beginning and ending dates of the approved leave of absence;
     - Revised cost of attendance and financial aid eligibility;
     - Revised loan period, if applicable;
     - Revised graduation date, if applicable; and
     - Revised student loan disbursement dates, if applicable.

2. The Office of Student Financial Services will promptly return to the lender any loan disbursements received during the approved leave of absence and, if applicable, request that the disbursement be reissued upon the student’s scheduled return to MWU.
3. If the student fails to return at the end of the federally approved leave of absence, the student will be considered to have withdrawn from MWU (for financial aid purposes only) as of the first day in which the leave of absence was granted. The Office of Student Financial Services will perform the following functions:
   - The Office of Student Financial Services will perform refund/repayment calculations.
   - The Office of Student Financial Services will promptly return any federal funds or student loan funds to lender(s) within 45 days of receipt of notification of the student’s failure to return from the approved leave of absence.
   - The Office of Student Financial Services will attempt to contact the student by telephone for a personal exit interview consultation.
   - If the student cannot be contacted by telephone, the financial aid administrator will mail exit interview materials containing information on borrower rights/responsibilities, loan repayment options, loan deferment options, consolidation, total loan indebtedness and consequences of default directly to the student.
   - The Director of Student Financial Services will notify the College Dean and the Program Director, if applicable, of the student’s withdrawal status and the impact the withdrawal has on the student’s financial aid award package.

Return of Title IV Funds Policy/MWU Refund Policy
In establishing a refund policy, MWU has instituted and adhered to all requirements included in the Federal Formula for Return of Title IV Funds as specified in Section 484B of the Higher Education Act of 1965 (as amended). MWU’s refund policy will include the following guidelines:

1. Title IV funds includes the following programs available at MWU, subsidized Federal Direct Stafford loans, unsubsidized Federal Direct Stafford loans, Federal Perkins loans, Federal Direct Graduate PLUS loans, and the Federal Work-Study (FWS) program. However, FWS monies awarded or earned by the student will always be excluded from the refund calculation.
2. Withdrawal On or Before the First Day of Classes of the Quarter for Which the Student Is Charged
   - 100% of tuition, University housing, and all other fees will be credited.
3. Withdrawal After the First Day of Classes Through 60% of the Quarter for Which the Student is Charged
   - Tuition charges will be prorated on a daily basis proportional to the number of days completed divided by the number of days in the payment period for which the student was enrolled.
   - University housing for the quarter will be credited according to the terms on the housing contract.
   - University meal plans are credited based on the amount used during the quarter.
   - For students on a leave of absence, disability and health insurance fees paid to the University for the quarter will not be refunded. A student will be obligated to pay his/her premium through the end of the quarter.
   - No refund of student services fee will be made.
4. Withdrawal After 60% of the Quarter for Which the Student is Charged
   - No refund of tuition or student services fee will be made.

Notification of Withdrawal
1. A student’s withdrawal date is the student’s last date of attendance at a documented academically related activity (exam, turning-in of assignment, academic counseling, advisement, etc.), or the midpoint of the period for a student who leaves without notifying the institution.
2. A student must provide written notification and documentation, if applicable, to the appropriate College Dean or Program Director, stating the reason for withdrawal from MWU. If approved, the College Dean will conditionally approve a withdrawal until all clearances are obtained.
3. The student must receive clearance of his/her withdrawal from the MWU departments on the http://online.midwestern.edu leave system within seven calendar days from the date of College Dean’s conditional approval. This time frame will allow offices such as Student Financial Services and the Registrar to process the withdrawal, prepare the required financial aid exit, and calculate the return of unearned federal Title IV aid and all other aid, as appropriate.
University housing for the quarter will be credited according to the terms on the housing contract.

All credits on University meal plan costs will be based on the remaining balance in the quarter.

For students on a leave of absence, disability and health insurance fees paid to the University for the quarter will not be refunded. A student will be obligated to pay his/her premium through the end of the quarter.

5. If a Subsequent Quarter(s) Has Been Prepaid
   - Tuition, student services fee, University housing, and health insurance fee, will be adjusted accordingly.

6. Information technology fee - If a student withdraws before matriculation, or after the first day of classes through the 60% point of the first quarter only, the information technology fee will be adjusted accordingly provided that the laptop is returned in the same condition in which the student received it, as determined by the University Information Technology Service, and the student withdraws from the college.

7. All refunds will be distributed in the following order as prescribed by federal law:
   1. Unsubsidized Federal Direct Stafford Loan
   2. Subsidized Federal Direct Stafford Loan
   3. Federal Perkins Loan
   4. Federal Direct Graduate PLUS Loan
   5. Other Title IV Aid Programs
   6. Other Federal Sources of Aid (PCL)
   7. Other state or private aid *
   8. Institutional Aid (MWU Need-Based Scholarship, departmental loans and scholarships)**
   9. The Student ***
      * MWU will refund scholarship monies in accordance with the sponsoring agency’s policy.
      ** All refunds of institutional aid will be prorated based on the remaining weeks of the quarter. Subsequent quarters of awarded institutional funds will be cancelled; therefore, no refunds will be made.
      *** MWU will only refund monies to a student who does not owe a repayment of non-institutional funds or who does not have unpaid charges that he/she owes to the institution.

8. Students who borrowed and received monies from the unsubsidized/subsidized Federal Direct Stafford loans, Federal Direct Graduate PLUS loans, Federal Perkins loans, institutional (MWU) loans, Primary Care loans and/or private loans will be legally responsible and obligated to repay in accordance with the terms and conditions outlined in the promissory note(s).

9. Upon request by the student, examples of refund worksheets and calculations will be available for distribution in the Office of Student Financial Services.

10. Students who feel that individual circumstances warrant exceptions from published policy may appeal the Return of Title IV Funds policy. Student appeals need to be submitted to the College Dean.
ACADEMIC CALENDAR
SUMMER QUARTER 2012

Mandatory Rotation Orientation (PS-IV) May 21 - 23, 2012
Didactic Course (PA-II) June 4 - 15, 2012
Rotation Begins - Block 1 (PS-IV) June 4 - July 13, 2012
Orientation (PA-I/PT-I) June 6 - 7, 2012
Clinical Rotation Begins - Block 1 (MS-III/MS-IV) June 11 - July 8, 2012
Didactic Course (PA-III) June 18 - 22, 2012
Rotations (PA-II) June 18 - December 2, 2012
Elective Rotations (PA-III) June 25 - August 19, 2012
Clinical Rotation - Block 2 (MS-III/MS-IV) July 9 - August 5, 2012
Independence Day *No Classes* (Library Closed) July 4, 2012
Rotation - Block 2 (PS-IV) July 16 - August 24, 2012
Clinical Rotation - Block 3 (MS-III/MS-IV) August 6 - September 2, 2012
Didactic Course (PA-III) August 20 - 24, 2012
Degree Completion Date – Psy.D. (PSY-IV/PSY-V) August 24, 2012
Degree Completion Date - MMS (PA-III) August 24, 2012
Fieldwork Level II B (OT-III) August 27 - November 16, 2012
Grades Due August 28, 2012

FALL QUARTER 2012

Orientation (MS-I) July 30-August 2, 2012
Classes Begin (MS-I/MS-II) August 6, 2012
Last Day to Add/Drop Classes (MS-I/MS-II) August 10, 2012
Rotation - Block 3 (PS-IV) August 27 - October 5, 2012
Orientation (DMD-I) August 28 - 31, 2012

Fall Graduation - CHS (CP/OT/PA) August 30, 2012
**Labor Day *No Classes* (Library Closed)**

Clinical Rotation Begins - Block 4 (MS-III/MS-IV)  
September 3, 2012

September 4, 2012

CCP Dean’s Convocation (11:10 a.m.)  
September 4, 2012

September 7, 2012

White Coat Ceremony  
September 28, 2012

Clinical Rotation - Block 5 (MS-III/MS-IV)  
October 1, 2012

Rotation - Block 4 (PS-IV)  
October 8, 2012 - November 16, 2012

Clinical Rotation - Block 6 (MS-III/MS-IV)  
November 29, 2012 - November 30, 2012

November 9, 2012

November 12, 2012

Quarter Break (MS-I/MS-II/PS-I/PS-II/PS-III/PA-I/PT-I/PT-II/PT-III/OT-I/OT-II/MBS-I/MBS-II/MABS-I/DMD-I/DMD-II/DHS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V)  
November 17, 2012

Degree Completion Date - MOT (OT-III)  
November 20, 2012

Grades Due  
November 20, 2012

Clinical Rotation - Block 7 (MS-III/MS-IV)  
November 26, 2012 - January 6, 2013

**WINTER QUARTER 2012**

Rotation - Block 5 (PS-IV)  
November 9, 2012

Classes Resume (MS-I/MS-II/PS-I/PS-II/PS-III/PA-I/PT-I/PT-II/PT-III/OT-I/OT-II/MBS-I/MBS-II/MABS-I/DMD-I/DMD-II/DHS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V)  
November 26, 2012

Practicum III (PT-III)  
November 26, 2012 - February 1, 2013

November 30, 2012

Didactic Course PA-II  
December 3, 2012

Winter Recess PA-II  
December 15 - 30, 2012

December 22, 2012 - January 6, 2013
I/PSY-II/PSY-III/PSY-IV/PSY-V


Rotations (PA-II)


Clinical Rotation - Block 8 (MS-III/MS-IV) January 7, 2013

Rotation - Block 6 (PS-IV) January 14 - February 22, 2013

Martin Luther King, Jr. Day *No Classes* (Library Closed) January 21, 2013

Quarter Break (PT-III) February 2 - 10, 2013

Clinical Rotation - Block 9 (MS-III/MS-IV) February 4 - March 3, 2013

Practicum IV (PT-III) February 11 - April 19, 2013


Grades Due February 26, 2013

Clinical Rotation - Block 10 (MS-III/MS-IV) March 4 - 31, 2013

SPRING QUARTER 2013

Rotation - Block 7 (PS-IV)


Practicum (PT-II) March 4 - May 10, 2013

Fieldwork I *off-campus* (OT-I/II) March 4 - 8, 2013


Classes Resume *on-campus* (OT-I/OT-II) March 11, 2013

Last Day to Add/Drop Classes (OT-I/OT-II) March 15, 2013

Clinical Rotation - Block 11 (MS-III/MS-IV) April 1 - 28, 2013
<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotation - Block 8 (PS-IV)</td>
<td>April 8 - May 17, 2013</td>
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<tr>
<td>Degree Completion Date - DPT (PT-III)</td>
<td>April 26, 2013</td>
</tr>
<tr>
<td>Clinical Rotation - Block 12 (MS-III)</td>
<td>April 29 - May 26, 2013</td>
</tr>
<tr>
<td>Clinical Rotation - Block 12 (MS-IV)</td>
<td>April 29 - May 15, 2013</td>
</tr>
<tr>
<td>Quarter Break (PT-II)</td>
<td>May 11 - June 9, 2013</td>
</tr>
<tr>
<td>Degree Completion Date - MA (PSY-II)</td>
<td>May 17, 2013</td>
</tr>
<tr>
<td>Degree Completion Date - MS (MBS-II/MABS-I)</td>
<td>May 17, 2013</td>
</tr>
<tr>
<td>Quarter Break (OT-II)</td>
<td>May 18 - 26, 2013</td>
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<tr>
<td>Quarter Break (PA-I)</td>
<td>May 18 - June 2, 2013</td>
</tr>
<tr>
<td>Practicum I (PT-I)</td>
<td>May 20 - June 7, 2013</td>
</tr>
<tr>
<td>Grades Due</td>
<td>May 21, 2013</td>
</tr>
<tr>
<td>Graduation Ceremonies - CCOM, CHS (PT, MBS, MABS)</td>
<td>May 23, 2013</td>
</tr>
<tr>
<td>Graduation Ceremony - CCP</td>
<td>May 24, 2013</td>
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<tr>
<td>Memorial Day <em>No Classes</em> Library Closed</td>
<td>May 27, 2013</td>
</tr>
<tr>
<td>Quarter Break (MS-III)</td>
<td>May 27 - June 9, 2013</td>
</tr>
<tr>
<td>Fieldwork Level II A (OT-III)</td>
<td>May 28 - August 16, 2013</td>
</tr>
</tbody>
</table>
MISSION
Chicago College of Osteopathic Medicine educates osteopathic physicians to provide quality, compassionate care and promotes the practice of osteopathic medicine, lifelong learning, research and service.

CCOM Values:
The Achievement of Educational Excellence Through:
Leadership
Teamwork
Commitment
Integrity
Professionalism
Diversity
Osteopathic Philosophy

Vision
Every member of the CCOM community exemplifies its core values to provide relationship centered teaching and care.

Community List
Student/Interns/Residents
Alumni
Clinicians
Faculty/Administration
Staff
Patients

ACCREDITATION
The Chicago College of Osteopathic Medicine (CCOM) is accredited by the Commission on Osteopathic College Accreditation (COCA). COCA is recognized as the accrediting agency for colleges of osteopathic medicine by the United States Office of Education and the Council of Postsecondary Accreditation (COPA). CCOM is currently accredited through 2016.

For further information, please contact the American Osteopathic Association, 142 E. Ontario St., Chicago, IL 60611, or (800) 621-1773.

DEGREE DESCRIPTION
Upon graduation from Chicago College of Osteopathic Medicine, the Doctor of Osteopathic Medicine (D.O.) degree is granted. The usual length of the course of study is 4 academic years. The curriculum consists of 2 years of primarily didactic instruction followed by 2 years of primarily clinical rotations including the applicable didactic material. Upon graduation with the D.O. degree, the graduate is eligible for postdoctoral residency training in all fields of medicine.

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

Admission Requirements
Students seeking admission to CCOM must submit the following documented evidence:

1. Completion of the prerequisite coursework.
   - Grades of C or better (grades of C- are not acceptable)
   - To be competitive, students should have minimum cumulative GPAs and science GPAs over 3.00 on a 4.00 scale
   - To receive a supplemental application, students must have minimum science and cumulative GPAs of 2.75 on a 4.00 scale

2. Completion of a bachelor’s degree from a regionally accredited college or university prior to matriculation.
   - Applicants participating in special affiliated programs with the College will be considered on an individual basis.

3. Competitive test scores on the Medical College Admissions Test (MCAT)
   - Average MCAT score for students entering CCOM in 2011 was 28
   - Only MCAT exam scores earned from tests taken no more than 3 years prior to the planned enrollment year are acceptable
• Register for MCAT tests through the MCAT Program Office at 202/828-0690 or visit www.aamc.org/students/applying/mcat for information
• MCAT exams are offered multiple times per year

4. Two letters of recommendation
• One letter from either a premedical advisory committee, prehealth advisor or basic science professor who has taught the applicant
• Second letter from either a U.S. licensed D.O. or M.D. Letters from osteopathic physicians are strongly recommended. Letters written by immediate family members are not acceptable
• Letters of recommendation must be submitted by the evaluators. Letters submitted by students are not accepted by the Office of Admissions

5. Demonstration, sincere understanding and interest in osteopathic medicine
6. Demonstration of a people- or service- orientation through community service or extracurricular activities
7. Motivation for and commitment to health care as demonstrated by previous work, volunteer work, or other life experiences
8. Oral and written communication skills necessary to interact with patients and colleagues
9. Passing the Midwestern University fingerprinting background check
10. Commitment to abide by Midwestern University Drug-Free Workplace and Substance Abuse Policy

**Competitive Admissions**
Within its competitive admissions framework, CCOM uses multiple criteria to select the most qualified candidates from an applicant pool that exceeds the number of seats available. For the class matriculating in Fall 2011, CCOM received more than 5,500 applications for its 200 seats.

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

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology with lab</td>
<td>8 Semester/12 Quarter hours</td>
</tr>
<tr>
<td>General Chemistry with lab</td>
<td>8 Semester/12 Quarter hours</td>
</tr>
<tr>
<td>Organic Chemistry with Lab</td>
<td>8 Semester/12 Quarter hours</td>
</tr>
<tr>
<td>Physics with lab</td>
<td>8 Semester/12 Quarter hours</td>
</tr>
<tr>
<td>English Composition</td>
<td>6 Semester/9 Quarter hours</td>
</tr>
</tbody>
</table>

Anatomy, Physiology and Biochemistry are recommended courses that may contribute to success in medical school.

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

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

- Education Credential Evaluators (ECE): 414/289-3400 or Fax 414/289-3411 (www.ece.org, e-mail: eval@ece.org)
- World Education Service (WES): 212/966-6311 or Fax 212/739-6100 (www.wes.org)
- Josef Silny & Associates International Education Consultants: 305/273-1616 or Fax 305/273-1338 (www.jsilny.com, email: info@jsilny.com)

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

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

The official AACOMAS application deadline is January 1st; however, applicants are strongly encouraged to apply early in the cycle. Due to the large number of applications and the limited number of seats available, applications will be considered on a first-come, first-served basis only until all seats are filled. Typically, 50% of all admissions offers are made by the end of December.

1. AACOMAS Application - January 1, 2013 Deadline
   To initiate the application process, all applicants must apply online via the centralized application service administered by AACOM at http://aacomas.aacom.org/. The AACOMAS application is typically available in early June. As part of this process, students must submit official MCAT scores (for tests taken no earlier than 2009) and official transcripts directly to AACOMAS. The Office of Admissions will not accept MCAT scores or transcripts submitted directly to Midwestern University. The deadline for submission of the AACOMAS application is January 1.

2. CCOM Supplemental Application - March 1, 2013 Deadline
   Upon receipt of the AACOMAS application from the application service, the Office of Admissions will e-mail supplemental applications to all applicants who have earned minimum overall GPAs and science GPAs of 2.75. Applicants must complete and submit their supplemental application forms with all required materials, including a nonrefundable/nonwaivable $50 processing fee, to the Office of Admissions. All supplemental application materials must be received in the Office of Admissions on or before the deadline of March 1, 2013.

3. Letters of Recommendation - March 1, 2013 Deadline
   Applicants must submit two letters of recommendation. One letter must be written by a prehealth advisory committee, prehealth advisor or basic science professor who has taught the applicant. The second letter must be written by a physician, either a licensed D.O. or M.D. Letters from osteopathic physicians are strongly recommended. The required letters of recommendation must be received in the Office of Admissions on or before the deadline of March 1, 2013. Letters must adhere to the following guidelines:
   1. The full legal name and AACOMAS ID number of applicants must be on the front page of the recommendation. Please provide this information to the evaluators.
   2. Letters must be sent directly from evaluators and must be printed on letterhead stationery, which includes the complete contact information for evaluators.

4. Completed Applications - March 1, 2013 Deadline
   All application materials, including the AACOMAS application, MCAT scores (as reported to AACOMAS), two required letters of recommendation, and all supplemental application materials with the application fee must be received in the Office of Admissions on or before March 1, 2013. Only completed applications received by the Office of Admissions on or before the deadline date will be reviewed for potential Fall 2013 enrollment.

5. Application Reviews and Interview Decisions
   CCOM uses a rolling admissions process to review completed applications and to make interview decisions. Applications will not be reviewed until all required application materials have been received by the Office of Admissions, including the AACOMAS application, official MCAT scores (as reported to AACOMAS), supplemental application materials, processing fee, and both required letters of recommendation. Students must complete their file as soon as possible to remain competitive in this process and to ensure full consideration of their applications.

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

Interview and Selection Process

Applicants must meet all of the admissions requirements listed previously to be considered for on-campus interviews. After the Office of Admissions receives all of the required application materials, applicant files are reviewed to determine whether applicants merit interview invitations based on established criteria of the Admissions Committee. Applicants who are invited to interview will be contacted by the Office of Admissions and receive instructions for scheduling their interviews via the University’s web-based scheduling system. Additional applicants may be placed on an interview “Waiting List” pending possible interview openings toward the end of the interview cycle. The on-campus interview process typically begins in September and ends in April.
When applicants come to campus for interview appointments, they join several other interviewees to meet with members of a three-person interview panel, which is selected from a volunteer group of basic scientists, current students, administrators, and clinicians. Team members question applicants about their academic, personal, and health care preparedness for medical school, and they rate applicants on a standardized evaluation form relative to each variable. At the conclusion of the interviews, the team members forward their applicant evaluations to the Admissions Committee. The Committee may recommend to accept, to deny, or to place the applicant on either the hold or alternate list. This recommendation is then forwarded to the Dean for final approval. The Dean—via the Office of Admissions—notifies students of their status within three to four weeks of the interview.

**Technical Standards**

The educational mission of CCOM is to produce competent osteopathic physicians, emphasizing primary care but including traditional specialties and subspecialties. Because the D.O. degree signifies that the holder is a physician prepared for entry into the practice of medicine within postgraduate training programs, graduates must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care, including direct hands-on analysis and treatment.

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

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks. Candidates must be able to lift 20 lbs.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

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

**Matriculation Process**

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

1. Submit the matriculation agreement and required deposit monies by the date designated in the matriculation agreement. Deposits are applied towards the first quarter’s tuition.
2. Submit official final transcripts from all colleges attended post-high school by the deadline of two weeks (14 days) prior to the first day of classes. Students who are accepted to MWU less than one month prior to the first day of classes will have 30 calendar days from the date of their acceptance to submit all official transcripts to the Office of Admissions. Any special circumstances or requests for exceptions to this policy must be sent to and approved by the Office of the Dean of the college.
Students who fail to submit all official final transcripts by the stated deadline may jeopardize their acceptance or continued enrollment in the College.

3. Submit completed medical files documenting completion of a physical exam, immunizations, tuberculosis and titer blood testing as instructed by the Office of Student Services and detailed in the Student Handbook.

4. Meet the Technical Standards for the college.

5. Submit proof of medical and disability insurance coverage. Students may select either a plan offered by an MWU-approved carrier or a comparable plan offered by an outside carrier of their choice, as determined by the Office of Student Services. Insurance must be maintained throughout the entire period of enrollment.

6. Submit additional documents as requested by the Office of Admissions or college.

7. Provide documentation verifying that sufficient funds have been deposited in a U.S. bank, or one of six major Canadian banks, to cover all expenses while attending the college (applies only to non-U.S. citizens or temporary residents who hold student visas). Additional details and application forms are available in the Office of Student Financial Services.

8. Submit a signed Credit Policy Statement.

9. Authorize and pass the MWU criminal background check and/or fingerprinting background check as required by the specific college/school/program.

10. Submit a signed MWU Drug-Free Workplace and Substance Abuse Policy Statement.

Students who fail to satisfy these matriculation requirements or who omit or falsify information required on official admission documents automatically forfeit their seat in the program. Any individual accepted for admission to the college/program who does not comply with stated timelines for submission of all required materials receives no further notification from the college regarding the forfeiture of their seat.

**Commitments Made Prior to Matriculation at CCOM**

Students who have made commitments prior to their matriculation at CCOM must be aware there may be curricular priorities that are not compatible with their tentative schedules. Students who wish to fulfill prior commitments must request time off from each course director and department chair during the first week of the academic year. Every effort will be made to accommodate these commitments, but MWU does not guarantee that time off for prior commitments will be approved.

**Dual Admission Program**

Dual admission programs are currently in effect with the Illinois Institute of Technology and the University of St. Francis, Fort Wayne, IN. Details of these programs are available through the Office of Admissions.

**Reapplication Process**

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

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

**Transfer Admission**

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

Students requesting transfers must meet the College’s general requirements for admission and follow transfer procedures:

1. All inquiries for transfer to CCOM must be submitted to the Office of Admissions.
2. The Office of Admissions will confirm the availability of rotation sites through the Office of the Dean.
3. Applications will be sent if the Dean designates that there are available transfer positions.
4. Students must return their completed applications to the Office of Admissions and must include: transcripts from the COM, class rank (must be in top 50%), statement of reason for transfer, Dean’s letter verifying “Good Academic Standing,” a letter of reference from the Dean of Students, and COMLEX Level 1 scores, if available. All required application materials must be received by the Office of Admissions on or before January 1.
5. Completed applications are forwarded to the Office of the Dean.
6. The Dean reviews applications and the Dean or the Dean’s designee conducts interviews with applicants.
7. Recommendations are forwarded to the Dean of CCOM for final approvals.
8. Applicants are notified by the Dean thru the Office of Admissions of the final transfer decision.

**Graduation Requirements**

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

Students must pass all didactic course work and rotation courses with a grade of “C” or better in order to graduate. Students must pass COMLEX-USA Level 1 and both
components of the COMLEX-USA Level 2 examinations of the National Board of Osteopathic Medical Examiners. A minimum of 45 months must elapse between the date of matriculation and graduation.

**Licensure Requirements**

Licensure for the practice of medicine is granted on a state by state basis. Graduates of Chicago College of Osteopathic Medicine qualify for licensure in all 50 states. Graduates are referred to the licensing board in each state in which they have interest in licensure, to obtain the specific requirements.

**Curriculum**

**Instructional Program**

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

Within this curricular format, CCOM students spend their first two years completing a rigorous basic science curriculum and preparing for their clinical studies, including early clinical contact experiences. During their third and fourth years, students rotate through a variety of clinical training sites accruing an impressive 92 weeks of direct patient care experience. By stimulating intellectual curiosity and teaching problem-solving skills, the CCOM curriculum encourages students to regard learning as a lifelong process.

**Total Curricular Hours**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
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<tbody>
<tr>
<td>First Year</td>
<td>64.5</td>
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<tr>
<td>Second Year</td>
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</tr>
<tr>
<td>Third Year</td>
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<td>Fourth Year</td>
<td>70.5</td>
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<tr>
<td>Total</td>
<td>279.2</td>
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**Note:** The Chicago College of Osteopathic Medicine reserves the right to alter its curriculum however and whenever it deems appropriate.

* Electives in 1st and 2nd years are optional. There are 20 weeks of mandatory electives in the 3rd and 4th years.
## Second Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FMED 1650</td>
<td>Topics in Medicine</td>
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<tr>
<td>FMED 1651</td>
<td>Practice of Medicine</td>
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</tr>
<tr>
<td>MICR 1601</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>MICR 1650</td>
<td>Infectious Diseases and Their Etiologic Agents</td>
<td>5</td>
</tr>
<tr>
<td>OMED 1650</td>
<td>Osteopathic Manipulative Medicine - Lecture</td>
<td>1</td>
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<tr>
<td>OMED 1651</td>
<td>Osteopathic Manipulative Medicine - Workshop</td>
<td>1.5</td>
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<tr>
<td>PATH 1601</td>
<td>Pathology I</td>
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<tr>
<td>PHAR 1650</td>
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<td>4</td>
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<td></td>
<td>Electives</td>
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## First Quarter (14 weeks)

### Year Total 72.2

### Third Year (12 months)

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<td>IMED 1702</td>
<td>Internal Medicine Rotation I</td>
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<tr>
<td>FMED 1702</td>
<td>Family Medicine Rotation/Community Health</td>
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<tr>
<td>OBGY 1702</td>
<td>Obstetrics and Gynecology Rotation</td>
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<tr>
<td>SURG 1702</td>
<td>Surgery Rotation I</td>
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<tr>
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## Second Quarter (10 weeks)

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<tr>
<td>FMED 1601</td>
<td>Patients, Physicians and Society</td>
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<td>Topics in Medicine</td>
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<td>Practice of Medicine</td>
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<tr>
<td>MICR 1650</td>
<td>Infectious Diseases and Their Etiologic Agents</td>
<td>5</td>
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<tr>
<td>OMED 1650</td>
<td>Osteopathic Manipulative Medicine - Lecture</td>
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<td>Osteopathic Manipulative Medicine - Workshop</td>
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<tr>
<td>PATH 1602</td>
<td>Pathology II</td>
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<td></td>
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## Third Quarter (10 weeks)

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<td>Osteopathic Manipulative Medicine - Lecture</td>
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<tr>
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<td>Osteopathic Manipulative Medicine - Workshop</td>
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<td>PATH 1603</td>
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<td>PSYC 1605</td>
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## Fourth Year Rotations (12 months) (Option 1)

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<tr>
<td>EMED 1805</td>
<td>Emergency Medicine Rotation</td>
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<tr>
<td>FMED 1843</td>
<td>Clinical Integration Seminar (CIS)</td>
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<td>OMED 1801</td>
<td>Osteopathic Manipulative Medicine Rotation</td>
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</tr>
<tr>
<td>FMED 1802</td>
<td>Family Medicine</td>
<td>6</td>
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<tr>
<td>IMED 1802</td>
<td>Internal Medicine Rotation II</td>
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<td>SURG 1802</td>
<td>Surgery Rotation II</td>
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## Fourth Year Rotations (Option 2)

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<tr>
<td>EMED 1805</td>
<td>Emergency Medicine Rotation</td>
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<tr>
<td>FMED 1843</td>
<td>Clinical Integration Seminar (CIS)</td>
<td>4.5</td>
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<tr>
<td>OMED 1801</td>
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<td>IMED 1802</td>
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<tr>
<td><strong>Total</strong></td>
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ELECTIVE COURSES
Annually the Registrar publishes a listing of available optional elective courses that have been approved by the Curriculum Committee. Electives are short, in-depth courses in a variety of areas related to medicine (e.g., drug and alcohol abuse, computers in medicine, etc), which are designed to broaden understanding of important topics. These courses are open to CCOM students in the spring quarter of their first year and in all three quarters of their second year. Failures in elective courses carry the same weighting as failures in core curriculum courses such as anatomy, biochemistry, etc.

The specific list of electives offered will vary.

Neuroanatomy
Advanced Studies in OMM
Agents of Biological & Chemical Warfare & Terrorism
Anatomy Teaching Assistant
Cardiovascular Pharmacology
Career Development
Clinical Nutrition
Clinical Problem Solving
Medical Spanish
Nutrient and Drug Biomembrane Transport
Osteopathic Manipulative Medicine
Obesity: Epidemiology, Clinical Assessment, Related Medical Conditions and Treatment
Osteopathic Clinical Research
Pharmacologic Aspects of Drug Abuse
Physiology Teaching Assistant
Research Design
Student Research Elective
Topics in Sports Medicine
Understanding America’s Underserved

CLINICAL ROTATIONS
Students must complete and successfully pass required clinical rotations in the following disciplines: family medicine, internal medicine, surgery, pediatrics, psychiatry, osteopathic manipulative medicine, obstetrics/gynecology, and emergency medicine. These rotations cannot be done at out-of-system sites.

Students must also complete elective rotations in recognized fields of medicine. Examples of rotations include: anesthesiology, cardiology, family medicine (division of community medicine and/or division of osteopathic manipulative medicine), dermatology, gastroenterology, hematology/oncology, infectious disease, nephrology, neurology, neuro-surgery, nuclear medicine/endocrinology/metabolism, obstetrics/gynecology, ophthalmology, orthopedic surgery, otorhinolaryngology, pathology, rheumatology/immunology, cardiovascular/thoracic surgery, and urology.

Students can pursue elective clinical rotations at other osteopathic, allopathic, or military institutions. Elective rotations can also be taken in any of the required core rotation disciplines. Other elective choices are subject to review and approval by the Associate Dean of Clinical Education. Elective options are also subject to the limitations as noted in the clinical clerkship policies. Some elective rotations may be limited to 12 weeks in certain medical specialties.

DEPARTMENT DESCRIPTIONS

Department of Anatomy
Through a comprehensive course of study in Gross Anatomy, Histology, and Neuroscience, the Department of Anatomy provides instruction in the morphology of the human body. The study of anatomy is particularly germane to osteopathic medicine because the relationship between structure and function is a fundamental tenet of the osteopathic philosophy. Direct observation of human structure is the essence of the anatomy courses. In Gross Anatomy, all students participate in the dissection of the cadaver under the guidance of the anatomy faculty. Dissection is supplemented by the study of models, osteologic specimens, radiographs, and transverse sections. In Histology, students apply the principles presented in lecture to the microscopic identification of normal human cells and tissues, while the Neuroscience course uses case studies to apply and reinforce basic concepts.

The Department offers several elective courses, including Advanced Gross Dissection and Research. The Research elective gives students the opportunity to participate in ongoing research projects with the Anatomy faculty. Members of the Anatomy Department are actively engaged in the study of human and lower vertebrate morphology. Areas of research interest include the evolution and function of the musculoskeletal system, biological shape variation in evolution, evolution of the mammalian middle ear and mandible, inflammatory response, cortical control of autonomic functions, and use of computer instruction in the teaching of Anatomy.

Department of Behavioral Medicine
It was Hippocrates, the father of medicine, who was quoted as saying, "One must know of the person who has the disease as much as one must know of the disease the person has." Dr. Andrew Taylor Still, in the Hippocratic tradition, emphasized and expanded the integration of structure and function. The Behavioral Medicine curriculum provides the coursework and clerkship that builds the foundation for the practice of holistic medicine. An emphasis is placed upon the importance of treating each patient in the context of that individual’s unique biopsychosocial matrix.
Department of Biochemistry
First-year medical students complete a two-quarter sequence of three required courses in Medical Biochemistry, the educational goals of which are to understand the major biochemical concepts of cell, tissue, and organ function in health and diseases. These goals are achieved through lecture sessions, simulated patients, small group case studies, and readings in the biomedical literature. A problem-based format is used for small group clinical case studies. In addition to the required 1500-1502 courses, the Biochemistry faculty teaches three elective courses: Clinical Nutrition, Research Design, and Nutrient and Drug Biomembrane Transport. Faculty members also accept students into a research elective program.

Department of Emergency Medicine
Medical emergencies can happen anywhere and at any time. It is imperative that an osteopathic physician be prepared to provide emergency care not only in an emergency department or a physician’s office, but also in social settings where little or no emergency equipment or supplies are readily available. The College’s core emergency medicine rotation provides 4th year medical students with didactic training in emergency medicine. At CCOM, emergency medicine is taught in the emergency departments of core hospitals under the supervision of board certified emergency physicians and emergency medicine residents. Students are exposed to a full range of clinical pathology presenting to both inner city and suburban emergency departments. A formal weekly didactic program on campus complements their clinical exposure.

The members of the Department of Emergency Medicine are all specialists in the field of emergency medicine. They are engaged in both the clinical practice of emergency medicine as well as in clinical research in the field. Medical students may assist in clinical research projects within the Department of Emergency Medicine.

Department of Family Medicine
Family medicine practitioners personify osteopathic medicine. Departmental members endeavor to instill respect for holistic, osteopathic medicine, particularly in primary care. The basics of the art of medicine are included in the family medicine curricula. Thus, all medical students must have extensive experiences in this area. Medical students are expected to master the continuum of the biopsychosocial aspects of medicine, and then apply these concepts in clinical settings. These basic experiences provide the background necessary for the selection of a medical specialty.

Family Medicine provides staff who act as models for group practices where osteopathic medical students gain clinical experience. As externs in CCOM affiliate facilities, medical students are responsible for taking a patient’s history and conducting a physical. They learn how to provide the holistic health care for patients coming to these facilities. Students also work in community outreach programs. Medical students have the opportunity to be members of a health care team. These programs include health screening, school health programs, and health promotion and illness prevention programs for community groups and organizations.

Members of the Department of Family Medicine are actively engaged in clinical studies. Students can assist the clinicians in teaching patients through these studies. Departmental members help medical students understand the principles of osteopathic medicine. Further, they foster the development of the skills necessary to apply the osteopathic concepts in all aspects of patient care. The course of study includes osteopathic history, philosophy, and principles, the somatic components of disease, examination, treatment, and problem-solving skills.

Section of Pediatrics
Pediatric patients present opportunities, challenges, and rewards that are unique in medicine. As a student it is essential to be exposed to growth and development from newborn to adulthood, the medical management of the pediatric patient, preventive care and psychosocial issues of childhood. The management of pediatric patients requires special thought processes, skills, and techniques that must be mastered by all medical students. Pediatrics is a six-week rotation in the third year.

Department of Internal Medicine
The core of an osteopathic physician’s knowledge and treatment of disease entities is found in internal medicine. The basics learned here pervade primary care, surgery, and the subspecialties of medicine. At CCOM, medicine is taught on the floors of affiliate hospitals. Because much of the teaching in medicine is one-on-one or with small groups, the members of the department are able to provide individualized instruction for the medical students. This enables the faculty to ascertain whether or not the medical students can incorporate the material mastered in the basic sciences into their practice of clinical medicine. The medical students can gain significant ambulatory experience in the general internal medicine and subspecialty clinics while rotating through their required and elective clerkships in internal medicine.

The members of the Department of Internal Medicine, all of whom are highly trained specialists, subspecialists, or general internists, are engaged in clinical as well as basic research. The sections of cardiology, gastroenterology, and rheumatology are actively involved in research and investigative pharmaceutical studies. The medical students may assist in these projects by monitoring the patient’s progress and helping to analyze the data collected for these studies.

Section of Radiology
Imaging techniques are becoming increasingly important in the diagnosis of many patient problems. This course is designed to increase the medical students’ understanding of
the basic elements of radiology so that as physicians they can effectively utilize the current technologies as well as the consultant services offered by radiologists. After completion of this course, the students possess an understanding of the basic physics of radiation and are able to both accurately interpret common radiographic findings and demonstrate an understanding of indications of the various radiologic studies.

**Department of Microbiology and Immunology**

More than one third of the cases seen by family practice physicians involve infectious disease or immunologically related disorders. Medical students complete a required two course sequence in Medical Immunology and Infectious Diseases and their Etiologic Agents (IDEA). The goals of this sequence are to provide students with the fundamental information necessary for the diagnosis, rational management, treatment options and control of infectious disease as well as an understanding of the role of the immune system in maintenance of a healthy host. Osteopathic principles are integrated in both courses. These goals are achieved through lectures, self-studies and problem-based interactive clinical case studies. The material presented in IDEA lecture is reinforced in the mandatory laboratory sessions that help students develop the skills they will find necessary to understand but not master the most commonly used microbiologic techniques ordered by a physician. The laboratory also allows students to become familiar with the general operations of a clinical microbiology laboratory. Problem based learning is used extensively in the laboratory. The material in Medical Immunology is reinforced by mandatory didactic clinical correlations and case presentations which are intended to be teacher-student interactive learning sessions.

In addition to the required courses, the Microbiology and Immunology faculty offer electives on request on the impact of social and geographic factors on infectious diseases and on agents of biological and chemical warfare and terrorism. Faculty also accept students into a research elective program. Areas of ongoing research include molecular and immunologic aspects of host-parasite interaction; immunopathologic responses to infection, autoimmune diseases (rheumatoid arthritis and autoimmune uveitis); microbial adaptive mechanisms; latency in herpes virus infections, host factors related to the induction of antibiotic resistance; and, sexually transmitted diseases.

**Department of Obstetrics and Gynecology**

Obstetrics and Gynecology remains an essential part of the practice of all primary care osteopathic physicians. The basics of good prenatal care, the daily activities of an office gynecology, and the indications and options for appropriate surgical care of the female patient challenge all physicians on a daily basis. The Department of Obstetrics and Gynecology provides the student with a dynamic educational experience, combining traditional fundamentals with fresh, innovative thinking and technology. Our primary goal is to train students to solve clinical dilemmas by applying clear, concise thinking to a solid foundation of knowledge in women’s health.

**Department of Osteopathic Manipulative Medicine**

The Department of Osteopathic Manipulative Medicine is designed to serve as a focal point of osteopathic uniqueness within the Downers Grove Campus, Midwestern University. In addition to the traditional role of teaching the osteopathic courses to students, the Department of Osteopathic Manipulative Medicine is a resource to provide leadership to facilitate the demonstration of this osteopathic uniqueness. A continuum of osteopathic training is essential, and the Department will work to facilitate this continuum of training. The Department recognizes the necessity for a base of scientific research to support osteopathic theory and practice, as well as the necessity of clinical studies to document the efficacy and cost effectiveness of osteopathic care.

**Department of Pathology**

By focusing on the human body as an integrated system, the study of pathology provides students with an understanding of the pathophysiologic mechanisms of disease while familiarizing them with the vast spectrum of human disease processes encountered through an organ system approach. It initiates students to critical clinical analysis by demonstrating the relationships between basic scientific principles and the practice of clinical medicine and emphasizing the integration of these principles into the study of human disease. This approach provides students with a complete overview of disease processes in relation to their genetic, pathophysiologic, anatomic, histologic, and cellular alterations. Students will develop skills necessary to interpret and incorporate laboratory data in diagnosing and treating the spectrum of illness. The relationships of the mechanisms and characteristics of human disease to osteopathic principles and practice are emphasized.

**Department of Pharmacology**

The science of pharmacology deals with the properties and effects of drugs and chemical compounds on living systems. Medical pharmacology focuses on the mechanisms of action, toxicities, and therapeutic uses of biologically active substances in humans. Physicians must be able to utilize basic knowledge of pharmacology to treat and prevent disease in their patients. At CCOM, medical students are shown the correlation between pharmacology and related medical sciences, taught how to interpret the actions and uses of major classes of drugs, and instructed in the applications of pharmacodynamics to therapeutics.

**Department of Physiology**

Physiology is the branch of the life sciences concerned with the function of living systems. Health is customarily defined in physiologic terms: disease is perceived as a deviation from the normal physiologic states of the body. Disease states and
the associated signs and symptoms are understood through a refined appreciation of the diverse regulatory processes that maintain the normal, functional status of the human body.

The Physiology Department offers courses to medical, dental, pharmacy, and health sciences students that present the physiological principles and regulatory processes that underlie the normal function of the human body. These core principles provide a foundation upon which to develop an understanding of the physiologic responses that occur in response to perturbation of homeostasis and of pathophysiologic alterations that occur in disease. In addition to conventional didactic instruction, osteopathic medical students participate in small group clinical case discussions that are used to promote critical thinking, problem solving, and application of physiologic concepts and principles to clinically relevant problems.

Medical students interested in research are encouraged to participate in ongoing research projects as a part of CCOM’s Summer Research Fellowship Program. Current research interests of the faculty include a variety of areas associated with cardiovascular physiology, such as cardiac electrophysiology, autonomic and enteric nervous system control and central control of cardiorespiratory function.

Department of Surgery
All osteopathic physicians must be trained to understand surgical diseases as presented in a clinical setting. They must master pre- and postoperative assessment of patients so they can function in any medical setting as an important and integral part of the patient care team. Family practice physicians should also be able to perform ambulatory procedures in an office setting as well as understand all aspects of wound management.

The members of the surgery department are committed to CCOM’s precepts of teaching, healing, and serving. The academic mission of the department is to provide didactic and clinical training in the surgical arts. The members of the department provide comprehensive, osteopathic surgical care for the patients in CCOM’s affiliated clinical facilities. The members of the department serve not only as mentors for all medical students but also seek to identify those students who have the ability and interest to become osteopathic surgeons in order to provide them with additional personal and professional guidance and assistance.

Students are required to complete an 8 week core general surgery block during their third year, and 4 week core general surgery block during their fourth year. Additionally, the department of surgery offers elective surgical clerkships during the 3rd and 4th year. Clerkships are commonly four weeks long, but select sites offer two week experiences. Selective and elective surgery clerkships are offered in anesthesiology, orthopedics, general surgery, burn surgery, trauma surgery, ophthalmology, plastic surgery, vascular surgery, surgical cardiac care, cardiovascular surgery, ENT, urologic surgery and neurosurgery.

Students are expected to attend all department educational seminars, case presentations and grand clubs. Successful completion of the clerkship is dependent upon the preceptor evaluation, daily attendance and completion of patient care logs.

All clerkships are offered at CCOM affiliated or MWU OPTI affiliated hospitals, surgi-centers and clinics.

COURSE DESCRIPTIONS
Prerequisites for courses may be established by the department that administers the course. Prerequisites are recommended to the Curriculum Committee for approval and are listed within the course description in the catalog.

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

ANAT 1511 Histology
In Histology, students study the structure of the cell. They learn the distinguishing morphologic characteristics of the four types of tissue: epithelium, connective tissue, muscle, and nervous tissue. After acquiring this basic knowledge, students then learn how the four tissues combine to form organs. At the conclusion of the course, students are able to identify any organ based upon its microscopic morphology.
4 credits

ANAT 1521 Neuroscience
This is an integrated, interdisciplinary course in which the students learn to identify and describe the structural components and corresponding functions of the human nervous system. Emphasis is given to correlating underlying lesions involving these structures with neurologic deficits and dysfunctions likely to be encountered in clinical practice. Integrated lectures are given by faculty in the departments of Anatomy, Pathology, Pharmacology, Physiology, and Family Medicine.
8 credits

ANAT 1550 Gross Anatomy/Embryology
In Gross Anatomy and Embryology, students will study the human body in a regional approach. Through lectures, dissection laboratories, and case studies, students will learn to apply anatomical knowledge to clinical practice. Students will study the embryological basis of adult anatomy, as well as the developmental basis of important malformations. This course is taught during the Fall and Winter quarters with a single grade given at the completion of the course.
6.5 credits Fall Quarter, 6.5 credits Winter Quarter=13 credits total
BIOC 1500 Biochemistry
The Human Nutrition, Metabolism and Health Care through the Life Cycle course content features general concepts of fuel metabolism, bioenergetics and nutrition as they apply to evidence-based medical care through the life cycle. A simulated patient helps to illustrate major concepts in the course. Students work in teams to apply their knowledge of medical biochemistry and statistics to the solution of clinical problems. Team discussions also help students begin to develop relationship-centered as well as evidence-based practices even at this early stage of their medical training.
2 credits

BIOC 1501 Biochemistry
The Human Clinical Chemistry and Metabolism course lecture sessions concern clinical chemistry, human metabolism and biochemical abnormalities of simulated patients. Clinical correlations are featured in all lecture sessions and are applied in workshops that involve weekly small group discussions of related cases.
4 credits

BIOC 1502 Biochemistry
The Human Cell and Molecular Biology Genetics and Nutrition course lecture sessions highlight human nutrition, cell and molecular biology and medical genetics. Simulated patients help to illustrate major concepts in lecture sessions. Clinical correlations are featured in all lecture sessions and are applied in workshops that involve weekly small group discussions of related cases.
5 credits

CORE 1599 Healthcare Issues
Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. The various roles health care professionals play on a medical team will be introduced to first-year students via practitioner-patient demonstrations utilizing a surrogate patient. Additional lectures will introduce students to the Health Insurance Portability and Accountability Act (HIPAA), and the concept of biomedicine.
1 credit

EMED 1805 Emergency Medicine Rotation
In the emergency departments of CCOM's affiliate hospitals, the medical students, under the direction of a member of the department, assist in providing emergency care. The medical students make initial assessments, take histories and physicals, and make case presentations to the attending physician on a patient's condition. They must also propose a diagnosis, develop an appropriate treatment plan, and determine the final disposition of the patient. An orientation lab and weekly lectures are part of the rotation.
6 credits

FMED 1500 Health Care Communication I
This course introduces students to the fundamental principles for the effective communication with patients, families, and significant others of the patient. Using material gleaned from the empirical and clinical domains of Behavioral Medicine, the course focuses on patient-centered approaches for promoting, improving, and maintaining dialogue with patients. Effective communication has been shown to be central to patient satisfaction, professional satisfaction, patient adherence to treatment plans, and positive outcomes for the patient.
1 credit

FMED 1550 Introduction to Clinical Medicine (ICM)
Introduction to Clinical Medicine is designed to acquaint the medical students with the basic skills and basic clinical knowledge associated with the practice of medicine, enabling them to synthesize the knowledge gained in the basic science courses with the material presented in ICM. As part of their required activities, students participate in a simulated patient program where they learn to perform a physical examination with normal findings emphasized. As part of the ICM class, students have required exposure to actual patients. This course is taught during the Fall, Winter and Spring quarters with a single grade given at the completion of the course.
2 credits Fall Quarter, 2 credits Winter Quarter, 2 credits Spring Quarter=6 credits total

FMED 1601 Patients, Physicians and Society
This course focuses on the physician-patient relationship and communication in relation to knowledge-base information and skill-base experiences. Specific concepts that are essential in effective communication, such as empathy, rapport building, active listening, and data gathering techniques are discussed. The foundation for this course is the biopsychosocial model of medicine. This model is a comprehensive approach in which all of the major aspects of the patient are explored to enhance clinical practice. The course examines how to effectively manage the many challenges in patient care and provide the most effective treatment for the patient.
1 credit

FMED 1650 Topics in Medicine
The Topics in Medicine (TIM) course builds upon and reinforces content taught in Introduction to Clinical Medicine with a focus on abnormal findings. Within this class, the students will be guided to a higher level of clinical thinking. To accomplish this, students receive interdisciplinary lectures, which will incorporate prior academic subject matter and build upon it with a clinical orientation. This class will incorporate real-world patient management techniques and skills critical to a smooth transition from student to clinician. TIM consists of
presentations coordinated and conveyed sequentially during the Fall, Winter, and Spring. A single grade is given at the completion of the course.

6 credits Fall Quarter, 6 credits Winter Quarter, 6.2 credits Spring Quarter=18.2 credits total

**FMED 1651 Practice of Medicine**

The Practice of Medicine Workshop builds upon and reinforces information presented in the Topics in Medicine lectures with a focus on abnormal findings. The primary goal is to guide students to a higher level of critical thinking. Students will incorporate academic subject matter with a clinical orientation. The class will focus on problem solving and the development of skills necessary for the transition from basic science student to clinical student. This course is taught during the Fall, Winter, and Spring quarters with a single grade given at the completion of the course.

1 credit Fall Quarter, 1.5 credits Winter Quarter, 2 credits Spring Quarter=4.5 credits total

**FMED 1702 Family Medicine Rotation/Community Health**

Medical students complete a 12-week rotation during their junior year. Carefully supervised, this experience provides students with the opportunity to practice non–hospital-based outpatient medicine as well as inpatient medicine. The goal of the program is to ensure that the student physician is exposed to the more common disorders encountered in an ambulatory care setting. Students are required to be able, under the supervision of a member of the department, to utilize and apply osteopathic concepts in taking a history and physical, perform appropriate procedures, develop a differential diagnosis, formulate a treatment regimen, and identify a health promotion program that includes techniques to bring about changes in the patient’s lifestyle.

18 credits

**FMED 1802 Family Medicine**

This experience provides the medical students with one four-week rotation that enables them to continue the process of developing skills in an ambulatory care setting. The intention is to place the fourth-year medical student in a somewhat more intense ambulatory care setting with a patient population that includes patients with more advanced pathologies. The requirement of heightened diagnostic skill as well as increased ability to deal with more serious and complex medical issues result in further development of the student’s ability in history taking and physical diagnosis and the development of more complex differential diagnoses and treatment plans. Students may participate in the community medicine experience, a community-based family medicine–run outreach program that involves care of the homeless, family planning, adolescent medicine, and ambulatory geriatric care. Students may elect to participate in the Rural Preceptorship Program. This program is available to students who may be interested in either establishing a family medicine practice in a rural area or participating in primary health care without access to the technologically advanced services available in large urban medical communities. Students in this program complete a four-week rotation with a faculty member of the Family Medicine Department who is engaged in a private family medicine practice in downstate Illinois, northern Indiana, or Wisconsin. Most of these sites offer housing and/or other support for medical students during the rural preceptorship experience.

6 credits

**FMED 1843 Clinical Integration Seminar (CIS)**

This 3-week course provides a series of educational lectures, workshops and performance experiences to the MS IV class. The primary purposes of this program are to augment the clerkship experience, enhance learning and assist in the preparation for postdoctoral training. CIS provides a broad range of topics to assist students as they plan for upcoming internships / residencies. Students are required to articulate diagnosis and management of a wide variety of complex medical issues, outline the major medicolegal issues faced by physicians in practice, understand the residency selection process and successfully perform an Objective Structured Clinical Examination (OSCE).

4.5 credits

**IMED 1501 History of Medicine**

No physician would consider treating a patient without first obtaining a detailed history, yet too many physicians are unable to turn to historical precedents for guidance in their work because they are unaware of the history of their own profession. It is no accident that in the last 100 years the most influential and original thinkers in medicine also had a sense of history as well as an appreciation for the history of medicine. This course analyzes the development of the osteopathic medical profession and traces the evolution of medical concepts and beliefs. After exploring the practice of medicine in classic antiquity (including the Middle East, India, China, and Japan), the medical students study the beliefs and opinions of the great physicians who were responsible for the development of western medicine from its Greco-Roman origins through the rise of American Medicine in the 20th century. With this course as a basis, the medical students will be able, as physicians, to evaluate issues and trends in medicine. Additionally, they will be able to assess the ways in which changes in the practice of medicine affect other elements of society.

1 credit

**IMED 1702-1802 Internal Medicine Rotation I- II**

In these rotations, medical students participate in daily teaching rounds and attend all teaching lectures and conferences. The medical students also conduct in-depth
studies on assigned cases. The medical students are evaluated, in part, on their ability to collect and analyze data and solve problems. A symptom based lecture series is also offered weekly. On-line teaching material is offered such as clinical cases, instructional physical examination videos as well as lectures from the internal medicine course.

IMED 1702 - 12 credits
IMED 1802 - 12-18 credits

MICR 1601 Immunology
This didactic course covers basic antigenic characteristics of microorganisms with special emphasis on: factors pertinent to clinical medicine; vaccination and immunotherapy; fundamental principles of immunology, lymphatic recirculation and lymphatic flow; the cells and cell products involved in host defense mechanisms, their origin, function, role in health, in infectious processes and in immunologic disorders; hypersensitivities, and deficiencies; basic strategies of host defense related to combating various categories of pathogens; and, methods of laboratory diagnosis using antigen and antibody-based tests. Each didactic lecture unit is followed by case presentations that highlight the important clinical aspects of the basic material covered for that unit.
3 credits

MICR 1650 Infectious Diseases and Their Etiologic Agents
In this course, there is an introductory unit on basic classification, structure, metabolism and genetics of bacteria, viruses and fungi. The students are then presented information relative to control of microorganisms to include sterilization and disinfection, antibiotics, antifungals and antivirals followed by infectious disease epidemiology. For the remainder of the course, lectures and laboratories use the organ systems approach to examine the etiologic agents of infectious disease. Clinical correlations are featured for each organ system and are applied to the laboratory portion of the course. This course is taught during the Fall and Winter quarters with a single grade given at the completion of the course.
10 credits

OBGY 1702 Obstetrics and Gynecology Rotation
This rotation consists of a six-week block in the third year and is designed to provide students with a wide variety of clinical experiences. The rotation is accomplished in a wide variety of settings to include: 1) inpatient obstetrics, during which students participate in the labor, delivery, and postpartum care of patients; 2) inpatient gynecology, during which students observe and participate in surgery and pre- and postoperative care as well as daily inpatient rounds on obstetric and gynecologic patients; 3) outpatient clinics in obstetrics and gynecology, which provide an excellent setting in which students can observe and learn techniques and procedures pertinent to office practice; 4) ample one-on-one supervision by residents and attending physicians enhances each student’s learning process; 5) formal lecture series covering all major topics in the specialty; and 6) Blackboard® distance learning case studies and quizzes provide consistent training and testing of students through the six week rotation regardless of site selected. A hands-on OMM skills lab is provided during the educational didactic sessions to demonstrate the integration of OPP/OMM into women’s health care by students and residents together. An orientation session and final exam are integral to the organization and evaluation process in the OB/Gyn rotation.
9 credits

OMED 1550, 1551 Osteopathic Manipulative Medicine
The first year OMM curriculum is divided into two year-long component courses, a lecture course (OMED 1550) and a workshop course (OMED 1551). While workshop sessions are designed to reinforce material presented in lectures, each course is graded independently. Instruction consists of one hour of lecture plus three hours of workshop each week. The lecture course covers the didactic study of osteopathic principles and theory. The workshop course focuses on each student’s ability to identify and develop the practical skills needed to diagnose and treat patients from an osteopathic standpoint. Workshop sessions provide an excellent opportunity for medical students to ask questions and to practice diagnosis and treatment techniques on a variety of body types. Closed circuit television is used to enhance the effectiveness of demonstrations. Instruction begins with an orientation to the osteopathic profession (including history and philosophy of osteopathic medicine) and an examination of the distinctive contribution of the osteopathic profession to the delivery of health care. Normal anatomy and physiology are also emphasized. Early workshop sessions emphasize palpation, identification of anatomic landmarks, evaluation of motion, and evaluation of soft tissues. The course then progresses into the pathophysiology of the spine with a description of the structural-functional disturbances that occur in the spine. The skills of articulation, range of motion procedures, Muscle Energy method, cranial osteopathic method, Counterstrain method, Myofascial Release method, and High Velocity thrust (HVLA) method are taught. Neurobiological mechanisms in manipulative treatment and their clinical manifestations are also presented. At the conclusion of the first year, medical students are expected to have mastered palpation, diagnosis, and simple basic manipulative procedures. Multiple written examinations and practical examinations are administered throughout the academic year to evaluate student competency with the above mentioned skills. These courses are taught during the Fall, Winter, and Spring quarters with a single grade given at the completion of the course.
OMED 1550 - 1 credit Fall Quarter, 1 credit Winter Quarter, 1 credit Spring Quarter=3 credits total;
OMED 1551 - 1.5 credits Fall Quarter, 1.5 credits Winter Quarter, 1.5 credits Spring Quarter=4.5 credits total
OMED 1650, 1651 Osteopathic Manipulative Medicine

The second year OMM curriculum is divided into two year-long component courses, a lecture course (OMED 1650) and a workshop course (OMED 1651). While workshop sessions are designed to reinforce material presented in lectures, each course is graded independently. Instruction consists of one hour of lecture plus three hours of workshop each week. The lecture course covers the didactic study of osteopathic principles and theory. The workshop course focuses on each student’s ability to identify and develop the practical skills needed to diagnose and treat patients from an osteopathic standpoint. Workshop sessions provide an excellent opportunity for medical students to ask questions and to practice diagnosis and treatment techniques on a variety of body types. Closed circuit television is used to enhance the effectiveness of demonstrations. The second year curriculum is an expansion of the first year curriculum, with a dominant focus on organ systems as contrasted to anatomic regions. A complete spectrum of direct and indirect osteopathic manipulative methods is taught. At the conclusion of the second year, medical students are expected to have mastered diagnosis, advanced manipulative procedures, and the ability to formulate a treatment plan for patient complaints in the clinical setting. Multiple written examinations and practical examinations are administered throughout the academic year to evaluate student competency with the above mentioned skills. These courses are taught during the Fall, Winter, and Spring quarters with a single grade given at the completion of the course.

OMED 1650 - 1 credit Fall Quarter, 1 credit Winter Quarter, 1 credit Spring Quarter=3 credits total;
OMED 1651 - 1.5 credits Fall Quarter, 1.5 credits Winter Quarter, 1.5 credits Spring Quarter=4.5 credits total
Prerequisites: Satisfactory completion of OMED 1550, 1551 and Anatomy 1550, 1521

OMED 1801 Osteopathic Manipulative Medicine Rotation

This is a core rotation required of all fourth-year students. Each student will spend one four-week rotation in the office of an osteopathic physician who uses an extensive amount of OMT in his or her practice. The didactic component will consist of a one-day comprehensive review of osteopathic principles, diagnosis, and common manipulative techniques held on the first day of the rotation in the OMM skills lab on the Downers Grove campus. On the final day of the rotation, a written examination and practical “Find it, Fix it” examination will be given. The student will gain practical experience in using osteopathic principles and practices in the clinical setting.
6 credits
Prerequisites: Satisfactory completion of OMED 1550, 1551, 1650 and 1651 and no schedule conflicts.

PATH 1601 Pathology I

The first half of the course focuses on the basic concepts and principles of pathology by analyzing the basic inherent mechanisms that underlie all disease processes. Students will develop an understanding for the processes of cellular injury and adaptation, inflammation and repair, neoplasia, hemodynamic disorders and basic laboratory values and analysis. This section of the course stresses the cellular, genetic, pathophysiologic and molecular alterations which underlie all disease processes and emphasizes their dynamic nature. The second half of the course introduces students to the study of specific disease processes utilizing an organ systems approach.
5 credits

PATH 1602, 1603 Pathology II and III

These courses are a continuum of the organ system approach to the study of human disease introduced in Pathology 1601. The causes and pathophysiologic mechanisms of disease pertaining to specific organ systems are emphasized along with their anatomic, histologic and physiologic alterations. The implications of these disease processes to both the patient and physician are examined. The relationships between specific organ system diseases and their systemic implications are also emphasized.
PATH 1602 - 6 credits
PATH 1603 - 5 credits

PEDI 1702 Pediatrics Rotation

This rotation is intended to provide the medical student with a comprehensive exposure to a wide variety of pediatric problems under the guidance and facilitation of the pediatric faculty. The curriculum is based on the core objectives of the Council of Medical Student Education in Pediatrics. The rotation includes clinical experience with faculty, online interactive case-based learning, and didactic sessions. Attendance at all clinical and educational opportunities is mandatory.
9 credits

PHAR 1650 Pharmacology

This course begins with coverage of the general principles of pharmacology; the kinetics of drug absorption, distribution, metabolism, and elimination; mechanisms of drug actions; receptor theory and dose response relationships. The remainder of the course includes coverage of the pharmacologic actions and clinical uses of the major classes of drugs acting on the autonomic, cardiovascular, gastrointestinal, immune and central nervous systems. Other topics that are covered include the chemotherapy of microbial, parasitic diseases and neoplastic diseases, drugs acting on blood and blood-forming organs, hormones and hormone antagonists, principles of toxicology, vitamins, and drugs causing birth defects. Throughout the instructional
program emphasis is placed on problem solving, formulating hypotheses, making therapeutic decisions, and the application of principles of osteopathic philosophy and evidence-based medicine. This course is taught during the Fall, Winter and Spring quarters with a single grade given at the completion of the course.

4 credits Fall Quarter, 4 credits Winter Quarter, 2 credits Spring Quarter=10 credits total

**PHYS 1501 Physiology I**
This course presents the biophysics, functional properties and regulation of excitable cells, skeletal muscle, autonomic nervous system and cardiovascular systems. A discussion of the electrical and mechanical activity of the heart, circulatory fluid dynamics, control of peripheral vascular tone, and neurohumoral control of blood pressure will be included in the cardiovascular section of the course. Small group case discussions continue to refine critical mechanism of action and feedback regulation of hormonal physiology sections of the course present the function, nutritional balance. The endocrine and reproductive maintain body homeostasis through fluid, electrolyte and the respiratory, renal and gastrointestinal organ systems that function, mechanism of action, regulation and integration of quarter. The initial section of the course presents the physiological foundations developed during the preceding

5 credits

**PHYS 1502 Physiology II**
This course is a sequel to Physiology 1501 that builds on the physiological foundations developed during the preceding quarter. The initial section of the course presents the function, mechanism of action, regulation and integration of the respiratory, renal and gastrointestinal organ systems that maintain body homeostasis through fluid, electrolyte and nutritional balance. The endocrine and reproductive physiology sections of the course present the function, mechanism of action and feedback regulation of hormonal systems. Small group discussions continue to refine critical thinking and problem-solving skills as the students use basic physiologic concepts to understand the pathogenesis of signs and symptoms in clinical case studies.

5 credits

**PSYC 1503 Psychiatry**
This module introduces psychopathology with descriptive, dynamic, and behavioral analyses of typical psychiatric syndromes. Emphasis is on etiology, diagnosis, and treatment. The use of the DSM-IV-TR as the major diagnostic reference is presented.

2 credits

**PSYC 1605 Psychiatry**
This module focuses on various types of therapies: individual, couple, family, group, pharmacologic, and electroconvulsive.

2 credits

**PSYC 1702 Psychiatry**
Working on hospital wards and outpatient clinics, the student experiences direct patient contact under the supervision of attending psychiatrists. This experience integrates previous learning with the clinical experiences. A series of didactics including lectures and demonstrations facilitate this process.

6 credits

**SURG 1702, 1802 Surgery Rotation I and II**
The core clerkships in surgery are intended to expose students to a broad scope of surgical disease, to allow them to develop the critical skills necessary to manage surgical patients, and to broaden their technical expertise with procedural tasks. The entire core experience is twelve weeks with eight weeks in the third year and four weeks in the fourth year. General surgery remains the cornerstone of the core clerkship. It is supplemented by two surgical subspecialty rotations, one in the third year and one in the fourth year. Subspecialty choices include: orthopedics, ENT, ophthalmology, nephrology, trauma surgery, burn surgery, plastics and reconstructive surgery, cardiovascular and vascular surgery, and urological surgery. All clerkships are at CCOM affiliated hospitals and clinical sites. Clerkships are designed around both ambulatory and in-patient settings. The students are expected to scrub and participate in operative procedures as well as in pre-operative and post-operative management. Additionally, students should become proficient in history and physical taking, sterile technique, insertion of foley catheters, suturing, IV access, evaluation of wounds, application of dressings, bandages and splints, and removal of sutures and staples. Throughout the core eight weeks during the third year, students attend a weekly extensive didactic lecture series intended to supplement the clinical experience. Students are also expected to participate in conferences offered by the hospital such as morbidity and mortality, tumor conference, and grand rounds. Successful completion of the clerkship is dependent upon the preceptor evaluation, attendance of all core lectures, and completion of all quizzes. Passage of the final shelf exam is required for successful completion of the clerkship.

SURG 1702 - 12 credits
SURG 1802 - 6 credits

**CLRO 1800 Elective Clinical Clerkship**
Students have 24 weeks of electives, 4 weeks in the third year and 20 weeks in the fourth year. Elective rotations must be done in four week blocks, although students can petition the respective clinical department chair to be allowed to split an elective into two 2-week blocks. Students may request to do electives in basic science or clinical research. One 4-week elective can be used for an international rotation and one 4-week elective can be used for vacation. A student must do 20 weeks of electives to meet graduation requirements.

30 credits
MWU/OPTI: AN OSTEOPATHIC POSTDOCTORAL TRAINING INSTITUTION

CCOM offers a continuity of osteopathic medical education from the first year of medical school to the final year of postgraduate training. Internship and residency programs cover the spectrum of medical specialties. As one of the nation’s largest postdoctoral programs dedicated to the osteopathic philosophy of medicine, CCOM’s curriculum is broad reaching in scope and encompasses a multifaceted approach to graduate medical education that focuses on primary care. With unique teaching opportunities at some of the finest health care facilities in the Midwest and in the country, CCOM’s affiliated hospitals consistently lead the nation in terms of cutting-edge technology, treatment, and care.

Postdoctoral programs include rotating internships, residencies in all primary disciplines, and fellowship programs in many subspecialties. Programs follow the guidelines of and receive accreditation from the Bureau of Osteopathic Education of the American Osteopathic Association.

Interns rotate through the primary services: emergency medicine, family medicine, internal medicine, obstetrics/gynecology, surgery, and pediatrics, some of which may be completed at affiliated Chicagoland hospitals and medical centers.

Residency or fellowship training is offered in the following disciplines:
- Cardiology
- Critical Care
- Dermatology
- Emergency Medicine
- Emergency Medicine/Internal Medicine
- Family Medicine/Osteopathic Manipulative Medicine
- Gastroenterology
- General Surgery
- Hematology/Oncology
- Internal Medicine
- Interventional Cardiology
- Neuromuscular Medicine
- Neurosurgery
- Obstetrics/Gynecology
- Orthopedic Surgery
- Pulmonary Critical Care
- Radiology
- Rheumatology
- Urological Surgery

STUDENT ACADEMIC POLICIES

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

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

Academic Review & Progression

Two faculty committees of the medical school review the academic performance of students using a four-year matrix: the Preclinical Promotions Committee for the preclinical years and the Clinical Promotions Committee for the clinical years.

Preclinical Promotions Committee

The committee is charged with maintaining standards of excellence in the preclinical academic courses. At a minimum, it meets at the end of each academic quarter. The committee assesses the progress of each student at the end of the academic year, with special attention to students with an academic failure, an incomplete, or an in-progress grade. Students who attain satisfactory academic and professional progress are promoted to the next academic year, provided all tuition and fees have been paid.

Students who accumulate 3 or more failure-equivalents in an academic year, students with 2 or more failure-equivalents in a single academic quarter, and students in the extended-study program (ESP; described later in the Extended Study Program section) who accumulate 1 or more failure-equivalents in an academic year are required to meet with the Preclinical Promotions Committee (PCP). Notification of the date, time, and place of the committee meeting is sent to students to their official MWU email account at least 48 hours in advance. Decisions of the committee are emailed to the students to their official MWU email account. The right to appeal a decision for dismissal or deceleration exists and is described elsewhere in this catalog. All information known by the student at the time of the appearance before the committee, which is relevant to the issue being evaluated by the committee, must be shared with the committee. Appeals must be filed in writing with the Dean within three working days following official notification of the committee’s decision.

One "failure-equivalent": failing a single-quarter course with the grade assigned at the end of the quarter

Two "failure-equivalents": failing a two-quarter course with a single grade assigned at the end of the course

Three "failure-equivalents": failing a three-quarter course with a single grade assigned at the end of the course
### Preclinical Promotions Committee Guidelines*

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<td>1 Failure-equivalent</td>
<td>Retake Course</td>
<td>Warning</td>
<td>Summer or Next Academic Year</td>
<td>Fail-ESP Pass-Promote</td>
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<td>2 Failure-equivalents</td>
<td>Retake Course</td>
<td>Warning or Probation</td>
<td>Summer or Next Academic Year</td>
<td>Fail-ESP Pass-Promote</td>
</tr>
<tr>
<td>(same quarter)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Failure-equivalents</td>
<td>ESP or Academic LOA</td>
<td>Probation</td>
<td>Summer or Next Academic Year</td>
<td>Fail - ESP or Dismiss Pass - Promote</td>
</tr>
<tr>
<td>(over more than one academic year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Failure-equivalents</td>
<td>ESP or Academic LOA</td>
<td>Probation</td>
<td>Next Academic Year</td>
<td>Fail - Promote</td>
</tr>
<tr>
<td>(same academic year) or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Cumulative Failures</td>
<td>Recommend Dismissal</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*May be modified by the Preclinical Promotions Committee for reasons of additional consideration

Course repeat schedule is at the discretion of the Preclinical Promotions Committee

Failures in elective courses carry the same weighting as failures in core curriculum courses, such as anatomy, biochemistry, etc.

Withdrawal/Failing (W/F) may be considered as a course failure by the Preclinical Promotions Committee

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### Preclinical Promotions Committee Guidelines for Student on Extended Study Program ONLY*

<table>
<thead>
<tr>
<th>Basic Science Courses</th>
<th>Usual Action</th>
<th>Academic Status</th>
<th>Repeat Courses</th>
<th>Action Following Retake</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Passed</td>
<td>Promotion</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>1 Failure-equivalent</td>
<td>Retake Course</td>
<td>Warning</td>
<td>Next Academic Year</td>
<td>Fail-Discard Pass-Promote</td>
</tr>
<tr>
<td>2 Failure-equivalents</td>
<td>Recommend Dismissal</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*May be modified by the Preclinical Promotions Committee for reasons of additional consideration

Course repeat schedule is at the discretion of the Preclinical Promotions Committee

Failures in elective courses carry the same weighting as failures in core curriculum courses, such as anatomy, biochemistry, etc.

Withdrawal/Failing (W/F) may be considered as a course failure by the Preclinical Promotions Committee

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### Clinical Promotions Committee

The committee meets as needed to review academic and professional progress of students in the third and fourth years. Students with academic failures, or with identified academic deficiencies, are required to meet with the committee as well as those who have not met the professional standards set forth in the Osteopathic Oath. Notification of the date, time, and place of the committee meeting is sent to students to their official MWU email account at least 48 hours in advance. Decisions of the committee are mailed to students. The right of appeal exists and is described elsewhere in this catalog. Appeals must be filed in writing with the Dean within three working days following official notification of the committee's decision. All information known by the student at the time of the appearance before the committee, which is relevant to the issue being evaluated, must be shared with the committee. The Clinical Promotions Committee also recommends to the Faculty Senate for graduation those students who have successfully completed curricular requirements, who have passed Level 1 and Level 2 CE and PE, of the National Board of Osteopathic Medical Examiners examinations, and who have paid all tuition and fees.
Clinical Promotions Committee Guidelines

<table>
<thead>
<tr>
<th>Clinical Rotation or Course</th>
<th>Usual Action</th>
<th>Academic Status</th>
<th>Action following Retake</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Passed</td>
<td>Promote or Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One rotation/course failure with 0, 1, or 2 failure-equivalents in MSI/II years</td>
<td>Repeat rotation/course</td>
<td>Academic Warning or Probation**</td>
<td>Fail - Probation, Repeat of Academic Year or Dismissal Pass - Promote or Graduate</td>
</tr>
<tr>
<td>One rotation/course failure with 3 or more failure-equivalents in MSI/II years</td>
<td>Recommend Dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 rotation/course failures with 0 or 1 failure-equivalents in MSI/II years</td>
<td>Repeat rotation/course</td>
<td>Academic Probation</td>
<td>Fail – Repeat Academic Year or Dismissal Pass – Promote or Graduate</td>
</tr>
<tr>
<td>2 rotation/course failures with 2 or more failure-equivalents in MSI/II years</td>
<td>Recommend Dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 rotation/course failures with 0 failure-equivalents in MSI/II years</td>
<td>Repeat Academic Year or Dismissal</td>
<td>Academic Probation</td>
<td>Fail – Dismissal Pass – Promote or Graduate</td>
</tr>
<tr>
<td>3 rotation/course failures with 1 or more failure-equivalents in MSI/II years</td>
<td>Recommend Dismissal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*May be modified by the Clinical Promotions Committee for reasons of additional consideration.

** Letters of academic warning will indicate that if another failure occurs the student will be placed on academic probation.

***Graduation additionally requires passing of COMLEX-USA Level 1 and Level 2CE and PE.

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

Academic Warning & Probation
Academic warning issued by the Associate Dean for Academic Affairs is a formal notification of marginal or substandard academic performance which cautions the student that continued performance at this level may compromise the student’s ability to pass one or more courses. If at any time during the academic year, a student has <70% or <C in one or more courses, the student will be notified by MWU email from the Associate Dean for Academic Affairs.

The student is required to meet with the Associate Dean for Academic Affairs to formulate a plan of action. The student will also seek assistance from course faculty, and/or Student Services as needed.

Academic probation represents notice that continued inadequate academic performance might result in dismissal. If a student on academic probation successfully completes a probationary quarter, his/her academic status reverts to academic warning. To return to good academic standing, a student must correct deficiencies and incur no further failures. When a student is placed on academic probation, it is noted in the student’s academic file. Subsequently, when a student is returned to good academic standing, this is also noted in the student’s file. Academic probation is not noted on transcripts. Students on academic probation are ineligible to hold student organizational offices.

Advanced Standing
All requests for advanced standing by admitted, transfer or enrolled students are processed on a course-by-course basis by the office of the CCOM Dean. Courses must be at the graduate level to be considered for advanced standing. A
student must submit a letter to the Department Chair in which the student lists the course(s). The student must provide an official course description(s), a transcript, and a syllabus(syllabi) of the course(s) previously taken. It is expected that a minimum grade equal to a "B" would have been achieved in the class being petitioned. The decision to grant or deny advanced standing will be made by the CCOM Dean’s Office in consultation with the department. The student will be advised of the decision by the CCOM Dean’s Office.

Appeal Process
Following notification of a decision by the Preclinical or Clinical Promotions Committee, a student may appeal the decision in writing within three working days to the Dean. The Dean makes the final decision on appeals. The Dean may grant an appeal only if a student can demonstrate one of the following:

1. Bias of one or more Preclinical or Clinical Promotions Committee members.
2. Material information not available to the student, Preclinical or Clinical Promotions Committee at the time of its initial decision.
3. Procedural error by the Preclinical or Clinical Promotions Committee

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

Clerkship Attendance Policy
Third- and fourth-year students must attend all clerkship rotations. Departments may establish their own attendance requirements. Attendance and on-call requirements for clinical rotations take precedence over non-rotation events. Students must be sure that the requirements of each clinical rotation are understood and will be met prior to scheduling non-rotation events.

COMLEX-USA Exam Policy
Students must pass COMLEX-USA Level 1, Level 2- Cognitive Evaluation (CE) and Level 2- Physical Evaluation (PE) examinations in order to graduate.

COMLEX-USA Eligibility
Students must successfully complete all OMS II course requirements, and meet requirements as established by the Dean’s office, prior to taking COMLEX-USA Level 1. For those students authorized to take Level 1, the initial attempt to pass the examination must occur within 30 days after the completion of OMS II course requirements. Students begin clinical rotations while awaiting results of their first examination attempt.

Students must successfully complete all OMS III course requirements, pass the COMLEX-USA Level I examination, and meet requirements as established by the Dean’s office prior to taking Level 2-CE or Level 2-PE. For both the Level 2-CE and Level 2-PE examinations, the initial attempt at each examination, must be taken by the date approved by the Dean’s office.

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

COMLEX-USA Level 1 Failure
Any student who fails the COMLEX-USA Level 1 examination will be allowed to complete the clinical rotation in which he/she is participating at the time of failure notice. The student will be placed on a mandatory academic leave of absence for a length of time determined by the Dean or designee in order to study for the second attempt. Any student who fails the COMLEX-USA Level 1 examination a second time will be allowed to complete the clinical rotation in which he/she is participating at the time of the failure notice. The student must meet with the Clinical Promotions Committee as soon as possible to determine the most appropriate course of action for the third attempt. The student will be placed on a mandatory academic leave of absence until such time as a passing grade is received. A student who fails the COMLEX-USA Level 1 examination a third time will be dismissed.

COMLEX-USA Level 2 CE or PE Failure
Any student who fails the COMLEX-USA Level 2 CE or PE examination must meet with the Chair of the Clinical Promotions Committee and the Dean or designee as soon as possible to determine the most appropriate course of action, up to and including a mandatory academic leave of absence or dismissal. Any student who fails either component of the COMLEX-USA Level 2 examination a second time must appear before the Clinical Promotions Committee to determine the course of action, up and including a mandatory leave of absence or dismissal. Any student who fails the COMLEX-USA Level 2 CE examination three times regardless of their performance on the COMLEX-USA Level 2 PE examination will be dismissed, and any student who fails the COMLEX-USA Level 2 PE examination three times regardless of their performance on the COMLEX-USA Level 2 CE examination will be dismissed.

Course Credit
Course credits are generally determined according to the following formulation: one credit is assigned to a course for 3 laboratory contact hours per week; two contact hours per week involving interactive group problem-solving or workshop discussion sessions; or one contact hour of formal lecture per week. One and one-half credits is given for each week of clinical rotations.

Criminal Background Checks
CCOM follows the fingerprinting policies required by Illinois state law.
Disciplinary Warning/Probation
Disciplinary warning & probation occurs for student acts of professional misconduct as defined in Appendices 2 and 4 of the Student Handbook. Disciplinary probation is not noted on the transcript but is kept in the student’s disciplinary file. Disciplinary probation information may be shared with clinical sites that are affiliated with Midwestern University educational programs.

Dismissal
Matriculation in medical school is a privilege, not a right. Therefore, a student may be dismissed for the following reasons:
1. Failure to exhibit the personal and professional qualifications that are prerequisite to the practice of medicine.
2. Violation of CCOM rules and regulations that are grounds for dismissal.
3. Failure to achieve minimum academic standards.

Students who accumulate three or more failure equivalents in a single academic year, and Extended Study Program students who accumulate two failure equivalents, are recommended for dismissal. Students who receive four cumulative course failure equivalents in the preclinical years are recommended for dismissal. The Preclinical Promotions Committee and the Clinical Promotions Committee reserves the right to change its usual actions for reasons of additional consideration. All decisions of the Preclinical Promotions Committee can be appealed to the Dean in accordance with policies found in this handbook.

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

Students who accumulate three failure equivalents over more than a single academic year or two failure equivalents in a single quarter are placed immediately in the Extended Study Program or on academic leave of absence. The student is also on academic probation. He/she is required to retake failed courses during the regular academic year and are not eligible for summer courses either at CCOM or at any other medical school. The Preclinical Promotions Committee individually reviews ESP students who fail academic courses. Students will be assessed pro-rata tuition for any additional years.

Voluntary. Students have the option of voluntarily entering the ESP program. The voluntary Extended Study Program allows students additional time to address personal issues by creating a program of study that allows students to complete the first two years of the curriculum in three years. Students must petition the Dean or designee to voluntarily become an ESP student for personal reasons no later than the end of the fifth week of a quarter. Requests received after the fifth week are reviewed by the Dean or designee and granted only for reasons of substantiated hardship or medical emergency.

Students on ESP will be assessed tuition for any additional years.

Faculty Advisor/Mentor
Students are encouraged to use the advice, expertise, and help of the faculty. The faculty advisor/mentor takes a personal interest in students. Students should feel free to contact a faculty member of their choice for advice, encouragement, and support.

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

Course Withdrawal
A student may withdraw from a course at any time. Withdrawals are not calculated into the GPA. If a student withdraws with a failing average, then a "W/F" or "F" is assigned as a grade. A "W/F" may be considered as a failure by the Preclinical Promotions Committee.

Grade Point Average
The grade point average is a weighted average computed using the number of credits assigned to each course and the quality points corresponding to the letter grade earned in each course. It is determined by calculating the total number of quality points earned and dividing them by the total number of credits carried. The total quality points earned for each course are determined by multiplying the quality points earned per credit (corresponding to the letter grade) by the number of credits assigned to the course. The student’s cumulative grade point average is computed and recorded by the Office of the Registrar. It is calculated at the completion of each academic year and it does not include any grades or credits for courses audited or courses with a grade of withdrawal "W" or withdrawal failing "W/F" or pass "P" or failed "F" that were repeated.

Grade-Course Retake
If a student receives a failing grade, that grade is recorded on the transcript as an "F" entry. Upon retaking a failed course, the original grade remains on the transcript and the retaken course and grade are entered on the transcript. The grade for a course that is retaken at an outside institution and passed will be recorded as a transfer credit with a grade of "C". The name of the institution where the course was retaken will be listed on the transcript. For all the retaken courses during the OMS I and OMS II years passed at MWU a grade of "C" will be recorded on the transcript. For all retaken clinical rotations during the OMS III and OMS IV years passed at MWU, a score of "C" will be recorded on the transcript. In both instances a grade of "C" will be used to compute the GPA.
Grading System

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent (%)</th>
<th>Quality Points (per credit)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td>4.000</td>
<td>—</td>
</tr>
<tr>
<td>A−</td>
<td>90–92</td>
<td>3.670</td>
<td>—</td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
<td>3.330</td>
<td>—</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
<td>3.000</td>
<td>—</td>
</tr>
<tr>
<td>B−</td>
<td>80–82</td>
<td>2.670</td>
<td>—</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
<td>2.330</td>
<td>—</td>
</tr>
<tr>
<td>C</td>
<td>70–76</td>
<td>2.000</td>
<td>—</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70</td>
<td>0.000</td>
<td>—</td>
</tr>
<tr>
<td>I</td>
<td>—</td>
<td>0.000</td>
<td>—</td>
</tr>
<tr>
<td>IP</td>
<td>—</td>
<td>0.000</td>
<td>—</td>
</tr>
<tr>
<td>P</td>
<td>—</td>
<td>0.000</td>
<td>—</td>
</tr>
<tr>
<td>W</td>
<td>—</td>
<td>0.000</td>
<td>—</td>
</tr>
<tr>
<td>W/F</td>
<td>—</td>
<td>0.000</td>
<td>—</td>
</tr>
<tr>
<td>AU</td>
<td>—</td>
<td>0.000</td>
<td>—</td>
</tr>
<tr>
<td>AP</td>
<td>—</td>
<td>0.000</td>
<td>—</td>
</tr>
</tbody>
</table>

An Incomplete (I) grade may be assigned by a course director when a student’s work is of passing quality but incomplete, or if a student qualifies for re-examination. It is the responsibility of the student to request an extension from the course instructor. By assigning an 'I' grade, it is implied that an instructor agrees that the student has a valid reason and should be given additional time to complete required coursework. To resolve an incomplete grade, an instructor must fill out and submit a Change of Grade form to the Registrar. All incomplete grades must be resolved within 10 working days starting from the first Monday following the end of the quarter unless there is written authorization by the Dean to extend the deadline. If an incomplete grade remains beyond the 10 days, it may be converted to a grade of "F," which signifies failure of the course.

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

Pass; designation indicates that the student has made satisfactory progress or completed required coursework satisfactorily. Grade of ‘P’ is counted toward credit hour accruals for graduation but is not counted in any GPA calculations.

Withdrawal /Passing is given when the student’s grade at the time of withdrawal is ≥70% or ≥C. Withdrawal/Passing is not counted in the GPA calculation, and is not counted in credit hour accrual for graduation.

Withdrawal/Failing is given when the student’s grade at the time of withdrawal is < 70% or < C. Withdrawal/Failing is not counted in the GPA calculation, and is not counted in credit hour accrual for graduation. Withdrawal/Failing may be considered as a failure by Preclinical Promotions Committee.

This designation indicates an audited course, that is, a student registered for a course with the understanding that neither academic credit nor a grade is earned. The possibility does not exist to change the course status from audit to full credit after the start of the quarter. The designation AU is not counted in the GPA calculation.

This designation indicates the decision of a college to award academic credit that precludes a student from taking required course work. The designation of Advanced Placement (AP) is applied toward credit hour accruals, but is not counted in the GPA calculation.

These grading scales apply to all courses unless otherwise noted in the course syllabus.
Immunization Policy
Full-time CCOM students are required to follow the immunization policy as outlined in the general policy section of this catalog.

Liaison Structure
Student/Faculty Representatives
Each class elects student representatives following the guidelines stated in the current Student Handbook. The student representatives serve to bring to discussion any issues pertaining to academic schedules, University policy and academic and nonacademic issues that relate to the teaching environment in all four years of the curriculum. The student representatives can meet directly with the Associate Deans, the chairpersons, the course directors or the faculty of the departments formally involved in the preclinical and/or clinical curriculum to address the issues noted above.

Supervision of Medical Students by Osteopathic or Allopathic Physicians Only
IL MEDICAL PRACTICE ACT (225 ILCS 60/13) (from Ch. 111, par. 4400 13) Sec. 13. Medical students.
Candidates for the degree of doctor of medicine, doctor of osteopathy, or doctor of osteopathic medicine enrolled in a medical or osteopathic college, accredited by the Liaison Committee on Medical Education or the Bureau of Professional Education of the American Osteopathic Association, may practice under the direct, on premises supervision of a physician who is licensed to practice medicine in all its branches in Illinois and who is a member of the faculty of an accredited medical or osteopathic college.
(Source: P.A. 89 702, eff. 7 1 97.) www.ilga.gov
Any licensed physician, as defined above, who is designated as a teacher for CCOM students is recognized to be a member of the extended faculty.

FACULTY LIST FOR ANATOMY
Ellen Andrews, Ph.D.
Loyola University of Chicago
Assistant Professor
Teresa A. Dombrowski, Ph.D.
Loyola University
Professor
Rita K. Getz, Ph.D.
Indiana University School of Medicine
Associate Dean of Academic Affairs
Associate Professor
Joanna Goral, Ph.D.
Loyola University of Chicago
Associate Professor
Sandra E. Inouye, Ph.D.
Northwestern University
Professor
Erin Leslie, Ph.D.
Northwestern University
Assistant Professor
Caley Orr, Ph.D.
Arizona State University
Assistant Professor
George K. Niiro, Ph.D.
Loyola University
Chair and Associate Professor
Vivian E. Noble
Johns Hopkins University
Adjunct Instructor
Michelle Singleton, Ph.D.
Washington University
Professor

FACULTY LIST FOR ANESTHESIA
Christian C. Lyngby, D.O.
Midwestern University
Chicago College of Osteopathic Medicine
Professor Emeritus
Henry W. Witte, D.O.
Midwestern University
Chicago College of Osteopathic Medicine
Professor Emeritus

FACULTY LIST FOR BIOCHEMISTRY
Bryan C. Bjork, Ph.D.
University of Iowa
Assistant Professor
Nalini Chandar, Ph.D.
University of Madras, India
Professor
Jacalyn M. Green, Ph.D.
University of Michigan
Associate Professor
Sophie La Salle, Ph.D.
McGill University, Canada
Assistant Professor
Sean M. Lynch, Ph.D.
University of Ulster, Northern Ireland
Professor
<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenneth E. Nelson, D.O.</td>
<td>Midwestern University</td>
</tr>
<tr>
<td></td>
<td>Chicago College of Osteopathic Medicine</td>
</tr>
<tr>
<td></td>
<td>Clinical Professor</td>
</tr>
<tr>
<td>Lon J. Van Winkle, Ph.D.</td>
<td>Wayne State University School of Medicine</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td>Susan M. Viselli, Ph.D.</td>
<td>Pennsylvania State University</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td>Robin M. Zavod, Ph.D.</td>
<td>University of Kansas</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
</tr>
<tr>
<td></td>
<td><strong>Faculty List for Emergency Medicine</strong></td>
</tr>
<tr>
<td>Paul J. Allegretti, D.O.</td>
<td>Midwestern University</td>
</tr>
<tr>
<td></td>
<td>Chicago College of Osteopathic Medicine</td>
</tr>
<tr>
<td></td>
<td>Clinical Professor</td>
</tr>
<tr>
<td>Tapan Bhatt, D.O.</td>
<td>University of Osteopathic Medicine &amp; Health Sciences</td>
</tr>
<tr>
<td></td>
<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>Jeff Bzdusek, D.O.</td>
<td>Midwestern University</td>
</tr>
<tr>
<td></td>
<td>Chicago College of Osteopathic Medicine</td>
</tr>
<tr>
<td></td>
<td>Clinical Instructor</td>
</tr>
<tr>
<td>Chris Colbert, D.O.</td>
<td>Midwestern University</td>
</tr>
<tr>
<td></td>
<td>Chicago College of Osteopathic Medicine</td>
</tr>
<tr>
<td></td>
<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>Andrew Costello, M.D.</td>
<td>Emory University School of Medicine</td>
</tr>
<tr>
<td></td>
<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>Kevin J. Dardis, D.O.</td>
<td>Midwestern University</td>
</tr>
<tr>
<td></td>
<td>Chicago College of Osteopathic Medicine</td>
</tr>
<tr>
<td></td>
<td>Clinical Instructor</td>
</tr>
<tr>
<td>George S. Dengler, D.O.</td>
<td>Midwestern University</td>
</tr>
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<td></td>
<td>Chicago College of Osteopathic Medicine</td>
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<tr>
<td></td>
<td>Clinical Instructor</td>
</tr>
<tr>
<td>John W. Graneto, D.O., M.Ed., BS</td>
<td>Ohio University, College of Osteopathic Medicine</td>
</tr>
<tr>
<td></td>
<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>Tom Green, D.O.</td>
<td>Nova Southeastern University</td>
</tr>
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<td></td>
<td>College of Osteopathic Medicine</td>
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<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>Ed Hinton, D.O.</td>
<td>Midwestern University</td>
</tr>
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<td>Arizona College of Osteopathic Medicine</td>
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<tr>
<td></td>
<td>Clinical Instructor</td>
</tr>
<tr>
<td>Anwer M. Hussain, D.O.</td>
<td>Midwestern University</td>
</tr>
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<td></td>
<td>Chicago College of Osteopathic Medicine</td>
</tr>
<tr>
<td></td>
<td>Clinical Instructor</td>
</tr>
<tr>
<td>Ralph F. Jackson, D.O.</td>
<td>Midwestern University</td>
</tr>
<tr>
<td></td>
<td>Chicago College of Osteopathic Medicine</td>
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<td></td>
<td>Clinical Instructor</td>
</tr>
<tr>
<td>Vernell Johnson, M.D.</td>
<td>University of Illinois</td>
</tr>
<tr>
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<td>Daniel R. Kowalzyk, D.O.</td>
<td>Midwestern University</td>
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<td>Patrick Malik, D.O.</td>
<td>University of Osteopathic Medicine &amp; Health Sciences</td>
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<td>Perry E. Marshall, D.O.</td>
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<td>Aswini Nagaraj, M.D.</td>
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<td>Azeem Pasha, D.O.</td>
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<tr>
<th>Name</th>
<th>Institution</th>
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<tr>
<td>R. Scott Springer, D.O.</td>
<td>Des Moines University</td>
<td>Clinical Associate Professor</td>
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<td>C. Matthew Chelich, D.O.</td>
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Chicago College of Osteopathic Medicine
Clinical Associate Professor

William J. Ennis, D.O., MBA
New York College of Osteopathic Medicine
Clinical Professor

Brian P. Farrell, M.D.
Loyola University of Chicago, Stritch School of Medicine
Clinical Assistant Professor

Robert E. Gorsich, M.D.
University of Illinois, College of Medicine
Clinical Assistant Professor

Anthony M. Grimaldi, D.O.
Midwestern University
Chicago College of Osteopathic Medicine
Clinical Professor

Michael J. Iwanicki, D.O.
Midwestern University
Chicago College of Osteopathic Medicine
Clinical Assistant Professor

Keith A. Kattner, D.O.
Kirksville College of Osteopathic Medicine
Clinical Assistant Professor

Donald W. Kucharzyk, D.O.
Chicago College of Osteopathic Medicine
Clinical Assistant Professor

P. Robert Lombardo, D.O., FACOS
Midwestern University
Chicago College of Osteopathic Medicine
Clinical Professor

Wendy J. Marshall, M.D.
University of Vermont, School of Medicine
Clinical Assistant Professor

Albert F. Milford III, D.O.
Midwestern University
Chicago College of Osteopathic Medicine
Clinical Professor

Richard F. Multack, D.O.
Midwestern University
Chicago College of Osteopathic Medicine
Clinical Professor

Vijay S. Nair, M.D.
Trivandrum Medical College (Kerala University)
Clinical Associate Professor

William K. Payne, III, M.D., MPH
University of California at Los Angeles, School of Medicine
Clinical Professor

Keith R. Pitchford, D.O.
Midwestern University
Chicago College of Osteopathic Medicine
Clinical Assistant Professor

Paul S. Ray, D.O.
Des Moines University
College of Osteopathic Medicine
Clinical Professor
Paul M. Stec, D.D.S.
Marquette University Dental School
Clinical Assistant Professor

Aswath Subram, M.D.
Bangalore Medical College
Clinical Assistant Professor

Thomas E. Turcotte, D.O.
Michigan State University College of Osteopathic Medicine
Clinical Associate Professor

Christine A. Walko, O.D.
Illinois College of Optometry
Clinical Instructor

Tian Xia, D.O.
Midwestern University
Chicago College of Osteopathic Medicine
Clinical Assistant Professor
MISSION
Midwestern University Chicago College of Pharmacy fosters lifelong learning through excellence in education, postgraduate programs, and scholarship. The College encourages the development of professional attitudes and behaviors to prepare pharmacists who will provide exemplary patient-centered care in a culturally diverse society.

Vision
The Chicago College of Pharmacy will lead advances in pharmacy education, practice and scholarship through innovation and collaboration to meet the health care challenges of tomorrow.

Values
The Chicago College of Pharmacy embraces the values of learning and discovery, excellence, professionalism, and collegiality in everything that we do: teaching, patient care, research, and service.

ACCREDITATION
The Doctor of Pharmacy (Pharm.D.) degree program is accredited by the Accreditation Council for Pharmacy Education (ACPE): 135 S. LaSalle Street, Suite 4100, Chicago, Illinois 60603-4810; 312/664-3575; fax 312/664-4652; or www.acpe-accredit.org.

DEGREE DESCRIPTION
The College’s Pharm.D. Program provides students with enhanced experiences in the biomedical, pharmaceutical, and clinical sciences. The program requires six years of coursework, the first two years at another college and the last four years full-time at CCP. The maximum allotted time for completion of the professional portion of the Pharm.D. program is six calendar years.

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

1. Patient Care Domain
   • Practice patient-centered care
   • Practice evidence-based clinical decision making
   • Promote public health and disease prevention

2. Practice Management Domain
   • Develop and manage a pharmacy practice
   • Evaluate outcomes data associated with the practice of pharmacy

3. Professionalism Domain
   • Participate effectively in interdisciplinary healthcare teams
   • Communicate effectively
   • Demonstrate critical thinking and problem solving skills
   • Act in a professionally responsible manner and promote such action in others
   • Demonstrate self-assessment and self-directed learning

ADMISSIONS
CCP considers for admission applicants who possess the academic and professional promise necessary for development as outstanding members of the pharmacy profession. The CCP admissions environment is highly selective; approximately 2,000 applications were received in 2011.

Completed applications received on or before the application deadline are reviewed to determine applicant eligibility for on-campus Mandatory Candidate Visits. Within its competitive admissions framework, CCP uses multiple criteria to select the most qualified candidates. Cumulative grade point average (GPA), science GPA, Pharmacy College Admission Test (PCAT) scores, letters of recommendation, written communication skills, health care experience, knowledge of the profession, and motivation for choosing pharmacy careers are considered when reviewing an applicant’s file.

Admission Requirements for the 2013 Pharm.D. Program for Applicants Seeking a Fall Start Date

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

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1. Completion of 62 semester hours or 90 quarter hours of nonremedial, prerequisite coursework from regionally accredited U.S. colleges or universities, or recognized postsecondary Canadian institutions that use English as its primary language of instruction and documentation
   - Minimum cumulative GPAs and science GPAs of 2.50 on a 4.00 scale
   - Grades of “C” or better for prerequisite courses (grades of C- are not acceptable)
2. Direct submission of scores from the Pharmacy College Admissions Test (PCAT) to the Pharmacy College Application Service (PharmCAS) using PCAT code 104
   - PCAT exams are offered multiple times per year by Harcourt Assessment, Inc., (also known as Pearson), 800/622-3231 or www.pcatweb.info
   - Only scores earned from the test offered in 2008 or more recently are acceptable
3. Demonstration of a people or service orientation as evidenced by community service or extracurricular activities
4. Motivation for and commitment to the pharmacy profession as demonstrated by previous work, volunteer work, or other life experiences
5. Oral and written communication skills necessary to interact with patients and colleagues
6. Completion of the CCP on-campus interview process (by invitation only)
7. Satisfactory Midwestern University criminal background check
8. Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy

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

1. View applicants with cumulative GPAs below 2.75 on a 4.00 scale with particular concern; although 2.50 on a 4.00 scale is the minimum cumulative GPA for admission consideration, higher cumulative GPAs are more competitive and recommended.
   - The average cumulative GPA of applicants admitted for Fall 2011 was 3.22 on a 4.00 scale
2. View component and composite PCAT scores below the 50th percentile with particular concern, although there are no minimum PCAT scores
   - The average composite PCAT score of applicants admitted for Fall 2011 was in the 68th percentile
3. View with concern applicants whose prepharmacy math and science coursework was completed longer than 10 years ago
   - More recent (within four years) prepharmacy math and science coursework is preferred
4. Consider the reputation for quality and rigor of the institutions where applicants have taken previous coursework, the extent of completion of science prerequisites, the credit load carried per term, the difficulty level of previous coursework, and trends in applicant grades

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
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<tbody>
<tr>
<td>Biology with lab</td>
<td>8 Semester/12 Quarter hours</td>
</tr>
<tr>
<td>Human or Vertebrate Anatomy</td>
<td>3 Semester/4 Quarter hours</td>
</tr>
<tr>
<td>General Chemistry with lab</td>
<td>8 Semester/12 Quarter hours</td>
</tr>
<tr>
<td>Organic Chemistry with lab</td>
<td>8 Semester/12 Quarter hours</td>
</tr>
<tr>
<td>Physics (mechanics, heat, force and motion must be included in the course)</td>
<td>3 Semester/4 Quarter hours</td>
</tr>
<tr>
<td>Calculus (integral &amp; differential)</td>
<td>3 Semester/4 Quarter hours</td>
</tr>
<tr>
<td>English Composition</td>
<td>6 Semester/9 Quarter hours</td>
</tr>
<tr>
<td>Speech/Public Speaking</td>
<td>3 Semester/4 Quarter hours</td>
</tr>
<tr>
<td>Economics</td>
<td>3 Semester/4 Quarter hours</td>
</tr>
<tr>
<td>Statistics (general statistics or biostatistics)</td>
<td>3 Semester/4 Quarter hours</td>
</tr>
<tr>
<td>Social and Behavioral Science Electives (Includes courses within the areas of psychology, sociology and anthropology).</td>
<td>6 Semester/9 Quarter hours</td>
</tr>
<tr>
<td>General Education Electives (Any course not related to science, math, physical education, or health care. Recommended courses include arts and humanities, social and behavioral sciences, foreign language, and business and computer courses.)</td>
<td>8 Semester/12 Quarter hours</td>
</tr>
</tbody>
</table>

Total 62 Semester/90 Quarter hours

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

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

- Education Credential Evaluators (ECE): 414/289-3400 or Fax 414/289-3411 (www.ece.org, e-mail: eval@ece.org)
- World Education Service (WES): 212/966-6311 or Fax 212/739-6100 (www.wes.org)
- Josef Silny & Associates International Education Consultants: 305/273-1616 or Fax 305/273-1338 (www.jsilny.com, email: info@jsilny.com)

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

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

Application Process and Deadlines
CCP uses a two-step application process. Applicants must submit both a completed Pharmacy College Application Service (PharmCAS) application and a College supplemental application.

1. PharmCAS Application:
Applicants are required to submit online applications and application fees to PharmCAS by January 5, 2013. In addition to the online applications and application fees, applicants must forward to PharmCAS official transcripts from all colleges and universities attended by the January 5th date. PharmCAS will not consider an application complete and will not begin the verification process until all official transcripts are received. (Students who have taken coursework and/or earned a degree from a foreign institution must also submit an evaluation of their transcripts from an approved foreign transcript evaluation service).

Students must apply for admission via the Pharmacy College Application Service (PharmCAS) at www.PharmCAS.org. Please refer to the PharmCAS application instructions for specific details about completing the PharmCAS application, required documents, and processing time. PharmCAS applications are typically available beginning in June of the academic year preceding the year in which the applicant plans to matriculate. Due to the large number of applications and the limited number of seats available, students are strongly encouraged to complete their PharmCAS application and their CCP supplemental application early in the cycle. CCP will consider completed applications on a first-come, first-served basis until all seats are filled.

2. Pharmacy College Admissions Test (PCAT):
Applicants must arrange for scores from the Pharmacy College Admissions Test (PCAT) to be sent directly to PharmCAS using PCAT code 104. Only test scores received directly from PharmCAS and scores earned from the test offered in 2008 or more recently will be accepted. This exam is offered by Harcourt Assessment, Inc., (also known as Pearson), 800-622-3231; www.pcatweb.info. The exam is typically offered four times per year. However, please note to meet the application deadline dates, 1st time PCAT test takers should take the exam prior to January 2013. Please check with Harcourt Assessment, Inc. for the exam dates.

3. Letters of Recommendation:
Applicants must submit two letters of recommendation from professionals to PharmCAS (www.PharmCAS.org). The Office of Admissions will only accept letters of recommendation received directly from PharmCAS. One letter should be written by a college professor who has actually taught the student or by a prehealth advisory committee. It is preferred that the second letter be written by a pharmacist. However, any one of the following recommenders is also acceptable: prehealth advisory committee, science professor, or another health care professional who knows the applicant well. Please refer to the PharmCAS application instructions for specific guidelines and requirements for submitting letters of recommendation.

4. Supplemental Application:
After receiving PharmCAS applications (www.PharmCAS.org) from the application service, the Office of Admissions will e-mail a supplemental application to all applicants who meet the minimum cumulative and science GPA requirement of 2.50 on a 4.00 scale. Applicants must complete and submit their supplemental applications with the required information and their application fee to the Office of Admissions on or before March 1, 2013.
5. **Completed Applications**  
All application materials, including the PharmCAS application, PCAT scores (as reported to PharmCAS), two letters of recommendation (as submitted to PharmCAS), and supplemental application materials with the application fee, must be received in the Office of Admissions on or before **March 1, 2013**. Only completed applications received by the Office of Admissions on or before the deadline date will be reviewed for potential entrance into the program.

**Please Note:** Applicants are responsible for tracking the receipt of their application materials and verifying the status of their applications on the University website. The Office of Admissions will send qualified applicants instructions for checking the status of their application materials online.

Applicants are also responsible for notifying the Office of Admissions of any changes in their mailing address or e-mail address.

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

**Rolling Admissions**  
The Chicago College of Pharmacy uses a rolling admissions process in which applications are processed and reviewed during regular intervals in the admissions cycle until the class is filled.

**Interview Process**  
Before invitations are issued to attend on-campus Mandatory Candidate Visits, applicants must meet the admission requirements listed previously. After the Office of Admissions receives all required application materials, applicant files are reviewed to determine whether applicants merit invitations to attend Mandatory Candidate Visits. Applicants may also be placed on a waiting list pending possible openings toward the end of the admissions cycle. Visits are typically held between September and April. Invited applicants must attend Mandatory Candidate Visits to achieve further consideration in the admissions process.

Candidates will be required to participate in group interviews with other pharmacy applicants during their Mandatory Candidate Visits. Group interviews will be used to evaluate verbal communication skills, understanding of the pharmacy profession, commitment to patient care, and other elements as determined by faculty. Applicants will be required to participate in writing sample exercises during the visit. Visits also provide opportunities for candidates to learn more about the pharmacy program, financial aid, student services and to tour the Midwestern University campus.

Following applicant visits, their files are forwarded to the Admissions Committee for review. The committee may recommend to accept, to deny, or to place students on the alternate list. Recommendations are then forwarded to the Dean for final approval. The Dean, via the Office of Admissions, notifies applicants of their status within two to four weeks of their visits.

All requests for application withdrawals must be made in writing.

**Technical Standards**  
The educational mission of CCP is to educate and graduate competent and motivated pharmacists who will provide patient-centered care in a wide range of community and institutional settings. The Technical Standards for admission set forth by CCP outline the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty and by the ACPE, the pharmacy-accrediting agency, to obtain the Pharm.D. degree.

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

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the
exercise of good judgment and the consistent, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

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

**Matriculation Process**

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

1. Submit the matriculation agreement and required deposit monies by the date designated in the matriculation agreement. Deposits are applied towards the first quarter’s tuition.
2. Submit official final transcripts from all colleges attended post-high school by the deadline of two weeks (14 days) prior to the first day of classes. Students who are accepted to MWU less than one month prior to the first day of classes will have 30 calendar days from the date of their acceptance to submit all official transcripts to the Office of Admissions. Any special circumstances or requests for exceptions to this policy must be sent to and approved by the Office of the Dean of the college. Students who fail to submit all official final transcripts by the stated deadline may jeopardize their acceptance or continued enrollment in the College.
3. Submit completed medical files documenting completion of a physical exam, immunizations, tuberculosis and titer blood testing as instructed by the Office of Student Services and detailed in the Student Handbook.
4. Meet the Technical Standards for the college.
5. Submit proof of medical and disability insurance coverage. Students may select either a plan offered by an MWU-approved carrier or a comparable plan offered by an outside carrier of their choice, as determined by the Office of Student Services. Insurance must be maintained throughout the entire period of enrollment.
6. Submit additional documents as requested by the Office of Admissions or college.
7. Provide documentation verifying that sufficient funds have been deposited in a U.S. bank, or one of six major Canadian banks, to cover all expenses while attending the college (applies only to non-U.S. citizens or temporary residents who hold student visas). Additional details and application forms are available in the Office of Student Financial Services.
8. Submit a signed MWU Drug-Free Workplace and Substance Abuse Policy Statement.
9. Authorize and pass the MWU criminal background check and/or fingerprinting background check as required by the specific college/school/program.
10. Submit a signed MWU Dual Acceptance Program by February 15 of the year of high school senior.

Students who fail to satisfy these matriculation requirements or who omit or falsify information required on official admission documents automatically forfeit their seat in the program. Any individual accepted for admission to the college/program who does not comply with stated timelines for submission of all required materials receives no further notification from the college regarding the forfeiture of their seat.

**Dual Acceptance Programs**

Loyola University Chicago College of Arts and Sciences, Benedictine University, Benedictine University at Springfield, Dominican University, Illinois Institute of Technology, Millikin University, Lewis University, the University of Saint Francis (Fort Wayne, IN), University of Wisconsin-Milwaukee, Elmhurst College, Hebrew Theological College and Rockford College each offer a Dual Acceptance Program with CCP for selected students who successfully complete the specified coursework. These students will be granted early acceptances to CCP. To receive consideration for the Dual Acceptance Program, students must meet the following eligibility requirements:

1. Apply to the CCP Dual Acceptance Program as a high school senior.
2. Earn admission to an affiliated college or university that offers a Dual Acceptance Program.
3. Apply for admission to the Dual Acceptance Program by February 15 of the year of matriculation at the affiliated college or university.
4. Score in the top 20% on a college entrance exam (ACT 25 or higher; SAT of 1700 or higher). Applicants must submit national test scores for ACT or SAT that include a writing component score.
5. Earn a minimum cumulative GPA of 3.20 on a 4.00 scale.
6. Demonstrate a people or service orientation through community service or extracurricular activities.
7. Demonstrate motivation for and commitment to the pharmacy profession as demonstrated by previous work, volunteer, or other life experiences.
8. Possess the oral and written communication skills necessary to interact with patients and colleagues.

Eligible students should obtain their applications from the affiliated college or university that offers the Dual Acceptance Program. The deadline for submitting completed applications is February 15.

After the Midwestern University Office of Admissions receives all completed application materials from the affiliated colleges or universities, applicant files are reviewed to determine which applicants merit invitations to attend Mandatory Candidate Visits. Invited applicants must attend Mandatory Candidate Visits for further consideration in the admissions process.

Candidates will be required to participate in group interviews with other dual acceptance applicants. Group interviews will be used to evaluate verbal communication skills, understanding of the pharmacy profession, commitment to patient care, and other elements as determined by faculty. Applicants will be required to participate in writing sample exercises during the visit. Visits also provide opportunities for candidates to learn more about the pharmacy program, financial aid, student services, and to tour the Midwestern University campus.

Following applicant visits, their files are forwarded to the Admissions Committee for review. The committee may recommend to accept or to deny student admissions. These recommendations are then forwarded to the Dean for final approval. The Dean, via the Office of Admissions, notifies applicants of their status within two to four weeks of their approval. The Dean, via the Office of Admissions, notifies applicants of their status within two to four weeks of their approval.

Mandatory Candidate Visits. Invited applicants must attend Mandatory Candidate Visits for further consideration in the admissions process.

Candidates will be required to participate in group interviews with other dual acceptance applicants. Group interviews will be used to evaluate verbal communication skills, understanding of the pharmacy profession, commitment to patient care, and other elements as determined by faculty. Applicants will be required to participate in writing sample exercises during the visit. Visits also provide opportunities for candidates to learn more about the pharmacy program, financial aid, student services, and to tour the Midwestern University campus.

Following applicant visits, their files are forwarded to the Admissions Committee for review. The committee may recommend to accept or to deny student admissions. These recommendations are then forwarded to the Dean for final approval. The Dean, via the Office of Admissions, notifies applicants of their status within two to four weeks of their visits. Accepted applicants will be assured a seat at CCP upon successful completion of the program requirements:

1. All prerequisite prepharmacy courses must be completed at the affiliated college or university that offers a Dual Acceptance Program within a two-year period.
2. A minimum cumulative GPA of 3.20 must be achieved at the end of the spring semester/quarter of the first and second prepharmacy years and at the end of all prepharmacy coursework at the affiliated college or university.
3. Students must earn a minimum grade of "C" in all required courses. A grade of "C-" or lower is not acceptable.
4. Students may not repeat any prerequisite course for a higher grade.
5. Students must submit all required deposit fees according to the schedule in their letters of understanding, which are provided to students at the time of acceptance to the Dual Acceptance Program.
6. Students must comply with the requirements outlined in the matriculation agreement and Technical Standards certification form, which are provided to students in the spring of their second prepharmacy year.

The PCAT and PharmCAS applications are waived for students who successfully complete the Dual Acceptance Program at Loyola University Chicago College of Arts and Sciences, Benedictine University, Benedictine University at Springfield, Dominican University, Illinois Institute of Technology, Millikin University, Lewis University, University of Saint Francis (Fort Wayne, IN), University of Wisconsin-Milwaukee, Elmhurst College, Hebrew Theological College or Rockford College.

Students who fail to complete the program may reapply to CCP using the standard procedures.

Reapplication Process for the Pharm.D. Program
After receiving a denial letter, applicants may reapply for the next enrollment cycle. Before reapplying, however, applicants should seek the advice of an admissions counselor. To initiate the reapplication process, students must submit their applications to PharmCAS. Applications are then processed by the standard application procedures.

Transfer Admission from Another Pharmacy School
CCP may accept transfer students from other ACPE-accredited pharmacy schools who are currently enrolled, are in good academic standing, and provide legitimate reasons for seeking transfer.

Transfer applicants should not apply via PharmCAS.

All requests for transfer information should be referred to the CCP Dean’s Office, where potential transfer applicants can be counseled prior to receiving and submitting applications.

Students requesting transfers must meet the College’s general requirements for admission. They must also submit the following documents by March 1:

1. A letter to the Dean or Director of Admissions outlining their reasons for requesting transfer and explaining any difficulties encountered at their current institution.
2. A completed CCP transfer application.
3. Official transcripts from all schools attended—undergraduate, graduate, and professional.
4. Catalogs and detailed pharmacy syllabi for any courses for which advanced standing consideration is requested.
5. A letter from the dean of the college of pharmacy in which the student is enrolled that describes their current academic status and terms of withdrawal or dismissal.
6. One letter of recommendation from a faculty member at the current college of pharmacy.
7. Additional documents or letters of recommendation as determined by the Director of Admissions or Dean.
The Office of Admissions will collect and forward student portfolios to the CCP Dean’s Office for review. When reviews are positive, candidates will be invited for a Mandatory Candidate Visit. As part of their visits, candidates will be required to participate in group interviews with other pharmacy applicants. Group interviews will be used to evaluate verbal communication skills, understanding of the pharmacy profession, commitment to patient care, and other elements as determined by faculty. Applicants will be required to participate in writing sample exercises during the visit. Visits will also provide candidates with opportunities to learn more about the pharmacy program, financial aid, and student services, and to tour the Midwestern University campus.

Following applicant visits, files are forwarded to the Admissions Committee for review. The Committee may recommend to accept, deny, or place the student on the alternate list. Recommendations are then forwarded to the Dean for final approval. The Dean, via the Office of Admissions, notifies applicants of their status within two to four weeks of the visit. When transferring students are admitted and request advanced standing, the CCP Dean’s Office will forward student requests to the Student Promotion and Graduation Committee (see relevant section below). No advanced standing credit will be awarded for professional pharmacy coursework completed at foreign colleges of pharmacy.

PCAT scores are optional and may be provided by transfer student applicants.

Readmission After Dismissal for Poor Academic Performance

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

1. Successfully completed a minimum of 90 quarter hours of credit of prerequisite coursework, as stipulated for admission to the program.
2. Successfully completed the program of professional and experiential coursework approved by the CCP faculty and Dean.
3. Attained a cumulative grade point average of 2.00 for all requisite professional and experiential coursework at the College.
4. Achieved a cumulative Advanced Pharmacy Practice Experience grade point average of 2.00 or greater.
5. Repeated, upon approval, and earned a passing grade for any required courses in the professional program for which a grade of “F” has been issued.
6. Successfully completed, at a minimum, the last five didactic quarters and all Advanced Pharmacy Practice Experiences at CCP.
7. Been recommended for the degree by a majority vote of the Student Promotion and Graduation Committee.
8. Settled all financial accounts with the University.
9. Attended the commencement exercises for conferral of the degree, unless excused by the Dean.

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

Licensure Requirements

To practice in the United States, including Illinois, students must successfully complete a Doctor of Pharmacy program accredited by the Accreditation Council for Pharmacy Education. Students must also accrue a minimum number of practical training hours and pass two licensure examinations; one scientific examination (NAPLEX) and one jurisprudence
PHARM D. CURRICULUM

Pharm.D. Curriculum

The following curriculum applies to all students who matriculate in Fall 2008 or thereafter. The College reserves the right to alter the curriculum as it deems appropriate.

All students must enroll in at least 12 quarter hours per quarter and are charged full-time tuition.

### First Professional Year:

| Total Quarter Credit Hours Required: | 51.5 |

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### Second Professional Year:

| Total Quarter Credit Hours Required: | 44 |

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**Fourth Professional Year:**
Students will be registered for six rotation blocks out of the eight rotation blocks available.

**Total Quarter Credit Hours Required** 54.5

**Fourth Professional Year Summer-Spring Quarters**

| **PPRA 1801 Reflective Portfolio IV** 0.5 | **PPRA 1885 Elective Advanced Pharmacy Practice Experience** 9 | **PPRA 1886 Community Advanced Pharmacy Practice Experience** 9 | **PPRA 1887 Hospital Advanced Pharmacy Practice Experience** 9 | **PPRA 1888 General Medicine Advanced Pharmacy Practice Experience** 9 | **PPRA 1889 Ambulatory Care Advanced Pharmacy Practice Experience** 9 | **PPRA 1890 Clinical Specialty Advanced Pharmacy Practice Experience** 9 |

**Professional Electives**
During their four years of study at CCP, students complete a minimum total of 16 hours of elective credit. Their elective options may include the following:

**Biochemistry**

- BIOC 1445 Principles and Practices of Enteral and Parenteral Nutrition 1 qhr
- BIOC 1447 Nutrition in Preventive Medicine 1 qhr

**Microbiology**

- MICR 1304 Agents of Biological and Chemical Warfare and Terrorism 2 qhrs
Pharmacology

PHAR 1410 Pharmacologic Aspects of Drug Abuse 2 qhrs
PHAR 1420 Medical Spanish 2 qhrs
PHAR 1430 Cardiovascular Pharmacology 2 qhrs

Pharmacy Practice

PPRA 1301 Special Project or Research 1-3 qhrs
PPRA 1302 Community Service 1 qhr
PPRA 1303 Advanced Internal Medicine 2 qhrs
PPRA 1304 Advanced Internal Medicine Practicum 1 qhr
PPRA 1305 Pharmacy: Its History and Heroes 2 qhrs
PPRA 1306 Veterinary Pharmacy 2 qhrs
PPRA 1308 Introduction to Teaching and Learning Issues 1 qhr
PPRA 1309 Pediatric Pharmacotherapy 2 qhrs
PPRA 1310 Landmark Trials in Primary Care 2 qhrs
PPRA 1311 Advanced Cardiology Topics 2 qhrs
PPRA 1312 Psychiatric Pharmacy: Beyond the Basics 2 qhrs
PPRA 1313 Geriatric Patient Care 2 qhrs
PPRA 1314 Practical Applications of Women’s Health Issues 2 qhrs
PPRA 1315 Advanced Clinical Diabetes Management 1 qhr
PPRA 1316 Advanced Infectious Disease 2 qhrs
PPRA 1317 End-of-Life Care 2 qhrs
PPRA 1318 Introduction to American Sign Language for Health Professionals 1 qhr
PPRA 1319 Introduction to Nuclear Pharmacy 1 qhr
PPRA 1320 Oncology Therapeutics 2 qhrs
PPRA 1321 Medication Management in Primary and Secondary Schools 2 qhrs
PPRA 1322 Tobacco Cessation 1 qhr
PPRA 1324 Spirituality and Health 1 qhr

PPRA 1325 Topics in Career Management 2 qhrs
PPRA 1326 Advanced Over the Counter Medications 1 qhr
PPRA 1327 Therapeutic Issues in Critical Care 2 qhrs
PPRA 1328 Home Infusion Therapy 2 qhrs
PPRA 1329 Advanced Physical Assessment 2 qhrs
PPRA 1330 Practical Applications of Men’s Health Issues 2 qhrs
PPRA 1331 Lifestyle Modifications in Pharmacotherapy 2 qhrs
PPRA 1333 Global Pharmaceutical Sciences 2 qhrs
PPRA 1334 Beyond First Line Therapy in Ambulatory Care 2 qhrs
PPRA 1335 Introduction to Managed Care Pharmacy 1 qhr
PPRA 1336 Topics in Leadership and Management 1 qhr
PPRA 1337 Topics in Community Pharmacy Finance and Marketing 2 qhrs
PPRA 1338 Advanced Infectious Diseases 2 qhrs
PPRA 1339 Anticoagulation in Clinical Practice 2 qhrs
PPRA 1340 Advanced Topics in HIV Medicine 2 qhrs
PPRA 1341 Advanced Cardiology 2 qhrs
PPRA 1342 Postgraduate Training Opportunities for Pharmacists 1 qhr
PPRA 1344 Therapeutic Management of Poisoning and Drug Overdose 1 qhr

Pharmaceutical Sciences

PSCI 1301 Special Project or Research 1-3 qhrs
PSCI 1302 Community Service 1 qhr
PSCI 1370 Pharmaceuticals and Personal Care Products in the Environment 1 qhr
PSCI 1371 Alternative Therapies and Natural Products 3 qhrs
Pharmacy Practice Experiences in the Pharm.D. Program

All students who matriculated into the program in Fall 2008 or thereafter must successfully complete twelve credit hours of introductory pharmacy practice experiences (IPPEs) during the first, second, and third professional years. These must be completed in community, hospital, and clinical settings.

In addition, students must complete six full-time advanced pharmacy practice experiences (APPEs) during their fourth professional year including rotations in community advanced pharmacy, hospital advanced pharmacy, ambulatory care, general medicine, clinical specialty and one elective. APPEs build on the foundation of IPPEs through completion of competency-based objectives and demonstration of proficiency in general pharmaceutical skills. Emphasis is placed on in-depth experience in the provision of patient-centered care in a variety of patient care settings. While most IPPEs and APPEs are scheduled during the day there may be IPPEs and APPEs scheduled for weekends and evenings to provide maximum patient care and a maximum learning experience.

All students are required to be registered pharmacy technicians in the state of Illinois by the end of the first quarter of enrollment. This registration must be maintained for the entire enrollment period.

Students must be in full compliance with University requirements regarding student health insurance, criminal background checks, drug-free and substance abuse policies and immunizations prior to beginning any experiential course.

Distant Advanced Pharmacy Practice Experiences

Distant Advanced Pharmacy Practice Experiences (APPEs) are defined as 6 week PS-IV APPEs that are at practice sites outside the greater Chicago area. The greater Chicago area is defined as sites within Chicago and the surrounding counties of Cook, Will, Dupage, Kane, Lake, McHenry, Kendall, and Grundy, as well as parts of DeKalb and Winnebego County, Northwestern Indiana and Southeastern Wisconsin. Students in good academic and disciplinary standing as determined by the College may participate in distant APPEs. Distant APPEs are subject to final approval on an individual basis by the Director of the Office of Experiential Education (OEE). Students may apply to be considered for placement on distant APPEs during their PS-II year. Students must attend all mandatory distant APPE meetings and adhere to all assignment deadline dates. All requests will be considered, but placement priority will occur in the following order:

- Students requesting distant APPEs in the same city as their permanent (family) address within the United States.
- Students requesting distant APPEs administered by the United States Public Health Services e.g. Indian Health Services, Bureau of Prisons.
- Students requesting distant APPEs in cities within the United States where relatives will provide housing for the student.
- Students requesting a distant APPE in a state they may be moving to after graduation.

All distant APPE sites and preceptors must be approved by OEE, and the standard University affiliation agreement must be completed prior to the student beginning the rotation. There is no guarantee that requested distant APPEs will be approved and scheduled. Schedule changes resulting from preceptor changes may result in a denied distant APPE request. Students doing distant APPEs are also responsible for contacting the Board of Pharmacy in the state where they are placed to determine the licensure requirement(s) for students on rotations in that state. The student must comply with the requirements for that state and provide proof of compliance to OEE. All travel and living expenses are the student’s responsibility.

DEPARTMENTS

Department of Pharmaceutical Sciences

The mission of the Department of Pharmaceutical Sciences is to educate students in the foundational scientific principles essential to the provision of exemplary patient-centered care. The Department is committed to life-long learning and the professional growth of students, faculty, and staff through engagement in innovative educational strategies, scholarly activities, and service to the academic and scientific communities, the profession of pharmacy, and society.

The Department of Pharmaceutical Sciences subsumes three specialty areas: pharmaceutics, medicinal chemistry, and natural products/pharmacognosy.

Pharmaceutics is that area of pharmacy associated with the following: designing various dosage forms for delivery of drugs; determining drug storage and stability; and evaluating the effects of administration and formulation factors on the absorption, distribution, metabolism, and excretion of drugs in humans.
Medicinal chemistry is a science that is unique to pharmacy because it is a hybridization of the physical, chemical, biochemical, analytical, and pharmacologic principles employed in explaining the mechanisms of drug action and drug design. The application of principles associated with medicinal chemistry provides the professional undergraduate student with a firm basis for his/her career in pharmacy.

Pharmacognosy is that pharmaceutical science concerned with the biological, chemical, and therapeutic uses of drugs obtained from plants, microbes, and animals.

**Department of Pharmacy Practice**
The mission of the Department of Pharmacy Practice is to develop excellence in the profession through integration of didactic, experiential and postgraduate education. The Department seeks to inspire students, residents and faculty to be responsible patient advocates by promoting and engaging in patient-centered care, community service, scholarship and professional involvement.

The Department of Pharmacy Practice is composed of faculty who provide education in the administrative and clinical sciences, as well as direct practice experience. Required courses in the administrative science area include a survey of the health care system, professional practice management, quality assurance of pharmacy practice, and pharmacy law and ethics. Required courses in the clinical science area include drug literature evaluation, pharmacotherapeutics, clinical pharmacokinetics, and professional practice classes and laboratories that emphasize communication skills, prescription processing, and patient-centered care. Supervised introductory and advanced pharmacy practice experiences required during the program provide opportunities for students to apply knowledge acquired in didactic courses to life situations. The experiences are designed to promote the development of technical, cognitive, and decision-making skills that are necessary for the contemporary practice of pharmacy in a variety of practice environments. Various states apply these experiences to their state board of pharmacy internship requirements.

**Office of Experiential Education**
The mission of the Office of Experiential Education is to provide students with Introductory Pharmacy Practice Experiences and Advanced Pharmacy Practice Experiences in quality, contemporary practice settings that provide positive, supportive, and challenging environments. The pharmacy practice experiences will allow enhancement of the students’ professional socialization, knowledge, and skills and to prepare them to be caring and competent pharmacists, able to contribute to the profession and to deliver optimal patient-centered care now and in the future.

**Postgraduate Education**
The College offers a number of postgraduate training opportunities: Postgraduate Year One (PGY-1) pharmacy residency program; Postgraduate Year Two (PGY-2) critical care pharmacy residency program; PGY-2 infectious diseases pharmacy residency program; and an infectious disease pharmacotherapy fellowship. In addition, the college is affiliated with two PGY-1 community pharmacy residency programs. All College residency programs are fully accredited by the American Society of Health-System Pharmacists.

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

**BIOC 1551 Biochemistry I**
This course combines lectures and small group discussions of clinical case studies in workshops. Lectures address structure-function relationships in major biomolecules, human metabolism, and cell biology. Workshops feature clinical case studies to illustrate principles of clinical biochemistry and application to the practice of pharmacy. Workshop topics may include anemias, cytochrome p450 enzymes, dangers of dietary supplements, diabetes mellitus, drug biomembrane transport, environmental toxins and hemostasis disorders.
3.5 credits
Prerequisite: PS-I standing

**BIOC 1552 Biochemistry II**
This course combines lectures and small group discussions of clinical case studies in workshops. Lectures address human metabolic profiles of major tissues and organs, principles of gene expression, chromosomal abnormalities, multifactorial inheritance, and nutrition. Workshops feature clinical case studies to illustrate principles of clinical biochemistry and application to the principles of biochemistry and to the practice of pharmacy. Workshop topics may include antimetabolite therapy, kidney disease, hormone replacement therapy, hepatotoxicity and metabolic effects of drugs, genome/environmental toxins, hyperlipidemias, and drug-induced jaundice.
4.5 credits
Prerequisite: BIOC 1551 Biochemistry I

**CORE 1599 Healthcare Issues**
Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. The various roles health care professionals play on a medical team will be introduced to first-year students via practitioner-patient demonstrations utilizing a surrogate patient. Additional lectures will introduce students to the Health Insurance Portability and Accountability Act (HIPAA), and the concept of biomedical research.
1 credit
FMED 1500 Healthcare Communications I
This course will introduce first year pharmacy and medical students to the fundamental principles of effective communication in the health care setting. The course emphasizes the principles and elements of interpersonal, nonverbal, motivational communication, barriers to effective communication, including cultural awareness.
1 credit
Prerequisite: PS-I Standing

MICR 1510 Infectious Diseases and Their Etiologic Agents
This course is designed as an integrated didactic and self-study program with a laboratory component. A basic knowledge of clinical microbiology is provided so that students can understand the interaction between the host and pathogenic microorganisms. Emphases include the rational management, prevention, and control of infectious diseases.
4 credits
Prerequisite: MICR 1576 Introductory Immunology/Biologics

MICR 1576 Introductory Immunology/Biologics
This course presents basic aspects of the body’s defense mechanisms. Current advances in immunotherapy and immunoprophylaxis are emphasized. The role the immune system plays in rejection of organ transplants, autoimmunity, and hypersensitivity are also discussed.
2 credits
Prerequisite: BIOC 1551 Biochemistry I

PHAR 1641, 1642, 1643 Pharmacology I, II, III
Pharmacology studies the properties and effects of drugs and, in a more general sense, the interactions between chemical compounds and living systems. This series includes the general principles of pharmacology; the dynamics of absorption, distribution, metabolism, and elimination of drugs; drug testing in humans; and the role of official regulatory agencies. The student studies drugs affecting the autonomic nervous system; drugs acting on the central nervous system; cardiovascular drugs; chemotherapy of microbial, parasitic, and neoplastic diseases; drugs acting on blood and blood forming organs; and hormone and hormone antagonists. Topics such as principles of toxicology, vitamins, gastric antacids, digestants, laxatives, antihistamines, antiserotonin agents, and drugs causing birth defects are included.
- Prerequisite for PHAR 1641 Pharmacology I, 4 credits: PS-II standing
- Prerequisite for PHAR 1642 Pharmacology II, 4 credits: PHAR 1641 Pharmacology I
- Prerequisite for PHAR 1643 Pharmacology III, 2 credits: PHAR 1642 Pharmacology II

PHYS 1520 Human Physiology I
This course provides core knowledge of physiology in order to understand normal body function and to acquire the ability to analyze and interpret the immediate and long term compensatory responses to common disease states of excitable cells, cardiovascular, respiratory, and nervous systems. Basic and applied terminology as well as the basic morphology of systems are discussed, and the relationship between anatomy and function of the systems considered is included.
4.5 credits
Prerequisite: PS-I standing

PHYS 1521 Human Physiology II
This course provides core knowledge of physiology required by students of pharmacy in order to understand normal function and to acquire the ability to analyze and interpret the immediate and long-term compensatory responses to common disease states of the renal, endocrine, and gastrointestinal systems. Basic and applied terminology as well as the basic morphology of systems are discussed, and the relationship between anatomy and function of the systems considered is included.
4.5 credits
Prerequisite: PS-I standing

PPRA 1501 Introduction to Pharmacy Practice
This course introduces the student to the philosophy, socialization, and practice of the profession of pharmacy through didactic lectures. Students will learn the history and evolution of pharmacy as a profession, various career opportunities, and relevant issues within the profession today.
3 credits
Prerequisite: PS-I standing

PPRA 1511 Healthcare Systems
This course describes elements and forces affecting the organization, delivery, and financing of health care services in general and pharmacy services in particular. The course explores major economic/political/social aspects of the health care delivery system and examines how provider relationships often affect patient outcomes. Strengths and weaknesses of the system, including possible options for mitigating the latter, are identified. The course describes changing roles of pharmacy practice and methods of financing and shows how professional services may influence and be influenced by these factors.
3 credits
Prerequisite: PS-I standing

PPRA 1513 Principles of Evidence-Based Pharmacy Practice
This course introduces students to the knowledge and skills necessary to construct sound pharmacotherapeutic recommendations through retrieval and evaluation of clinical evidence. Students learn efficient approaches to respond to
drug information inquiries; and develop primary literature evaluation and critical thinking skills necessary to formulate prudent drug information responses and patient care recommendations.

4 credits
Prerequisite: PS-I standing

PPRA 1522 Introduction to Pharmacy Practice Experience I: Community

This course introduces the student to the philosophy, socialization, and practice of the profession of pharmacy through experiences in a community pharmacy practice environment. This course will meet for a weekly eight hour site visit to an assigned community pharmacy for an introductory pharmacy practice experience. Guided exercises in the community practice environment will introduce the student to the basics of practice and serve as a foundation for advanced pharmacy practice experiences.

3 credits
Prerequisite: PPRA 1501 Introduction to Pharmacy Practice

PPRA 1523, 1621, 1623, 1624 Introductory Pharmacy Practice Experience Longitudinal I, II, III, IV

In the Introductory Pharmacy Practice Experience Longitudinal, the student participates in the longitudinal care of four patients over the four quarter sequence. Emphasis will be placed on the changing needs of the patients and insuring continuity of care. The student will learn to effectively communicate with the patient and other health care providers while collecting relevant health care information about the patient. The student will develop affective components necessary to become a caring pharmacist. All four courses in this sequence must be taken sequentially.

- PPRA 1523 Introductory Pharmacy Practice Experience Longitudinal I, 1.5 credits
- Prerequisite for PPRA 1621 Introductory Pharmacy Practice Experience Longitudinal II, 0.5 credits: PS-II standing and concurrent enrollment in or completion of PPRA 1611 Pharmacotherapeutics I
- Prerequisite for PPRA 1623 Introductory Pharmacy Practice Experience Longitudinal III, 0.5 credits: PS-II standing and concurrent enrollment in or completion of PPRA 1612 Pharmacotherapeutics II
- Prerequisite for PPRA 1624 Introductory Pharmacy Practice Experience Longitudinal IV, 1.5 credits: PS-II standing and concurrent enrollment in or completion of PPRA 1613 Pharmacotherapeutics III

PPRA 1601, 1701, 1801 Reflective Portfolio II, III, IV

This course sequence provides students with a framework to document regular self-assessment of his/her progressive achievement of curricular outcomes. Lecture topics include review of reflective writing, introduction to longitudinal reflective writing, defining evidence, common mistakes made in previous portfolios, and the value of continued self-assessment. The PS-II and PS-III workshops focus on portfolio entries that demonstrate progressive achievement of curricular outcomes.

- Prerequisite for PPRA 1601 Reflective Portfolio II, 0.5 credits: PS-II standing
- Prerequisite for PPRA 1701 Reflective Portfolio III, 0.5 credits, PS-III standing
- Prerequisite for PPRA 1801 Reflective Portfolio IV, 0.5 credits, PS-IV standing

PPRA 1611, 1612, 1613, 1711, 1712, 1713 Pharmacotherapeutics I, II, III, IV, V, VI

Pharmacotherapeutics is a required course sequence of six courses offered in the second and third professional years. It emphasizes the principles of pharmacotherapy as they relate to rational drug product selection, drug and disease state evaluation and monitoring, and the development of a patient care plan. Each course includes lectures as well as workshop sessions in which the student groups are guided by a faculty facilitator to apply problem-solving strategies and evidence-based medicine to realistic patient cases, and to develop patient care plans.

- Prerequisite for PPRA 1611 Pharmacotherapeutics I, 5 credits: PS-II Standing
- Prerequisite for PPRA 1612 Pharmacotherapeutics II, 5 credits: PS-II standing, PHAR 1641 Pharmacology I, Concurrent enrollment in or prior completion of PHAR 1642 Pharmacology II, PSCI 1602 Chemical Aspects of Drug Action I
- Prerequisite for PPRA 1613 Pharmacotherapeutics III, 5,5 credits: PS-II standing, PHAR 1642 Pharmacology II, PPRA 1612 Pharmacotherapeutics II, PSCI 1602 Chemical Aspects of Drug Action I, Concurrent enrollment in or prior completion of PHAR 1643 Pharmacology III and PSCI 1603 Chemical Aspects of Drug Action II
- Prerequisite for PPRA 1711 Pharmacotherapeutics IV, 5 credits: PS-III standing, Concurrent enrollment in or prior completion of PSCI 1751 Chemical Principles of Drug Action III
- Prerequisite for PPRA 1712 Pharmacotherapeutics V, 5 credits: PS-III standing, PPRA 1711 Pharmacotherapeutics IV, PSCI 1751 Chemical Principles of Drug Action III
- Prerequisite for PPRA 1713 Pharmacotherapeutics VI, 5 credits: PS-III standing, PPRA 1712 Pharmacotherapeutics V, PSCI 1752 Chemical Principles of Drug Action IV

PPRA 1622 Introductory Pharmacy Practice Experience II-Health Systems

Students will explore the philosophy and practice of health system pharmacy through didactic lectures, workshop assignments and on site experience at an assigned practice site under the guidance of a preceptor. Students will be introduced to technical pharmacy skills, hospital pharmacy management, distributive systems, quality assurance and the
role of the pharmacist in the health care team. Students will explore career options within health care systems.
2 credits
Prerequisites: PS-II standing, PPRA 1631 Sterile Products: Regulations and Practice

PPRA 1631 Sterile Products: Regulation and Practice
This course focuses on the practical aspects of preparing and dispensing sterile preparations. Applicable regulations and practice standards including USP <797> are described, potential hazards of parenteral medications are discussed, drug information references regarding sterile preparations are described and utilized, routine calculations employed by pharmacists preparing parenteral medications are practiced, and specialty areas of practice focused on sterile preparations are presented. Several aspects of aseptic technique are practiced by students weekly in a laboratory setting.
3 credits
Prerequisite: PS-II Standing

PPRA 1721 Introductory Pharmacy Practice Experience III: Clinical
This course provides students the opportunity to practice the principles and skills in clinical pharmacy through practical experiences, practice simulation, and workshops. Site visits to various hospitals and chronic care sites allow the students to experience and apply the lessons learned in the complementary didactic courses in real practice environments.
3 credits
Prerequisite: PS-III standing

PPRA 1731 Healthcare Communications II
This course focuses on the development of practical skills necessary for effective communication in the health care setting; adding to the students’ foundational communication skills, via integration of therapeutic knowledge into their communication with patients, caregivers, and health care professionals. Students gain counseling proficiency on a variety of dosage forms across a range of therapeutic drug classes and experience communication with specific populations (based on age, culture and/or socioeconomic differences, heightened sensitivity, etc.) The students learn about behavior modification strategies and implementation of medication therapy management.
2 credits
Prerequisite: PS-III standing

PPRA 1742 Clinical Skills in Pharmacy Practice
This course focuses on the clinical skills associated with the practice of pharmacy. It challenges students to integrate and apply knowledge obtained throughout the pharmacy school curriculum as well as to acquire patient assessment and patient management skills. Clinical skills taught in this course include, but are not limited to, the monitoring and treatment of hypertension, asthma, and diabetes mellitus.
3 credits
Prerequisite: PS-III standing

PPRA 1751 Pharmacy Management
Pharmacists in all practice settings use a variety of management skills on a daily basis. This course introduces students to the role of management within pharmacy and exposes them to a variety of theories, techniques, and tools used by pharmacists to ensure that patient care is delivered in an effective and efficient manner.
4 credits

PPRA 1752 Pharmacy Law/Ethics
The basic principles of law are reviewed as they relate to the practice of pharmacy under federal, state, and local regulations. The special problems involving the control of narcotics, poisons, and other controlled substances are reviewed. Some laws relative to business activities and discussions of professional ethics are also included.
3 credits
Prerequisite: PS-III standing

PPRA 1763 Quality Assurance and Effective Pharmacy Practice
This course encourages students to strive for professional excellence by explaining the nature of quality assurance in health care. The course explores several models of pharmacy practice to assure the quality of drug therapy. The origin, nature, intent, and usefulness of practice guidelines are addressed. The course describes the links among the infrastructure that pharmacists need, the functions that pharmacists perform, and drug therapy outcomes of all types. Topics are structured for practical use in pharmacy settings. Barriers to effective practice are elucidated and strategies to cope with such barriers are presented.
3 credits
Prerequisite: PS-III standing

PPRA 1783 Clinical Pharmacokinetics
This course focuses on the application of pharmacokinetic principles for the purpose of optimizing drug therapy. Lectures and workshops are used to teach the following principles: effects of disease and drug-drug interactions on pharmacokinetic parameters, initial loading and maintenance dosage regimen calculations, dosage adjustment for linear and nonlinear drugs, interplay between pharmacokinetics and pharmacodynamics, effects of extracorporeal elimination, and interpretation of serum drug concentrations. Patient cases or problem sets will be distributed weekly and used to give practice in the application of principles. Workshops and quizzes will be conducted to assess the understanding of principles.
3 credits
Prerequisite: PS-II standing

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PPRA 1885 Elective Advanced Pharmacy Practice Experience
Pharmacy students may select an additional APPE or choose from a selected list of non-patient care electives. 9 credits

PPRA 1886 Community Advanced Pharmacy Practice Experience
Pharmacy students under the supervision of an adjunct faculty member will gain experience in community pharmacy practice including dispensing procedures, pharmacy law, practice management and OTC pharmacotherapy assessment. The student will assess drug therapy, monitor clinical interventions, practice counseling and patient care skills, and complete a journal club and a case presentation. The student will develop a philosophy of practice regarding the role of the pharmacist as a member of the healthcare team. 9 credits

PPRA 1887 Hospital Advanced Pharmacy Practice Experience
Pharmacy students under the supervision of an adjunct faculty will gain experience in hospital pharmacy practice including drug distribution systems, intravenous product preparation, drug usage evaluation and practice management. The student will assess patient drug therapy, monitor clinical interventions, complete a journal club and a case presentation and contribute to a quality improvement program at the site. The student will develop a philosophy of practice regarding the role of the pharmacist as a member of the healthcare team. 9 credits

PPRA 1888 General Medicine Advanced Pharmacy Practice Experience
Pharmacy students under the supervision of an adjunct or full faculty member will gain experience in general medicine pharmacy practice including practice management and interactions with other health care providers, participate in drug therapy assessment, patient care activities and monitor outcomes in various patient populations. The student will complete a journal club, a case presentation and drug information paper. The student will develop a philosophy of practice regarding the role of the pharmacist as a member of the healthcare team. 9 credits

PPRA 1889 Ambulatory Care Advanced Pharmacy Practice Experience
Pharmacy students under the supervision of an adjunct or full faculty will gain experience in ambulatory care pharmacy practice, including practice management, interactions with other health care providers, participation in drug therapy assessment, patient care activities, and monitoring outcomes in various patient populations. The student will complete a journal club, case presentation and drug information paper. The student will develop a philosophy of practice regarding the role of the pharmacist as a member of the healthcare team. 9 credits

PPRA 1890 Clinical Specialty Advanced Pharmacy Practice Experience
Pharmacy students under the supervision of an adjunct or full faculty will gain experience in clinical specialty pharmacy practice, including practice management, interactions with other health care providers, participation in drug therapy assessment, patient care activities, and monitoring outcomes in various patient populations. The student will complete a journal club, case presentation and drug information paper. The student will develop a philosophy of practice regarding the role of the pharmacist as a member of the healthcare team. 9 credits

PSCI 1501 Reflective Portfolio I
This course provides students with a framework to document regular self-assessment of his/her progressive achievement of curricular outcomes. Lecture topics include an introduction to the e-portfolio platform, reflective writing, defining evidence, and the value of self-assessment. Workshops will focus on baseline assessment. 1 credit

PSCI 1511 Pharmaceutical Calculations
This course provides an introduction to the practice of pharmacy with an emphasis on the mathematical calculations that are essential to compounding and dispensing drugs and that are commonly encountered in subsequent pharmacy courses. Introductions to pharmaceutical dosage forms and statistical principles are also included. 3 credits
Prerequisite: PS-I standing

PSCI 1512 Pharmaceutics I: Physical Pharmacy and Dosage Form Design
This course discusses the types and characteristics of pharmaceutical dosage forms and the physicochemical principles involved in design, development and formulation of traditional dosage forms. Topics include but are not limited to acids, bases, and buffers; solubility, dissolution, and distribution phenomena, preformulation considerations, solid, liquid, and semisolid dosage forms, and suppositories. 2 credits

PSCI 1513 Dosage Form Laboratory
This course is centered on preparation of dosage forms, which are compounded extemporaneously in a pharmacy setting. Laboratory exercises will be utilized to familiarize the student with all aspects of compounded prescription preparation, from legal requirements to preservation of the
completed dosage form.
1 credit
Prerequisite: PSCI 1511 Pharmaceutical Calculations

PSCI 1514 Pharmaceutics II: Drug Delivery and Dosage Form Design
This course discusses the types and characteristics of pharmaceutical dosage forms and the physiochemical principles involved in design, development and formulation of traditional dosage forms. Topics include: transdermal, pulmonary, nasal and opthalmic delivery, sterility and microbial contamination; injectable products; liposomes; nanoparticles; implants and specialized devices; biologics and biotechnology-derived products; radiopharmaceuticals; packaging considerations, pediatric and geriatric formulation considerations; and selection of a drug delivery system.
1.5 credits
Prerequisite: PSCI 1512 Pharmaceutics I: Physical Pharmacy and Dosage Form Design

PSCI 1515 Introduction to Biopharmaceutics and Pharmacokinetics
Topics covered in this course include: mathematical descriptions of the time course of drug absorption; distribution and elimination; the physiochemical properties of drugs and the relevant physiologic factors that affect drug absorption, distribution, metabolism, and excretion; the relationship between drug concentration and clinical responses; the pharmacokinetic variability caused by differences in body weight, age, sex, genetic factors, diseases, and drug interactions; applications of pharmacokinetics and pharmaceutics to clinical situations.
3.5 credits
Prerequisite: PSCI 1512 Pharmaceutics I

PSCI 1601 Introduction to Drug Structure Evaluation
This course reviews the organic functional groups found in drug molecules and their properties. Heterocycles, essential amino acids and nucleic acids are introduced as structural components of several important classes of biomolecules and/or biological target for drug action (e.g. receptor, enzyme, nucleic acid, excitable membrane/other biopolymer). As part of the drug structure evaluation process the acid/base properties, binding interactions possible with a biological target, and metabolic transformations for each functional group are presented. Significant emphasis will be placed on functional group interaction with amino acid side chains.
2 credits
Prerequisite: PS-II Standing

PSCI 1602, 1603, 1751, 1752 Chemical Principles of Drug Action I, II, III, IV
Concepts of drug-target interactions and structure activity relationships are discussed for all of the major classes of drugs. Classification is based on a drug’s mechanism of action at its biological target, e.g., messenger receptors, enzymes, nucleic acids, and excitable membranes or other biopolymers. Principle routes of drug metabolism, drug transport and the prediction of drug-drug, drug-disease, drug-herb and drug-food interactions based on each drug’s chemical properties are also discussed. Examples of drug action in the central nervous system, autonomic nervous system, cardiovascular system, endocrine system, and immune system are discussed, as well as anti-infective agents, anti-neoplastic agents, and the impact of biotechnology on drug design.
- Prerequisites for PSCI 1602 Chemical Principles of Drug Action I, 4.5 credits: Completion of PSCI 1601 Introduction To Drug Structure Evaluation and PHAR 1641 Pharmacology I, PS-II standing, Concurrent enrollment in PHAR 1642 Pharmacology II
- Prerequisite for PSCI 1603 Chemical Principles of Drug Action II, 4 credits: Completion of PSCI 1602 Chemical Principles of Drug Action I and PHAR 1642 Pharmacology II, PS-II standing
- Prerequisite for PSCI 1751 Chemical Principles of Drug Action III, 2 credits: Completion of PSCI 1602 and 1603 Chemical Principles of Drug Action I and II and PHAR 1642 Pharmacology II, PS-III standing

PSCI 1722 Pharmaceutical Biotechnology
Biotechnology-derived products are increasingly being used to treat diabetes, various types of cancer, blood disorders, growth deficiencies, renal failure, infections, and multiple sclerosis. This course provides an introduction to biotech products, from recombinant DNA and antisense technology to monoclonal antibodies. Background information related to production, storage, and handling will be discussed as they relate to analytical techniques, patient education and counseling, and therapeutic use. Other topics include gene therapy, stem cell research, cloning, biopharming, pharmacogenomics, and the Human Genome Project.
2 credits
Prerequisite: PS-III Standing

ELECTIVE COURSE DESCRIPTIONS
Prerequisites are listed for those courses with such requirements. When no prerequisite is listed in a course description, it is implied that there is no prerequisite. The number in parentheses indicates the old course number.

BIOC 1445 Principles and Practices of Enteral and Total Parenteral Nutrition
This course surveys the biochemical, metabolic, and nutritional sciences underlying the provision of nutritional support, and provides a basic introduction to the clinical
practices involved in its implementation. During the course, students apply information provided in lectures to the provision of nutritional support in selected clinical case studies.

1 credit

**BIOC 1447 Nutrition in Preventive Medicine**
This module presents the student with current concepts relating diet to the incidence, etiology, pathogenesis, and prevention of three chronic diseases (cardiovascular disease, cancer, and osteoporosis).

1 credit

Prerequisites: BIOC 1551 and 1552 Biochemistry I and II

**MICR 1304 Agents of Biological and Chemical Warfare and Terrorism**
The course is 20 hours of didactic lecture, but Web-based and video presentation is also used. Discussion sessions highlight the potential use of biological and chemical agents as agents of terrorism, when to suspect their use, signs and symptoms of each agent, the standard medical response to biological and chemical terrorism, and the factors involved in planning for and protecting against a biological and chemical weapons attack. In addition, historical and hypothetical case scenarios are also presented.

2 credits

Prerequisite: MICR 1510 Infectious Diseases and Their Etiologic Agents

**PHAR 1410 Pharmacologic Aspects of Drug Abuse**
Drug abuse and its associated medical and social problems have reached alarming proportions. For this reason, physicians and other health care professionals need to appreciate the various factors involved in the nonmedical use of drugs. This elective is designed to provide the student with an in-depth understanding of the pharmacology of the common drugs of abuse including alcohol, cocaine, stimulants, hallucinogens, and opioids. Particular emphasis is given to basic pharmacokinetic and pharmacodynamic mechanisms as they relate to the effects of drugs and to the development of drug tolerance and dependence. Current theories regarding the physiologic basis of drug-seeking behavior and the development of drug dependence are presented. In addition, various social, legal, and ethical aspects of the drug abuse problem are considered.

2 credits

Prerequisite: Two years of high school or college Spanish

**PHAR 1420 Medical Spanish**
This course provides the student with the vocabulary necessary to understand and converse in the fields of medicine and health care in Spanish. This course has been designed to aid the medical student in communicating with the Latino patient, understand cultural attitudes, which may impact on the required medical care. Listening, comprehension, and conversational skills will be stressed through dialogues and oral presentations by students. Critical learning skills that students will need to develop to accomplish the intended outcome are cooperative learning and effective group dynamic skills.

2 credits

Prerequisite: PPRA 1611, 1612, 1613 and 1711 Pharmacotherapeutics I, II, III, and IV
PPRA 1304 Advanced Internal Medicine Practicum
This course will allow for small group discussion and application of topics related to the care of general internal medicine patients in an acute inpatient setting. Topics in the course will be those taught in the Advanced Internal Medicine elective.
1 credit
Prerequisites: PPRA 1611, 1612, 1613 and 1711 Pharmacotherapeutics I, II, III, and IV, Concurrent enrollment in PPRA 1303 Advanced Internal Medicine

PPRA 1305 Pharmacy: Its History and Heroes
This course includes a general overview of pharmacy throughout history, with special emphasis on Illinois pharmacy and pharmacy associations. The second half of the course consists of student-led presentations on individuals who can be considered heroes in the profession who have been instrumental in the adaptation of our healthcare system.
2 credits
Prerequisite: PS-III standing

PPRA 1306 Veterinary Pharmacy
This course provides a general overview of the issues related to pet care that may be encountered in community pharmacy, current guidelines regarding animal wellness, and background information necessary to develop a practice with a pharmacy focus.
2 credits

PPRA 1308 Introduction to Teaching and Learning Issues
Throughout their careers pharmacists are called upon to teach. Many pharmacists present continuing education talks, precept pharmacy students, and present community service seminars. To be effective at these tasks, it is essential for the pharmacist to have a good understanding of learning theory and basic tools for teaching. This course is designed to introduce students to learning theory and basic tools for teaching. Students learn through practice. As new concepts are introduced, students will apply them in either homework assignments or in-class presentations.
1 credit
Prerequisite: PS-II or PS-III standing

PPRA 1309 Pediatric Pharmacotherapy
This elective concentrates on specific issues related to the treatment and care of pediatric patients. By following a mock patient from birth through his/her teen years, the elective is designed to introduce the students to common childhood illnesses and the treatments for these conditions, drug delivery systems used for pediatric patients, current controversies in pediatric care, and commonly used over-the-counter medications and alternative therapies utilized by pediatric patients. This course utilizes lectures, projects, and workshops to educate the student about pediatric issues.
2 credits
Prerequisite: PS-III standing

PPRA 1310 Landmark Trials in Primary Care
This elective course focuses on reviewing the clinical trial data that support therapeutic recommendations in primary care. The course critically evaluates landmark clinical trials, identifying rationale and/or inconsistencies with trial data and current therapeutic guidelines. The focus is on applying clinical trial data to patient cases to support therapeutic recommendations. Therapeutic topics include diabetes, stroke, hypertension, and heart failure.
2 credits
Prerequisite: PS-III standing

PPRA 1311 Advanced Cardiology Topics
This course provides pharmacy students an opportunity to learn about selective cardiovascular diagnoses and therapy, and cardiovascular diagnostic procedures. Lectures focus on the role of pharmacological agents in diagnostic and invasive cardiology procedures from basic concepts to a patient’s bedside. Active learning strategies are employed.
2 credits
Prerequisite: PS-III standing

PPRA 1312 Psychiatric Pharmacy: Beyond the Basics
This course provides insight into psychiatric disorders. Topics include psychiatric patient interviews, pediatric psychiatry, women’s health psychiatry, and personality disorders. Current clinical controversies, new research, and psychiatric-related films, documentaries, and popular literature will be discussed.
2 credits
Prerequisite: PS-III standing

PPRA 1313 Geriatric Patient Care
This elective concentrates on specific issues related to the treatment and care of geriatric patients. Both pharmacotherapeutic and socioeconomic principles are discussed. Emphasis is placed on general geriatric issues as well as on specialty areas. Topics discussed include delirium, dementia, incontinence, pain management, financial issues, hospice, and others. This course utilizes lectures, small group discussions, and case-based learning to educate the student about geriatric issues.
2 credits
Prerequisite: PS-III standing

PPRA 1314 Practical Applications of Women’s Health Issues
This elective concentrates on specific issues related to the optimal delivery of women’s health care. Topics covered include gender-related differences in treating women, wellness and prevention over the female life span, diseases uniquely affecting women, and pharmacotherapy and psychosocial aspects of women’s health. Interactive lectures, group projects, and workshops will educate students about practical considerations in the health care of women.
Community service will be encouraged.
2 credits
Prerequisite: PS-III standing

**PPRA 1315 Advanced Clinical Diabetes Management**
This elective concentrates on specific issues related to the delivery of in-depth pharmaceutical care in an outpatient diabetes management (DM) program. The main emphasis is on the pharmacotherapeutic issues not covered in the general therapeutics course. Topics discussed include a review of the ADA treatment of comorbidities, treatment of DM in pregnancy, use of modern insulin combinations, initiation, and adjustment of insulin pumps, and future therapeutic strategies in DM. Lecture, small case-based discussions, and journal club participation are utilized.
1 credit
Prerequisite: PS-II standing

**PPRA 1316 Advanced Infectious Disease**
This course is intended to provide pharmacy students with the opportunity to learn about selected infectious diseases. Methods used to diagnose as well as treat will be covered. Topics to be discussed during class include understanding laboratory tests to direct antimicrobial pharmacotherapy, antimicrobial regimen selection, allergies, and cross-sensitivities, as well as various infectious diseases.
2 credits
Prerequisite: PS-III standing

**PPRA 1317 End-of-Life Care**
This course covers end of life care from four different perspectives: managing the system, managing the patient, managing the caregiver, and managing attitudes and feelings. Pharmacotherapeutic aspects of death and dying are presented. The course is delivered via lecture and interactive discussion.
2 credits
Prerequisite: PS-II or PS-III standing

**PPRA 1318 Introduction to American Sign Language for Health Professionals**
Students develop syntactic knowledge of American Sign Language and learn basic vocabulary and conversation skills that are frequently used by health care professionals. Students will also develop expressive and receptive finger spelling through class activities. Vital aspects of deaf culture are also discussed.
1 credit

**PPRA 1319 Introduction to Nuclear Pharmacy**
This course exposes the pharmacy student to the many areas of nuclear pharmacy and nuclear medicine. During the course, the student is provided with the training fundamentals that nuclear pharmacists encounter.
1 credit

**PPRA 1320 Oncology Therapeutics**
This course combines lectures and group discussions of the major oncology topics. Lectures will address the biology and pathophysiology of cancer and the rationales for the types of chemotherapy treatments. The importance of the pharmaceutical role of supportive care in cancer will also be discussed.
2 credits
Prerequisite: PS-III standing

**PPRA 1321 Medication Management in Primary and Secondary Schools**
This course describes medication management in schools including transfer, storage, administration, use, and disposal. It addresses five important related issues: documentation, delegation of medication management responsibility, liability concerns, therapeutic issues, and the availability of information needed to adequately perform medication management. It reviews medication management guidelines and relevant conceptual frameworks, including rational drug therapy and polycentric authority, and provides a summary of the empirical literature. It shows that pharmacy has been involved very little in this problem in the past, and specifies ways that individual pharmacists and pharmacies can get involved in medication management in schools and improve the situation.
2 credits

**PPRA 1322 Tobacco Cessation**
This course will enable students to gain the knowledge and skills necessary to provide comprehensive tobacco cessation counseling to patients who use tobacco. Topics of emphasis include epidemiology of tobacco use, principles of addiction, methods of assisting patients with quitting, nicotine pharmacology and available tobacco cessation products.
1 credit
Prerequisite: PPRA 1611 Pharmacotherapeutics I

**PPRA 1324 Spirituality and Health**
Students enhance their patient care skills by examining the relationship between spirituality and health, learn the role of spirituality and religion in health care, and examine issues related to the interaction between spiritual outlook and compliance with medical treatment. Topics include a review of the current empirical literature on the impact of spirituality and religion on medical health and psychological well-being, the role of spirituality in health care, review of different spiritual perspectives, the role of the hospital chaplain, and spiritual assessment. Expert guest presenters will lead discussions on how belief systems affect the patient’s perception of health, necessary spiritual considerations in patient care and therapeutic dilemmas produced by spiritual beliefs.
1 credit
Prerequisite: PS-III standing
**PPRA 1325 Topics in Career Management**
The goal of this course is to gain an awareness of a career as a process requiring planning, development, and management. Career-related topics will be presented and discussed, including how career-related discussions are affected by life stages, career self-assessment, best methods for job hunting according to Bolles, the curriculum vitae and cover letter, effective methods used during an interview process, and job-related benefits.
2 credits

**PPRA 1326 Advanced Over the Counter Medications**
The purpose of this course is to provide the student with the knowledge and skills necessary to assist in addressing the self-care needs of the patient. Emphasis will be placed on initial assessment of self-limited problems with home diagnostic kits and treatment utilizing non-prescription drugs and life style changes.
1 credit
Prerequisite: PS-II standing

**PPRA 1327 Therapeutic Issues in Critical Care**
In the critical care setting, pharmacists have a unique role within multidisciplinary medical teams through their expertise in pharmacotherapeutics, pharmacokinetics, and drug information. This module is designed to introduce students to selected disease states encountered in the intensive care unit setting as well as current controversies regarding the clinical management of these patients. The therapeutic management of critically ill patients will be discussed using case study and lecture formats.
2 credits
Prerequisite: PS-III standing

**PPRA 1328 Home Infusion Therapy**
This course is designed as an introduction to home health care with an emphasis on the provision of infusion therapy to patients in their homes or other alternate sites. Sessions will be held in a discussion format and will explore the interdisciplinary care of patients prescribed outpatient parenteral therapies. Case studies will be used to illustrate key elements in the patient management process.
2 credits

**PPRA 1329 Advanced Physical Assessment**
This course reinforces and extends students’ physical assessment skills. Student learning will be facilitated through lectures with hands-on training. Lectures focus on the rationale behind the physical assessment method and a description of the techniques employed and their place in practice (diagnosis and monitoring). Techniques used for drug therapy monitoring by pharmacists will be discussed. Workshops will provide students with the opportunity to practice and perfect physical assessment skills. The class will be organized based upon organ systems and specific disease processes. Note: Students with personal or physical restrictions regarding disrobing should contact the course coordinator no later than the first session so alternative methods can be incorporated.
2 credits
Prerequisite: PS-III standing

**PPRA 1330 Practical Applications of Men’s Health Issues**
This course emphasizes the disparities that exist in men’s health and the unique needs of male patients in the healthcare setting. Through lectures and group discussions, students will learn how to communicate about and promote healthcare in men and utilize literature interpretation skills to formulate clinical recommendations about current topics in men’s health.
2 credits
Prerequisites: PS-III standing and PPRA 1711 Pharmacotherapeutics IV

**PPRA 1331 Lifestyle Modifications in Pharmacotherapy**
Appropriately managing lifestyles is a part of successful pharmaceutical care. This course highlights major areas of lifestyle modifications for all patients including nutrition, physical activity, and weight management, plus management of lifestyles in chronic diseases such as hypertension, diabetes, and dyslipidemia. The course expands on the concepts of pharmaceutical care and patient assessment introduced in prior courses with respect to lifestyle. Case studies, student projects, and lectures will be utilized to deliver the course.
2 credits
Prerequisite: PS-III standing

**PPRA 1333 Global Pharmaceutical Sciences**
This course explores both macro and micro aspects of global pharmaceutical systems including the interaction of systems and environments and the functions and roles of pharmacists and other healthcare professionals. The course will include discussions of global and international situations and their effects on the local healthcare delivery systems. The impact of social, cultural, political, economic, and technological changes on the development of various global pharmaceutical systems will be addressed.
2 credits

**PPRA 1334 Beyond First Line Therapy in Ambulatory Care**
Students in this course will solve clinical cases and provide evidence to support their recommendations. Controversial topics will require students to use second, third, and fourth line therapy options in clinical decision making. Select topics include anticoagulation, diabetes mellitus, osteoporosis, heart failure, and others.
2 credits
Prerequisites: PS-III standing and completion of or concurrent enrollment in PPRA 1713 Pharmacotherapeutics VI
PPRA 1335 Introduction to Managed Care Pharmacy
This course provides a complete overview of managed care pharmacy and covers the history of managed care, prescription benefit management, pharmacy benefit design, mail service pharmacy, formulary management, disease state management, pharmacoconomics, outcomes research, and e-prescribing. Students will learn the tools that are used in pharmacy cost management and disease management to improve the overall healthcare of a member.
1 credit

PPRA 1336 Topics in Leadership and Management
This course is designed to introduce students to leadership concepts and theory and is intended to expand the students’ knowledge and their leadership potential. The course will review leadership and management principles through discussion of current leadership literature.
1 credit

PPRA 1337 Topics in Community Pharmacy Finance and Marketing
This course is designed to introduce students to basic concepts of finance and marketing applied to the community pharmacy setting. Emphasis will be placed on understanding profit and loss statements, marketing concepts, and factors that contribute to overall business success in this setting. Students will expand their knowledge and experience in developing a written business plan that can be implemented and utilized throughout the community pharmacy sector.
2 credits
Prerequisite: PPRA 1751 Pharmacy Management

PPRA 1338 Advanced Infectious Diseases
This course is intended to provide an opportunity to expand knowledge in the area of infectious diseases. A case-based approach will be utilized to foster an interactive learning experience. Students will have an opportunity to build upon their current knowledge of infectious diseases through discussions and debates related to evidence-based medicine, policies and procedures, and the clinical management of infectious disease-related issues. Mock clinical rounds will also be incorporated throughout the quarter.
2 credits
Prerequisite: PPRA 1613 Pharmacotherapeutics III

PPRA 1339 Anticoagulation in Clinical Practice
This elective course provides students with an overview of major topics in anticoagulation management encountered in clinical practice. Topics include prophylaxis and treatment of venous thromboembolism (VTE), anticoagulation in special patient populations, treatment plans requiring modification of anticoagulation, and different practice models for anticoagulation monitoring. Students will develop a working knowledge and skill set required to provide pharmacy-managed anticoagulation services in both the inpatient and ambulatory settings.
2 credits
Prerequisite: PPRA 1613 Pharmacotherapeutics III

PPRA 1340 Advanced Topics in HIV Medicine
This elective course is intended to provide students with the opportunity to gain a more in-depth understanding of HIV and AIDS. Students will be challenged to apply knowledge regarding HIV and AIDS to practical concerns surrounding the care of patients living with the disease. In addition, historical, sociological and global health issues related to the HIV/AIDS epidemic will be discussed.
2 credits
Prerequisite: PPRA 1712 Pharmacotherapeutics V

PPRA 1341 Advanced Cardiology
This course will provide pharmacy students with an opportunity to learn about more selected cardiovascular diagnosis, procedures, and therapy. New topics will be discussed and topics covered in core courses will be augmented. Lectures will focus on the role of pharmacologic agents in diagnostic and invasive cardiology procedures from basic concepts to patient’s bedside. Active learning strategies are highly employed.
2 credits
Prerequisite: PPRA 1613 Pharmacotherapeutics III

PPRA 1342 Postgraduate Training Opportunities for Pharmacists
The course reviews postgraduate training opportunities for pharmacists with a focus on pharmacy residencies. Students will learn appropriate steps to secure a pharmacy residency and the basic expectations of different residency programs. A variety of learning techniques will be employed, which include lectures, class discussions and in-class assignments. Students will be evaluated based on attendance, class participation and submission of a high-quality curriculum vitae and other written reflections as assigned.
1 credit

PPRA 1344 Therapeutic Management of Poisoning and Drug Overdose
Pharmacists provide an important role in the treatment of drug overdose. This course introduces students to the clinical presentation and therapeutic management of various acute overdose situations, covers basic principles of poison control, and addresses the management of the following overdose types: opioids, illicit drugs, benzodiazepines, barbiturates, stimulants, alcohols, OTCs, cardiovascular agents, anticholinergics, and others. The course will be lecture based with many active learning opportunities.
1 credit
Prerequisite: PS-II Standing
PSCI 1301 Special Projects or Research
This course provides an opportunity for PS-I, PS-II, and PS-III students to work with individual faculty mentors on projects of variable scope. Included activities could be library, laboratory, and/or survey-type research; assistance with syllabus development of future elective courses; or other activities agreed on between the student and mentor and approved by the appropriate department chair. A maximum of 4 credits of PPRA or PSCI 1301 may be applied toward elective requirements for the Pharm.D. degree.
1 - 3 credits

PSCI 1302 Community Service
Through hands-on involvement in a community service project and discussions with community leaders, the student will be better prepared to provide pharmaceutical care to a wider segment of the population. The issues addressed may include understanding the role of physical or mental disabilities, cultural sensitivity, language barriers, and alternative medicines in providing quality pharmaceutical care. This course includes development and implementation of a service project or participation in a project currently sponsored by the University. Permission of the instructor is required.
1 credit

PSCI 1370 Pharmaceuticals and Personal Care Products in the Environment
This elective focuses on how the environment serves as a source for the development of pharmaceuticals and personal care products (PPCPs), and what can happen to the environment in the presence of PPCPs. Lectures focus on how PPCPs are introduced into the environment, mechanisms available to limit this type of pollution, actual and potential cause/effect relationships between specific products/byproducts and types of wildlife, and actual and potential cause/effect relationships between specific products/byproducts and humans (e.g., reproductive effects). While the environment is currently serving as a dumping ground for a variety of PPCPs, it also serves as a source of potential leads for novel PPCPs. Specific examples will be presented along with any relevant folklore.
1 credit
Prerequisite: PS-III standing

PSCI 1371 Alternative Therapies and Natural Products
Alternative therapies are being used by a growing percentage of the population and are becoming more visible to mainstream medical practice. Health care professionals should develop the knowledge and skills necessary to aid the patient in making rational decisions about the use of alternative therapies. This elective focuses on the utility of drugs from natural sources in today’s practice environment and surveys the products of animals, plants, microbes that will impact pharmacy tomorrow.
3 credits

PSCI 1372 Contemporary Compounding
Contemporary compounding is an elective course for students who are interested and want to develop an expertise in this field of practice. Some theory is presented with emphasis on the development of excellent compounding skills that are applicable to contemporary pharmacy practice.
3 credits

PSCI 1373 Drug Delivery Systems in Patient-Centered Care
This course focuses on the appropriate use of drug delivery systems to ensure appropriate response to therapy of medications used in a variety of disease states. Route of administration, formulation design, bioavailability and bioequivalence will be discussed with the intent to discover the therapeutic impact of formulation.
2 credits
Prerequisite: PS-III standing

PSCI 1374 Advanced Topics in Medicinal Chemistry
This course provides an overview of several areas of current interest in the field of medicinal chemistry. Also presented in-depth will be certain specialized topics that received limited coverage in the required medicinal chemistry courses.
1 credit
Prerequisite: PS-III standing

PSCI 1375 Vitamins, Minerals, and Nutritional Support
This module provides an overview of the mechanisms of action, therapeutic uses of fat- and water-soluble vitamins, antioxidants, macro- and micro-minerals, and enteral nutritional support products. Topics include the use of antioxidants, multi-vitamin choices, potential toxicity and drug interactions, and nutritional support/supplement selection for infants and adults. The mechanism-based approach used in this module allows the student to more easily identify, organize, and recommend various therapeutic agents for a wide variety of patients.
2 credits
Prerequisite: PS-III standing

PSCI 1376 Development of Newly Approved Drug Therapies
The FDA is constantly engaged in evaluating new drug treatments and approving them for marketing in the US. Each year, the FDA approves about 20 new drug therapies. This course will discuss the process involved in the development of new drug therapies for some clinical conditions and diseases, cover some of the business aspects of developing new drug therapies, and the impact of pharmaceutical innovations on society and the business community.
1 credit
Prerequisite: PS-II standing
The following academic policies apply to all students who matriculate during the academic year of this catalog publication. These policies will apply throughout the entire time a student is enrolled in the college. In the event that these policies need to be revised as the result of new accreditation requirements, mandates by the United States Department of Education, or other unforeseen circumstances, students will be notified in writing prior to the effective date of the new policy.

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

Student Promotion and Graduation Committee
The Student Promotion and Graduation Committee (SPGC) is composed of the Assistant Dean and members of the College faculty. It is responsible for enforcing the published academic and professional standards established by the faculty and for assuring that they are met by all students enrolled in each program. As such, this Committee establishes the criteria and policies and procedures for student advancement and graduation, as well as academic probation, dismissal, and readmission. This Committee meets at a minimum at the end of each academic quarter to review the academic progress and performance of students enrolled in the programs in relation to institutional academic policies. At the end of the academic year, the Committee assesses the academic and professional progress and performance of each student. If the student’s progress is satisfactory, the student is promoted to the next academic year, provided all tuition and fees have been paid. Finally, the Committee also identifies and recommends to the MWU Faculty Senate candidates for graduation.

If a student fails to make satisfactory progress in completing the prescribed course of study, the Committee shall take appropriate action to correct the deficiency(ies). In instances involving repeated failures of a student to maintain satisfactory academic/professional progress, the Committee may recommend dismissal.

Among the options available to the Committee in regard to unsatisfactory student performance are:
1. That a written caution be provided to the student.
2. That the student:
   1. be placed on academic probation for a specified period of time;
   2. take an alternate approved course offered at another college or university;
   3. be considered for remediation;
   4. repeat the course(s) in which there is a failure when the course is offered again in the curriculum;
   5. be placed in an extended program; or
   6. be dismissed from the College.

Academic Standards for the Pharm.D. Program
An annual didactic grade point average will be used as the central measure of academic performance. It is calculated from all didactic courses for a particular professional year. Grades earned in courses taken prior to matriculation in the professional program, grades earned for courses taken at another institution while enrolled in the professional program, and grades earned for courses taken at the College in a more advanced professional year than that in which the student is enrolled, are not included in the calculation of this annual grade point average.

Students must maintain an annual grade point average of 2.00 in their professional program to remain in good academic standing. If a student’s annual grade point average drops below 2.00 at the end of any quarter during the academic year, or the student earns a grade of “F” in one or more courses, the student is notified in writing that he/she is being placed on academic probation for the next academic quarter. Probation represents notice that continued inadequate academic performance may result in dismissal from the program and the College.

If the student has an annual grade point average less than 2.00 at the end of an academic year, or has earned a grade of “F” in one or more courses that year, the student will be either dismissed or given the option to be in an extended program and repeat all of the courses in that year in which grades of "F" were received. In addition, if the student earned grades of "F" in two or more courses in a three or four course sequence in Chemical Principles of Drug Action, Pharmacology, or Pharmaceutics, he/she will be required to repeat the entire course sequence as part of the extended program. This extended program year must take place in the year immediately following. A student is allowed to go through an extended program only once.

Failure (F or WF) in 3 or more courses in one academic year or 4 courses overall will result in dismissal from the College.

If the student does not meet the criteria for satisfactory academic performance at the end of the extended program,
he/she will be dismissed. To be returned to good academic standing, a student must raise his/her annual grade point average to 2.00 or above at the end of the repeat year. Such a student reenters the next professional year curriculum and resumes a full load. A reentering student must achieve a cumulative grade point average of 2.00 at the end of each quarter to continue at CCP.

The following policies also guide decisions made by the Student Promotion and Graduation Committee:

1. Any student with a pre-pharmacy deficiency(ies) at the time of matriculation must complete any and all deficiency(ies) prior to the beginning of the second professional year. Failure to do so will result in a delay in the start of the second professional year. Only under extraordinary circumstances are time extensions permitted by the Dean. To document completion of pre-pharmacy coursework, students must provide an official transcript(s) to the Admissions Office or Registrar.
2. Students must successfully resolve all "I" (incomplete) grades before beginning APPEs.
3. To proceed with APPEs, a student must earn an annual PS-III didactic grade point average (GPA) of at least 2.00, and must have successfully completed all pre-pharmacy and all professional core and elective PS-III level coursework.

Appeal Process
Following notification of a decision for dismissal or academic deceleration, a student may appeal, in writing, the decision to the Dean. Such appeals must be received by the Dean within three working days after the student is officially notified of the dismissal or deceleration decision. The Dean makes the final decision on appeals. The Dean may grant an appeal only if a student can demonstrate one of the following:

1. Bias of one or more Committee members.
2. Material information not available to the Committee at the time of its initial decision.
3. Procedural error.

The student being evaluated may request to appear before the Committee during its deliberation.

Dismissal
A student may be dismissed from the College for academic reasons upon the recommendation of the Student Promotion and Graduation Committee. The dismissal is based on the determination by the Committee that the student has not satisfactorily demonstrated that he or she possesses the aptitude to successfully achieve the standards and requirements set forth in the academic policies and professional expectations for the program. Students dismissed for poor academic performance may reapply for admission to the College. For specific readmission criteria, students should contact the Dean’s Office of the College.

Introductory and Advanced Pharmacy Practice Experience Failures in the Pharm.D. Program
A withdrawal failure (WF) may only be granted to a student with the approval of the Director of Experiential Education if the student is receiving a failing grade at the time of withdrawal and if the withdrawal is due to extenuating health or personal issues. A student who is requested by the preceptor or site administration to permanently leave the IPPE/APPE site for unprofessional behavior or patient safety issues may be issued a failing grade.

When a student either fails or receives a "WF" in an APPE, he/she must petition the Student Promotion and Graduation Committee within 30 calendar days after the last day of the APPE to retake the same type of APPE. After consideration of the circumstances of the failure or "WF", the Student Promotion and Graduation Committee may exercise any of the following options:

1. Require the student to take coursework;
2. Recommend that the student take coursework;
3. Recommend that the student undergo a period of independent study; or
4. Require the student to wait a defined time period before repeating the APPE.

The Committee’s options are not limited to the above and will be determined on a case-by-case basis. The timing of the retake will be as early as possible once the student has satisfied the Committee’s requirements, and is subject to availability of sites as determined by the Office of Experiential Education. The retake, if granted, must be completed within 12 calendar months of the date the petition is received by the Dean’s Office. If the student fails or receives a "WF" for the APPE on the retake, he/she is dismissed from studies at CCP. Students are allowed only one failed or one "WF" for an APPE and one retake of the failed or "WF" APPE while enrolled at CCP.

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

1. Personal hardship. If a student is experiencing unusual stresses in life and an extended academic load could alleviate added stress, the student may petition the Student Promotion and Graduation Committee for an extended program. This petition is not automatically granted and is approved only in exceptional circumstances. The Committee is responsible for evaluating the petition and
submitting a recommendation concerning a student’s request for an extended program to the Assistant Dean, Chicago College of Pharmacy. The Assistant Dean is responsible for reviewing and assessing the Committee’s recommendation, and then notifying the student of a decision.

2. Academic. As described above, a student ending an academic year with an annual GPA of less than 2.00 may be given the option to repeat courses from that year in which F grades were received. A student may be placed on an extended program for academic reasons at the discretion of the Student Promotion and Graduation Committee. A student placed on an extended program for academic reasons is automatically placed on academic probation and may not be returned to good academic standing until the extended program is completed.

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

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

A reentering student must achieve a cumulative grade point average of 2.00 at the end of each quarter to continue at the college. A student is allowed to go through an extended program only once and is therefore dismissed should the student earn another failing grade.

Prerequisites for Courses
Prerequisites for courses may be established by the department that administers the course. Prerequisites are recommended to the Curriculum Committee for approval and are listed with the course description in the catalog. On a case-by-case basis, prerequisites may be waived upon approval by the chair of the department that delivers the course.

STUDENT ADMINISTRATIVE POLICIES

Absence Reporting Procedure
In the event of illness, personal emergency, personal incapacitation, or other exceptional problem of a serious nature that causes a student to be absent from a session requiring mandatory attendance, a student must notify one of the following: CCP Dean’s Office, CCP department head, or course director. To be excused from an APPE, the student must notify his/her preceptor, in addition to the Office of Experiential Education. Assuming that there is a legitimate reason for a student’s absence, the CCP Dean’s Office will contact by telephone or email the course directors of the courses in which the student will miss an examination, quiz, or graded assignment, or will send a letter to all appropriate course directors that confirms in writing that the student will be absent, the reason for the absence, the courses from which the student will be absent, and the date(s) of the student’s absence. This will be done as soon as possible (within 24 hours) after the student has called in. If a student fails to follow this procedure, the student is held responsible for satisfying the official University procedure for obtaining an excused absence. The latter procedure is more stringent than the College policy. Unexcused absences may result in course failure.

Requesting an Excused Absence for Personal Reasons
The College recognizes that a student may desire to be excused from class or APPE for non-illness, non-emergency-related reasons from time to time. An Absence Request Form must be completed prior to the day that the student wishes to be excused. Forms are available from the CCP Dean’s Office and at www.midwestern.edu.

Advanced Standing in the Pharm.D. Program
All requests for advanced standing by newly admitted, transfer, or enrolled students are processed on a course-by-course basis by the Student Promotion and Graduation Committee. The Dean’s Office provides staff support for such evaluations. To request such consideration, a student should submit a letter of request to the Dean in which the student lists a course(s) previously taken at an accredited college or university which might be similar in content to a professional course(s) that he/she is scheduled to take. The student is advised to provide an official course description(s) and a syllabus(syllabi) of the course(s) previously taken, as well. For some courses, a student may be required to take a comprehensive challenge exam. All requests must be submitted at least three weeks prior to the start of the course being considered. For APPEs, all requests must be submitted at least six months prior to the first day of the specific APPE that the student is seeking to be excused from. The decision of the Committee is forwarded to the Dean as a recommendation to either grant or deny advanced standing. Advanced standing will be considered for coursework taken in which a letter grade of "C" or better has been earned. A "C-" letter grade is not acceptable for advanced standing consideration.

No advanced standing will be awarded for professional pharmacy coursework completed at a foreign college of pharmacy.

Attendance
Upon acceptance to the Chicago College of Pharmacy, students are expected to devote their entire efforts to the academic curriculum. The College actively discourages employment that will conflict with a student’s ability to perform while didactic and experiential courses are in session and will not take outside employment or activities into consideration when scheduling classes, examinations, reviews, field trips, or individual didactic or experiential course
functions. Class attendance is mandatory for all students during experiential courses (IPPEs and APPEs). Refer to the student IPPE or APPE manual for specific details regarding this policy.

Class Standing
To achieve the status of a second-year student in the professional program (PS-II), students must have successfully completed all requisite first-year courses and earned an annual GPA of 2.00. To achieve the status of a third-year student in the professional program (PS-III), students must have successfully completed all requisite second-year courses and earned an annual GPA of 2.00. To achieve the status of a fourth-year student in the professional program (PS-IV), students must have successfully completed all requisite third-year courses and earned an annual GPA of 2.00.

College Resolution on Comprehensive Assessment in Coursework
Whereas, comprehensive assessment in coursework promotes learning retention and accountability, and whereas, these qualities prepare students for practical experience, be it resolved that the faculty of the Chicago College of Pharmacy encourage the use of comprehensive assessment tools throughout its curriculum.

Computer Requirements
All first-year students starting in Fall 2010 are provided with a laptop computer through University Information Technology Services.

Course Credit
Course credits are generally determined according to the following formula: one credit is assigned to a course for three laboratory contact hours per week; two case discussion, recitation, or workshop contact hours per week; one formal lecture contact hour per week; or three contact hours of other activities per week. Each week (40 hours) of experiential education (IPPEs or APPEs) is equivalent to 1.5 credits. Exam time could be considered part of contact time such that the instructor would have the option to count time spent on assessments as part of contact time.

Dean's List
Following each quarter, the Chicago College of Pharmacy recognizes students who have distinguished themselves by achieving a GPA of 3.50 or better for the quarter. This applies for full-time didactic and IPPE coursework only. Students who are currently undergoing an extended program are not eligible for the Dean's List.

Disciplinary Probation
Disciplinary probation may be designated for student acts of professional misconduct as defined in Appendices 2 and 4 of the Midwestern University Student Handbook. Disciplinary probation is not noted on the transcript but is kept in a secure file in the Office of Student Services.

Faculty Advisor Program
The Chicago College of Pharmacy assigns a faculty advisor to students in each entering class whose role is to assist with academic and nonacademic problems. In addition to these faculty advisors, staff in the CCP Dean's Office and the Dean of Students, as well as other faculty members and staff, are also available to assist students with academic advising, counseling, professional enrichment activities, and nonacademic problems. Students are assigned a faculty advisor selected from the faculty of CCP. Students will likely have the same advisor throughout their academic careers.

During orientation, advisors meet their new students in groups of approximately 10 students. These groups may serve as the workshop groups for courses within the curriculum.

CCP faculty advisors act as liaisons between the faculty and students. Their responsibilities include:

1. Serving as the student's advisor and academic/professional counselor.
2. Overseeing and monitoring the academic progress and professional growth of the student.
3. Assisting the student in seeking academic and personal counseling services provided by the institution.
4. Serving as an advocate for the student.
5. Counseling the student during his/her selection of a career within the pharmacy profession.
6. Reviewing students' reflective portfolio.

Grades
Letter grades corresponding to the level of achievement in each course are assigned based on the results of examinations, required coursework, and, as applicable, other criteria established for each course. Individual faculty have the prerogative to use a plus/minus letter grading system or a whole letter grading system. Elective courses may be offered as pass/fail upon the direction of the faculty. The following letter grades are not used for any courses: "C-", "D+", "D", or "D-".

Courses are recorded in terms of quarter hour(s) of credit. Multiplication of the credits for a course by the numeric value for the grade awarded gives the number of quality points earned for a course. Dividing the total number of quality points earned in courses by the total number of credits in those courses gives the grade point average.

Grades reported as "W", "WF", and "P" are recorded on a student's permanent record but are not used in the calculation of a student's grade point average. Similarly, a grade of "I" or "IP" may be assigned and is used only when special/extenuating circumstances exist (e.g., prolonged illness, family crisis, etc), which prevent a student from completing the necessary course requirements on time in order to receive a grade.
Any request for an extension to complete course or APPE requirements must be approved first by the course director responsible for the course or APPE.

If a student receives an "F" grade in a course, that grade will be recorded on his/her transcript. This deficiency may be corrected as recommended by the Student Promotion and Graduation Committee in one of two ways: repetition or remediation of the course. The decision to permit a student to remediate or repeat the course rests with the department offering the course and the Committee. Following either successful remediation or repetition of the course, the permanent record of the student will be updated to indicate that the failing grade has been successfully corrected.

If course remediation was successfully completed, a grade of "C" or "P" if the course is a pass/fail course, is registered in place of the "F", and the student’s cumulative grade point average will reflect the change.

If a student repeats a course, the course is entered twice in the permanent record of the student. The grade earned each time in the course is recorded, but only the most recent grade is used in the computation of the student’s cumulative grade point average. When a course is repeated, the student can earn any grade that is within the grading scale of the course.

Graduation Honors in the Pharm.D. Program
Graduation honors are awarded to candidates for the full-time Pharm.D. degree who have distinguished themselves by virtue of high academic achievement while enrolled in the professional program at Midwestern University. Only grades from academic courses taken at the University will be included in determining graduation honors. Only didactic and IPPE courses are included in the calculation of cumulative grade point for graduation honors. Students who receive a failing grade in any course (including APPEs) will not be eligible for graduation honors regardless of their GPA.

Didactic Course

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Per Credit</th>
<th>Grade</th>
<th>Quality Points Per Credit</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4.00 Superior Attainment</td>
<td>I</td>
<td>Incomplete Coursework</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>P</td>
<td>Passing</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>W</td>
<td>Withdrawal with no penalty and no credit</td>
</tr>
<tr>
<td>B</td>
<td>3.00 Meritorious Attainment</td>
<td>W/F</td>
<td>Withdrawal/Failing</td>
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<tr>
<td>IP</td>
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<tr>
<td>F</td>
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<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

Last Day to Add/Drop Module Classes or IPPE and APPE Courses
A pharmacy student will be able to add a module prior to the start of the first meeting of a module. After that, a student may add a module only with the consent of the course director.

A pharmacy student will be able to drop a module prior to the start of the second meeting of a module. In this case, when a student drops a module, the student’s transcripts will not reflect registration in the module at all.

After the start of the second class meeting of a module, a student may withdraw from a module only with the approval of the course director and the Dean’s Office. In this case, when a student receives approval to withdraw, a W grade will be entered onto the student’s transcript after the course number and name of the course.

A student who withdraws from a module after the official start of classes for a quarter, and who does not receive approval from the Dean’s Office, will receive a WF grade on his/her transcript after the course number and name of the course.

IPPE and APPE courses may be added or dropped only with the approval of the Office of Experiential Education and the Dean’s Office. Should the student drop a rotation after the first week of rotation activity, the student will receive a grade of "W" or "WF".

Leave of Absence from APPEs in the Pharm.D. Program
Refer to the University policy. Requests for leaves from the Pharm.D. Program must be in writing and forwarded to the Dean by September 1 of the PS-III year of the Pharm.D. program. No requests for leaves of absence will be permitted after this time except for extraordinary circumstances. Once APPEs have started, the minimum approved length of time for a leave of absence is six months.
Liaison Committees
Student-Faculty Liaison Committees meet as needed during the academic year and serve as a forum for the interchange of ideas, suggestions, and discussion of academic problems of interest to students enrolled in the various years of the College program. The chair of each committee is appointed by the Dean.

It is the responsibility of newly elected student liaisons to meet with the chair of the Student Faculty Liaison Committee at the start of the academic year prior to the first meeting of the committee. The faculty chair will review the role of the committee and the responsibilities of the student liaisons to their class. A committee is formed for each professional class at the College and is composed of the following members:

1. Student-Faculty Liaison Committee, First Year: Course directors for each of the courses for any given quarter, the Chairs of the Departments of Pharmaceutical Sciences and Pharmacy Practice, and two students elected by the first-year class. Two PS-I student volunteers will be appointed during the first week of classes to serve as interim liaisons until official elections are held.
2. Student-Faculty Liaison Committee, Second Year: Course directors for each of the courses for any given quarter, the Chairs of the Departments of Pharmaceutical Sciences and Pharmacy Practice, and two students elected by the second-year class.
3. Student-Faculty Liaison Committee, Third Year: Course directors for each of the courses for any given quarter, the Chairs of the Departments of Pharmaceutical Sciences and Pharmacy Practice, the Director of Experiential Education, and two students elected by the third-year class.
4. Student-Faculty Liaison Committee, Fourth Year: Course directors for each of the courses for any given quarter, the Chairs of the Departments of Pharmaceutical Sciences and Pharmacy Practice, the Director of Experiential Education, and two students elected by the fourth-year class.

Test-Taking Procedures
1. All personal belongings should be placed in an area designated by the instructor/proctor. Only items required by the instructors/proctors should be in sight on the desk.
2. During the exam:
   1. Brimmed hats (e.g., baseball hats) should be worn backwards (or not at all);
   2. Any other hat or headgear worn should allow for visualization of the ears, unless if worn for religious purposes;
   3. No sunglasses or mirrored glasses may be worn;
   4. Any electronic devices, unless used for medical purposes, must be left with personal belongings and must be set to operate in a “silent” mode.
3. Only college-approved calculators (without covers) may be used for exams.
4. All students must stop writing and immediately place their writing utensils on the desk when the end of the exam period is announced. Faculty are permitted to assess a grading penalty to students who continue to work, as described in the course syllabus.
5. Students must turn in all exam materials before leaving the exam room. Portions of the exam may be returned at a later time depending on the policy of the instructor.
6. The proctors are obligated to provide verbal warning or move a student to another seat if: 1) a student appears to be gazing at another student’s work; 2) a student appears to be talking, or signaling answers; 3) a student neglects to protect his/her answer sheet from view of other students; or 4) a student is sitting near a student who is gazing at their work. Such interventions are not of a personal nature. To avoid such interventions, all students are required to keep their eyes on their own work, shield their work from the view of others, and otherwise avoid any appearance of suspicious behavior.

AWARDS AND SCHOLARSHIPS

American Institute of the History of Pharmacy Award
A certificate of recognition is presented to a student who has best demonstrated some type of pharmaco-historical activity.

Association of Indian Pharmacists in America (AIPhA) Scholarship
A monetary award is presented to three pharmacy students of Indian ancestry who demonstrate excellence in pharmacy and are active members of AIPhA.

Bernard B. Brody-Rho Pi Phi Jurisprudence Scholarship
The Bernard B. Brody-Rho Pi Phi Jurisprudence Scholarship is a monetary award that is presented to a PS-III student with outstanding performance in the CCP pharmacy law course.

Charles R. Walgreen Scholarships
Scholarships are awarded to two PS-III or PS-IV students who are in good academic standing, excel in community pharmacy practice, and have the intention to pursue advanced patient care service programs in the community setting.

Chicago College of Pharmacy 20th Anniversary Award
A monetary award is presented to a second year student in good academic standing who demonstrates financial need and commitment to the College as demonstrated by service to the College or University, their fellow students, and the profession.
Chicago College of Pharmacy Admission Scholarship
Scholarships are awarded to seven newly admitted pharmacy students with exemplary pre-pharmacy coursework performance. Student recipients are selected by the Admissions Committee. The scholarship is renewed provided that the student maintains performance excellence during the CCP program.

Chicago College of Pharmacy Departmental Awards
Four monetary awards are presented each year to graduating students who are deemed outstanding in medicinal chemistry, pharmaceutics, pharmacy administration, or pharmacotheapeutics.

Chicago College of Pharmacy Scholars in Leadership and Diversity Scholarship
A monetary scholarship is presented to an under-represented minority PS-II or PS-III student who has demonstrated leadership capabilities and a commitment to enhancing diversity in the pharmacy field.

Chicago College of Pharmacy Student Professionalism Scholarship
A scholarship is presented to a PS-II or PS-III student who has been nominated by the faculty for exemplary professional behavior in all interactions with faculty, staff and colleagues and has a commitment to the profession through leadership activities in pharmacy organizations.

Comprehensive Pharmacy Services (CPS) Scholarship
Scholarships are presented to two students who deserve special recognition for their academic and/or extracurricular and leadership achievements. Recipients of these scholarships must be in good academic standing.

CVS Scholarships
Four scholarships are awarded each year to students who are in good academic standing and have demonstrated interest in community pharmacy practice.

CVS Minority Student Scholarship
A scholarship is awarded each year to an under-represented minority student who has a demonstrated interest in community pharmacy practice.

Dik Drug Company Scholarship
Scholarships are awarded to two PS-II or PS-III students who have entrepreneurial spirit and leadership qualities. The recipients of this award must be in good academic standing and in financial need.

Dominick's Finer Foods Minority Student Scholarship
A scholarship is awarded each year to a PS-III or PS-IV minority student who is in good academic standing and has expressed interest in community practice.

Facts and Comparisons Award of Excellence in Clinical Communication
A copy of Drug Interaction Facts, Drug Facts and Comparisons, American Drug Index, Patient Drug Facts, and a set of marble bookends are presented to a graduating student who has demonstrated superior verbal and written clinical communication skills.

George Lee Scholarship
A monetary award is presented to a PS-III or PS-IV student who has demonstrated academic excellence, leadership, and sustained participation in community service or societal improvement programs.

Hadley-Chicago College of Pharmacy Research Scholarship
A monetary award is given to a student who has excelled in the area of special projects or research and/or demonstrates an interest in basic or clinical research as a career or area of advanced academic study.

Illinois Council of Health-Systems Pharmacists (ICHP) Student Award
This monetary award and plaque are given to a PS-III student with good academic performance, leadership skills, past history of employment in a hospital or hospital-affiliated facility, and active membership in ICHP. The student must also be an Illinois resident or Illinois high school graduate.

Illinois Pharmacists Association Foundation Student Leadership Award
This monetary award and one-year membership in IPhA is given to the graduating student who promotes pharmacy through leadership and involvement in professional associations.

Lilly Achievement Award
This award is given for superior scholastic and professional achievement. Leadership qualities as well as professional attitude are considered along with academic performance in selecting the graduating student for this honor.

Manek Scholarship
A monetary award is presented to a PS-II student who is hard-working and demonstrates extreme financial need.

Mary Anne Clinton Memorial Scholarship for Community Service
This monetary award is presented to a student who has demonstrated concern for social consciousness or global well being. Demonstration of this philosophy could be through active participation in alcohol and drug awareness, animal rights, educational advancement of underserved populations, and environmental awareness.

Mary Beth Stanaszek Memorial Scholarship
This annual monetary award and plaque is given to an outstanding pharmacy student in the second or third professional year who has assumed leadership in pharmacy student organizations or student government, demonstrated commitment to patient care and patient education, and has financial need.
Meijer Drug Company Scholarship
A scholarship is awarded each year to a student interested in entering chain community pharmacy.

Milo Gibaldi Award for Research and Scholarship
A monetary award is presented to a PS-IV student with an outstanding record of achievement in research and/or scholarly publication.

MRxI Corporation Pharmacy Student Scholarship
This award is given to a PS-III or PS-IV student who demonstrates exemplary verbal communication skills and has a focus on teaching, training, or academics.

Mylan Excellence in Pharmacy Award
Mylan presents a limited edition lithograph and framed certificate award to a PS-III or PS-IV student who has performed will professionally and academically, with special emphasis on the provision of drug information services.

National Association of Chain Drug Stores (NACDS) Foundation Scholarship
A scholarship is awarded to a student who is in good academic standing with demonstrated interest in pursuing a career in community pharmacy.

Natural Medicines Comprehensive Database Recognition Award
A reference text is awarded to a graduating student who has demonstrated excellence in the area of natural medicines. This award is sponsored by the Pharmacist’s Letter.

Osco Drug-SUPERVALU Bright Star Scholarships
A monetary award is presented to four students based on their outstanding academic performance, ethnicity, and financial need.

Osco Drug-SUPERVALU Bright Star Admission Scholarships
A monetary award is presented to five incoming students based on their outstanding pre-pharmacy performance, ethnicity and financial need.

Osco Drug-SUPERVALU Scholarships
Ten scholarships are awarded each year to pharmacy students interested in entering chain community pharmacy

Pharmacists Mutual Companies Book Award
A reference text is presented to a student who has demonstrated outstanding performance.

Pharmacists Mutual Companies Scholarship
This scholarship is presented to a student who has a desire to be a community practitioner and has demonstrated academic achievement and financial need.

Polish American Pharmacist's Association-Joseph Koslow Memorial Book Award
A scholarship is presented each year to an outstanding PS-II student with a knowledge of and an appreciation for the culture and history of Poland and Eastern Europe.

ShopKo Stores, Inc. Scholarship
A monetary award is presented to one student who has a desire to pursue a career in community pharmacy and has demonstrated financial need.

Target Pharmacy Scholarship
Scholarships are awarded to two students in good academic standing with demonstrated leadership ability, commitment to health promotion and community service, and an expressed interest in community practice. One award is designated for a PS-I or PS-II student and one award is designated for a PS-III or PS-IV student.

Teva Pharmaceuticals USA Outstanding Student Award
A plaque and monetary award are presented to a graduating student who excels in the study of pharmacy.

U.S. Public Health Service for Excellence in Public Health Pharmacy Practice Award
A mounted certificate is presented to a student who has either advanced the "Healthy People 2000 Goals" through participation in educational and community-based programs, provided service to the medically underserved, volunteered for a health-related service, or provided outstanding leadership to foster the team approach to patient care.

Walgreens Minority Scholarship
A scholarship is given each year to an incoming under-represented minority student based on his/her academic merit, extracurricular activities and financial need. This scholarship is renewable for the first three years.

Walgreens Diversity Scholarship
This scholarship is awarded to a student who is engaged in efforts to promote diversity and community awareness.

Wal-Mart Pharmacy Scholarship Award
Scholarships are given to PS-III students with high scholastic standing, strong leadership qualities, and an interest in entering community pharmacy practice.

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Annette Gilchrist, Ph.D.
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Erasmus Medical Center Department of Pharmacology and Therapeutics
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Assistant Professor

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Chair, Postgraduate Year One Community Pharmacy Residency Program Coordinator and Professor
MISSION
The College of Health Sciences is dedicated to excellence in the education of professionals who will meet the healthcare and service needs of the community. This mission is expressed in the education, scholarship, and service objectives of the programs of the College of Health Sciences.

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

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

Academic Monitoring
All students enrolled in the College of Health Sciences (CHS) are expected to:

1. Maintain satisfactory academic progress in their course of study;
2. Understand and meet all established program/school/College academic and professional requirements and standards as described in the course syllabi, program-related handbooks and manuals, University Catalog, and Student Handbook;
3. Self-monitor their academic performance in all required courses;
4. Complete all course-related requirements in a timely and satisfactory manner;
5. Seek assistance if encountering academic difficulty;
6. Contact the appropriate Program/School Director and/or course coordinator when performance has been unsatisfactory; and
7. Regularly check home or campus mailbox at least twice a week and e-mail daily for information concerning educational programs. This is particularly important at the end of the quarter and during quarter breaks when information concerning academic performance may be distributed.

Academic Review and Progression
The academic progress of each student enrolled in the College is regularly monitored to determine whether he/she is making satisfactory academic progress in his/her program of study based on stated criteria established by the program/school/College. The academic review process occurs at three levels: the program/school-based Student Academic Review Committee, the College-based CHS Student Promotion and Graduation Committee, and the CHS Dean.

Student Academic Review Committees
The Student Academic Review Committee of each program/school is appointed annually by the University Faculty Senate with the recommendation of the Program/School Director. Membership consists of three or more program/school faculty members and the Program/School Director (or his/her designee) who is the chair of this committee. The CHS Dean and a representative of the Office of Student Services are ex-officio members without vote.

At the end of each quarter, this committee reviews and acts upon the academic progress of each student enrolled in the program. If satisfactory, the committee recommends progression of the student to the next quarter. If unsatisfactory, the committee recommends whether a student is placed on academic warning, academic probation, administrative probation, academic leave of absence, or is dismissed. These recommendations are forwarded to the student, the chair of the CHS Student Promotion and Graduation Committee, and the CHS Dean.

Following notification of a recommendation by the Student Academic Review Committee, a student may appeal the recommendation to the CHS Student Promotion and Graduation Committee. The CHS Student Promotion and Graduation Committee will review the student’s appeal and make a recommendation to the CHS Dean. The CHS Dean is responsible for reviewing all recommendations for consistency with stated College academic policies and practices. The Dean makes the final decision on the action to be taken.

The committee also recommends for graduation students who have satisfactorily completed all degree requirements specified by their respective program/school. These
recommendations are forwarded to the CHS Student Promotion and Graduation Committee for review. Minutes of each meeting must be filed with the appropriate Program/School Director and the CHS Dean.

CHS Student Promotion and Graduation Committee
This committee is appointed annually by the University Faculty Senate. Members include the CHS Program/School Directors, two faculty members from each program/school within CHS and four faculty members from the basic science departments (2 representatives from each campus). The Dean of Students and the CHS Dean are ex-officio members without vote. The CHS Dean appoints the co-chairs, one from each campus, of this committee. Each campus has a subcommittee of at least three members of the CHS Student Promotion and Graduation Committee and is chaired by the co-chair from each respective campus.

At the end of each academic year, each subcommittee reviews the recommendations from the individual Student Academic Review Committees and assesses the academic and professional progress and performance of each student. If satisfactory, the committee recommends promotion of the student. In addition, the subcommittees meet each spring and fall, or as needed, to recommend for graduation all students who have satisfactorily completed all degree requirements specified by their program/school. Its recommendations are forwarded to the CHS Dean and the University Faculty Senate for approval. These campus-based subcommittees also review student appeals of Student Academic Review Committee recommendations from their respective campus. The co-chairpersons of the committee are responsible for submitting minutes of each meeting to the CHS Dean.

Satisfactory Academic Progress
Graduate Degree Programs: The academic standing of a student is determined by the student’s cumulative grade point average. A student enrolled in AZPod must pass all courses and maintain a cumulative grade point average of 2.00 or higher to have achieved satisfactory academic progress.

Arizona School of Podiatric Medicine (AZPod): The academic standing of a student is determined by the student’s cumulative grade point average. A student enrolled in AZPod must pass all courses and maintain a cumulative grade point average of 2.00 or higher to have achieved satisfactory academic progress.

Clinical Psychology Program: The academic standing of a student is determined by the student’s cumulative grade point average. A student enrolled in the Clinical Psychology Program must pass all courses and maintain a cumulative grade point average of 3.00 or higher to have achieved satisfactory academic progress. In addition, a student must achieve a minimum grade of "B-" or "P" in all required courses, seminars, and practica.

Doctor of Health Science Degree Program: The academic standing of a student is determined by the student’s cumulative grade point average. A student enrolled in the Doctor of Health Science Degree Program must achieve a minimum grade of "B-" in all courses and maintain a cumulative grade point average of 3.00 or higher to have achieved satisfactory academic progress.

Nurse Anesthesia Program: The academic standing of a student is determined by the student’s cumulative grade point average. A student enrolled in the Nurse Anesthesia Program must pass all courses and maintain a cumulative grade point average of 2.75 or higher to have achieved satisfactory academic progress. In addition, a student must achieve a "B" or higher in all NAAP curriculum courses.

Physician Assistant Program: The academic standing of a student is determined by the student’s cumulative grade point average. A student enrolled in the Physician Assistant Program must pass all courses and maintain a cumulative grade point average of 2.75 or higher to have achieved satisfactory academic progress. In addition, to progress to the next quarter, a student must satisfactorily complete all academic requirements for the preceding quarter.
### Academic Progress

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Usual Action*</th>
<th>Transcript Notation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory professional behavior; no course failures; and cumulative GPA &gt; 3.00 (Clinical Psychology, DHS) or &gt; 2.75 (graduate programs) or &gt; 2.00 (AZPod)</td>
<td>Allowed to progress to the next quarter</td>
<td>---</td>
</tr>
<tr>
<td>Satisfactory professional behavior; no course failures; and one quarter of cumulative GPA &lt; 3.00 (Clinical Psychology, DHS) or &lt; 2.75 (graduate programs) or &lt; 2.00 (AZPod)</td>
<td>Academic warning for the subsequent quarter</td>
<td>Academic warning is not noted on the transcript.</td>
</tr>
<tr>
<td>Satisfactory professional behavior; one course failure**; and/or two quarters of cumulative GPA &lt; 3.00 (Clinical Psychology, DHS) or &lt; 2.75 (graduate programs) or &lt; 2.00 (AZPod)</td>
<td>Academic probation for the subsequent quarter and one or more of the following: a) Retake of the failed course if eligible and/or if the course is required b) Academic leave of absence for up to one year until course is retaken or any requirements for re-entry established by the program have been met c) Administrative probation</td>
<td>“F” grade is listed on transcript and is counted toward GPA calculation. Following successful retake of the course, the original “F” grade remains on the transcript as an “F” but is no longer factored into the GPA calculation. The new grade will be factored into the GPA. Academic probation is not noted on transcript. Academic leave of absence and administrative probation are noted on transcript.</td>
</tr>
<tr>
<td>Satisfactory professional behavior; one course failure**; one or more quarters of cumulative GPA &lt; 3.00, and/or failure to meet any other established program academic requirements.</td>
<td>Extended program (Clinical Psychology-AZ) Note: Students on an extended program may be subject to academic LOA or dismissal after additional course failures or failure to maintain the required cumulative GPA.</td>
<td>---</td>
</tr>
<tr>
<td>Satisfactory professional behavior; two course failures**; and/or three quarters of cumulative GPA &lt; 3.00 (Clinical Psychology, DHS) or &lt; 2.75 (graduate programs) or &lt; 2.00 (AZPod)</td>
<td>a) Academic leave of absence*** and academic probation, or b) Administrative probation and academic probation, or c) Dismissal Note: Two or more course failures will typically result in dismissal.</td>
<td>Academic leave of absence, administrative probation, and dismissal are noted on transcript.</td>
</tr>
</tbody>
</table>

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* May be modified by the Student Academic Review Committee or the CHS Student Promotion and Graduation Committee.
** W/F may be considered as a course failure by a Student Academic Review Committee.
***May or may not be preceded by academic warning/probation.

### Unsatisfactory Academic Progress

If a student fails to make satisfactory progress in completing his/her prescribed course of study, he/she is placed on academic warning, academic probation, administrative probation, academic leave of absence, or is dismissed. Each Student Academic Review Committee reserves the right to modify its usual actions if there are extenuating circumstances. Students will be notified by the CHS Dean when they are placed on academic warning as a result of their failure to achieve the required minimum cumulative GPA established by their program/school. Any student with academic deficiencies to be addressed by the Student Academic Review Committee shall be notified in writing with a delivery confirmation (i.e., e-mail or hand-delivery) by the chair of the Student Academic Review Committee at least two
working days in advance of the scheduled meeting in which the student’s case will be heard. The student may request and shall be permitted to appear before the Student Academic Review Committee (in person or via telephone) in order to present his/her case. In such instances, the student shall inform the chair of the Student Academic Review Committee, in writing, of his/her desire to appear before the committee or his/her intent to waive this right. If the student chooses to appear before the committee, this prerogative extends to only the involved student and not to any other individuals.

Within two working days following the committee meeting, the chair of the Program Student Academic Review Committee is responsible for providing notification in writing with a delivery confirmation (i.e., next-day express mail, e-mail, or hand-delivery) to the involved student, informing him/her of the recommendation of the committee. In all instances, the chair of the Student Academic Review Committee shall be responsible for informing the CHS Dean of each recommendation made by the committee. Following notification of a recommendation by the Student Academic Review Committee, a student may appeal the recommendation to the CHS Student Promotion and Graduation Committee. The CHS Student Promotion and Graduation Committee will review the student’s appeal and make a recommendation to the CHS Dean. The Dean is responsible for reviewing all recommendations for consistency with stated College academic policies and practices. The Dean is responsible for providing written notification of the final decision to the student and to all appropriate academic support offices (i.e., Registrar, Student Financial Services, etc).

**Academic Warning**

Academic warning is a formal notification of substandard academic performance, and cautions the student that continued performance at this level might result in academic probation. An academic warning is issued when a student earns a cumulative GPA below the minimum GPA required by their program/school for one quarter and/or when the student fails to meet any other established program academic requirements. An academic warning is in effect for one quarter. Academic warning is not noted in the student’s transcript but is noted in the student’s academic file that is kept in the program office. If the student achieves the minimum standard of academic performance required by their program/school during the quarter of academic warning, the student is returned to good academic standing. This is also noted in the student’s file.

**Academic Probation**

Academic probation typically occurs when the student fails a class during his/her academic program and/or earns a cumulative GPA below the minimum required by his/her respective program/school for a second quarter and/or when the student fails to meet any other established program academic requirements. Academic probation is not noted on the student’s transcript but is noted in the student’s academic file in the program/school office. The student remains on academic probation until the failure is successfully remediated and/or the cumulative GPA is at or above the program’s required minimum and all deficiencies have been corrected. Subsequently, when the student is returned to good academic standing, this is also noted in the student’s file.

**Administrative Probation**

Administrative probation may occur when a student is not allowed to progress in the standard program curriculum due to course failures and/or failure to maintain the required cumulative GPA for two or more quarters. When students are placed on administrative probation by the Student Academic Review Committee, they will be permitted to take elective courses or to retake courses in which they have received a grade of "C" or less. Students will be able to resume the standard program curriculum upon successful completion of all programmatic requirements.

Administrative probation is noted on the student’s transcript. Administrative probation/leave of absence will be noted on the transcript for periods of non-enrollment during the administrative probation period.

**Academic Leave of Absence**

Academic leave of absence may occur when a student has failed one or more courses or has accumulated two or more quarters when the cumulative GPA is less than required by his/her program/school. Academic leave of absence may or may not be preceded by academic probation. This action results in the suspension of the student from all academic courses for a period of up to one year, or until all program/school requirements for re-entry have been fully met. A mandatory academic leave of absence is noted on the student’s transcript.

The student who has been placed on a mandatory academic leave of absence does not have to re-apply for admission and is guaranteed reentry into his/her academic program upon successful completion of all deficient courses and/or when all programmatic requirements are met. Upon reentry to the academic program, the student is routinely placed on academic probation for the following quarter.

**Extended Program (for Clinical Psychology Program-Glendale)**

For various academic or non-academic reasons, a restructuring of a student’s academic course load may be necessary. Accordingly, an individual’s academic course load may be reduced so that the student enters an extended
program. Such a program rearranges the course schedule so that the normal time period for the program is extended, usually by an additional year. Typically a student is placed on an extended program by the Academic Review Committee, usually due to a course failure, a cumulative GPA less than 3.00, or failure to meet any other established program academic requirements.

A student may return to good standing while on an extended program, as long as the student raises his/her GPA and does not fail any additional courses. If a student is placed on an extended program, such action does not modify or limit the actions of either the Program Student Academic Review Committee or the CHS Student Promotion and Graduation Committee. Thus, the student may be placed on an academic leave of absence or dismissed for academic reasons while on an extended program.

It is the responsibility of the chair of the Program Student Academic Review Committee to notify the CHS Dean and all academic support areas affected by this status change (e.g., Registrar, Office of Student Financial Services, Office of Student Services, etc.) whenever an extended program has been adopted and approved by the committee.

**Academic Dismissal**
A student may be dismissed from the College for academic reasons upon the recommendation of the Program’s Student Academic Review Committee. The dismissal is based on the determination that the student has not satisfactorily demonstrated that he or she possesses the aptitude to successfully achieve the standards and requirements set forth in the academic policies and professional expectations for the program/school. Students who accumulate two or more failures or three quarters below the minimum required grade point average usually receive a recommendation for dismissal. The course failures and/or the three-quarters with less than the required minimum cumulative GPA do not have to be consecutive.

**Retake of a Failed Course**
If a student passes a repeated course, the original failure remains on the transcript as an "F" and is included in the total number of accumulated failures in the student’s academic record. The grade from the original failed course is no longer used in the computation of the GPA following repeat of the course. The student may earn any grade, up to a maximum of A, in the repeated course and the new grade will be factored into the overall GPA.

Under exceptional circumstances, such as academic probation or administrative probation, a student may retake a Midwestern University course in which they have received a "C". The Program Director and the CHS Dean must approve this retake option. Typically, a maximum of three "C" courses can be retaken and a course may only be retaken once. The original "C" grade will remain on the transcript but will not be used in the computation of the GPA following the completion of the repeated course. The new grade will be factored into the overall GPA.

**Readmission After Dismissal for Poor Academic Performance**
It is at the discretion of each CHS academic program to readmit a student who has been dismissed for poor academic performance. To initiate the reapplication process, candidates must complete and submit new applications and proceed through the standard application process established by the program. Before reapplying, however, individuals should seek the advice of an admissions counselor. It is expected that the individual would have addressed documented deficiencies before reapplication and be able to demonstrate that he/she meets all admission requirements and technical standards of the program.

The program’s Admissions Committee will review completed applications of candidates and submit recommendations to the Program Director for action. The CHS Dean, via the Office of Admissions, then notifies applicants in writing of admission decisions.

No guarantee of readmission is implied, and questions related to advanced standing and similar issues will be addressed as they are for new applicants. Reapplications are allowed only within the first two years following dismissal, and readmission will be granted only once.

**Advanced Placement/Exemption from Coursework**
All requests for advanced standing by newly admitted, transfer, or enrolled students are processed on a course-by-course basis by the program/school’s Admissions Committee.

To request such consideration, a student must submit a letter of request to the Program/School Director in which the student lists a course(s) previously taken which might be similar in content to a professional course(s) that he/she is scheduled to take. The student must also provide an official course description(s) and a syllabus (syllabi) of the course(s) previously taken. The Admissions Committee will share the submitted course materials with the appropriate basic science department (if applicable) to determine if the course(s) is an appropriate substitute. All requests must be submitted at matriculation. Each program/school determines the minimum letter grade of coursework for advanced standing. Typically, advanced standing will only be considered for coursework in which a letter grade of "C" or better has been earned. A "C-" letter grade is not acceptable for advanced standing consideration. Some programs/schools may have additional requirements. If the Admissions Committee denies the request for advanced standing, the student may appeal this decision to the CHS Dean.

**Appeal Process**
Following notification of a recommendation from the Student Academic Review Committee, a student may appeal
the recommendation. He/she has three working days to submit a formal written appeal of the recommendation to the CHS Student Promotion and Graduation Committee. The appeal must be submitted in writing and delivered to the appropriate campus co-chair of the CHS Student Promotion and Graduation Committee and the Office of the Dean within this three-day period. A narrative explaining the basis for the appeal should accompany the request. An appeal must be based on one of the following premises:

1. Bias of one or more members of the Student Academic Review Committee.
2. Material, documentable information not available to the committee at the time of its initial decision.
3. Procedural error.

The CHS Student Promotion and Graduation campus subcommittees will review student appeals from their respective campus. A majority of faculty members on each subcommittee must be from outside the program from which the student is appealing. One member of the appeal subcommittee must be from the student’s program/school and is a non-voting member. The subcommittee will review and assess the student’s appeal. Any student requesting an appeal shall be notified in writing with a delivery confirmation (i.e., e-mail or hand-delivery) by the co-chair of the subcommittee at least two working days in advance of the scheduled meeting in which the student’s case will be heard.

The student may request and shall be permitted to appear before the subcommittee (in person or via telephone) in order to present his/her case. In such instances, the student shall inform the co-chair of the subcommittee, in writing (i.e., e-mail or hand-delivery), of his/her desire to appear before the subcommittee or his/her intent to waive this right. If the student chooses to appear before the subcommittee, this prerogative extends to the involved student only and not to any other individuals. After review of the appeal, the subcommittee co-chair submits the recommendation to the Dean and notifies the chair of the Student Academic Review Committee. The Student Academic Review Committee may also appeal the recommendation of the CHS Student Promotion and Graduation Subcommittee to the CHS Dean. The appeal must be submitted within three working days after notification of the CHS Student Promotion and Graduation Committee’s recommendation. Upon receipt of the Student Promotion and Graduation Subcommittee’s recommendation, the Dean makes the final decision, typically within ten working days, and then notifies the student and chairs of the Student Academic Review Committee and the CHS Student Promotion and Graduation Subcommittee. Students must attend all didactic courses in which they are registered until the appeal process is complete. Students who fail a core or prerequisite course should consult with the Program/School Director regarding attendance in courses in the subsequent quarter. Students registered in a clinical course (rotation, practicum, etc.) may be placed on a mandatory academic leave of absence until the appeal process is finalized.

Auditing a Course for Remedial Purposes

The Student Academic Review Committee may determine that a student should be enrolled in a previously taken course on a temporary, audit basis. Under these circumstances, a student can attend classes and labs, receive handouts, and participate in exams to assess learning on an informal, non-graded basis. No course credits or grade may be earned for an audited course. Please refer to the Midwestern University Catalog Academic Policies section for a complete description of the Course Auditing Policy.

Class Standing

To progress to the next year in a professional program/school of the College, students must have completed all academic requirements for the preceding year of the professional program/school curriculum.

Course Credit

Course credits are generally determined according to the following formula: one credit is assigned to a course for 2-4 laboratory contact hours per week; two contact hours per week involving interactive group problem-solving or discussion sessions; or one contact hour of formal lecture per week. Typically, one credit is given for each week of clinical rotations.

Course Prerequisites

Prerequisites for courses may be established by the Program/School or department that administers the course. Prerequisites are recommended to the Curriculum Committee for approval and are listed with the course description in the Midwestern University Catalog. On a case-by-case basis, prerequisites may be waived upon approval by the chair of the department or director of the program/school that delivers the course.

Faculty Mentor Program

The CHS academic programs assign a faculty mentor to students in each entering class. The faculty mentor assists with academic and non-academic problems. In addition to these faculty mentors, the CHS Dean, Assistant Deans, and the Dean of Students are also available to assist students with academic advising, counseling, and non-academic problems. The faculty members volunteer their time and their effort to the success of this program. It is, however, the student who determines the amount of interaction.

CHS faculty mentors act as liaisons between the faculty and students. Their responsibilities include:

1. Serving as the student’s advisor and academic/professional counselor;
2. Overseeing and monitoring the academic progress and professional growth of the student;
3. Assisting the student in seeking academic and personal counseling services provided by the institution;
4. Serving as an advocate for the student;
5. Counseling the student during his/her selection of a career within the profession.
**Grades**

*Grading System*

Students receive letter grades corresponding to the level of achievement in each course, based on the results of examinations, required course work, and, as applicable, other established criteria. The letter grades, percent ranges, and quality points per credit are as follows for all students admitted prior to or in Summer Quarter 2007:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent (%)</th>
<th>Quality Points (per credit)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.000</td>
<td>-</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.750</td>
<td>-</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.250</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.000</td>
<td>-</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.750</td>
<td>-</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.250</td>
<td>-</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
<td>2.000</td>
<td>-</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70</td>
<td>0.000</td>
<td>-</td>
</tr>
<tr>
<td>I</td>
<td>-</td>
<td>0.000</td>
<td>An Incomplete (I) grade may be assigned by an instructor when a student’s work is of passing quality but incomplete, or if a student qualifies for re-examination. It is the responsibility of the student to request an extension from the course instructor. By assigning an “I” grade, it is implied that an instructor agrees that the student has a valid reason and should be given additional time to complete required coursework. All incomplete grades must be resolved within 10 calendar days starting from the last day of final examinations for the quarter.</td>
</tr>
<tr>
<td>IP</td>
<td>-</td>
<td>0.000</td>
<td>An In-Progress (IP) grade may be assigned when extenuating circumstances make it necessary to extend the grade completion period past 10 calendar days (e.g. illness, family death). Authorization by the Dean is required, and the completion period should not typically exceed one quarter.</td>
</tr>
<tr>
<td>P</td>
<td>-</td>
<td>0.000</td>
<td>Pass (for a pass/fail course); designation indicates that the student has made satisfactory progress or completed required coursework satisfactorily. Grade of “P” is counted toward credit hour accruals for graduation but does not affect GPA calculations.</td>
</tr>
<tr>
<td>F</td>
<td>-</td>
<td>0.000</td>
<td>Fail (for a pass/fail course); designation indicates that the student has not made satisfactory progress or completed required coursework satisfactorily. Grade of “F” is counted toward credit hour accruals as attempted but not completed. Grade of “F” is calculated into the GPA (quality points are lowered due to unsuccessful course completion).</td>
</tr>
<tr>
<td>W</td>
<td>-</td>
<td>0.000</td>
<td>Withdrawal is given if the work completed up to the time of withdrawal was satisfactory. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation.</td>
</tr>
<tr>
<td>W/F</td>
<td>-</td>
<td>0.000</td>
<td>Withdrawal/Failing is given if the work completed up to the time of withdrawal is below the passing grade level for the Program/School. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation. W/F may be considered as a failure by a Student Academic Review Committee. Multiple F’s and W/F’s can be grounds for dismissal.</td>
</tr>
<tr>
<td>AU</td>
<td>-</td>
<td>0.000</td>
<td>This designation indicates an audited course in which a student is registered with the understanding that neither academic credit nor a grade is earned. The status of the course cannot be changed from audit to full credit after the start of the quarter. The designation AU is not counted in the GPA calculation.</td>
</tr>
<tr>
<td>AP</td>
<td>-</td>
<td>0.000</td>
<td>This designation indicates the decision of a college to award academic credit that precludes a student from taking required course work. The designation of Advanced Placement (AP) is applied toward credit hour accruals, but is not counted in the GPA calculation.</td>
</tr>
</tbody>
</table>
The letter grades, percent ranges, and quality points per credit are as follows for all students admitted in Summer Quarter 2008 or thereafter:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent (%)</th>
<th>Quality Points (per credit)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.000</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.670</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.330</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.000</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.670</td>
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<tr>
<td>C+</td>
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<td>2.330</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
<td>2.000</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>-</td>
<td>0.000</td>
<td>An Incomplete (I) grade may be assigned by an instructor when a student’s work is of passing quality but incomplete, or if a student qualifies for re-examination. It is the responsibility of the student to request an extension from the course instructor. By assigning an &quot;I&quot; grade, it is implied that an instructor agrees that the student has a valid reason and should be given additional time to complete required coursework. All incomplete grades must be resolved within 10 calendar days starting from the last day of final examinations for the quarter.</td>
</tr>
<tr>
<td>IP</td>
<td>-</td>
<td>0.000</td>
<td>An In-Progress (IP) grade may be assigned when extenuating circumstances make it necessary to extend the grade completion period past 10 calendar days (e.g. illness, family death). Authorization by the Dean is required, and the completion period should not typically exceed one quarter.</td>
</tr>
<tr>
<td>P</td>
<td>-</td>
<td>0.000</td>
<td>Pass (for a pass/fail course); designation indicates that the student has made satisfactory progress or completed required coursework satisfactorily. Grade of &quot;P&quot; is counted toward credit hour accruals for graduation but does not affect GPA calculations.</td>
</tr>
<tr>
<td>F</td>
<td>-</td>
<td>0.000</td>
<td>Fail (for a pass/fail course); designation indicates that the student has not made satisfactory progress or completed required coursework satisfactorily. Grade of &quot;F&quot; is counted toward credit hour accruals as attempted but not completed. Grade of &quot;F&quot; is calculated into the GPA (quality points are lowered due to unsuccessful course completion).</td>
</tr>
<tr>
<td>W</td>
<td>-</td>
<td>0.000</td>
<td>Withdrawal is given if the work completed up to the time of withdrawal was satisfactory. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation.</td>
</tr>
<tr>
<td>W/F</td>
<td>-</td>
<td>0.000</td>
<td>Withdrawal/Failing is given if the work completed up to the time of withdrawal is below the passing grade level for the Program/School. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation. W/F may be considered as a failure by a Student Academic Review Committee. Multiple F's and W/F's can be grounds for dismissal.</td>
</tr>
<tr>
<td>AU</td>
<td>-</td>
<td>0.000</td>
<td>This designation indicates an audited course in which a student is registered with the understanding that neither academic credit nor a grade is earned. The status of the course cannot be changed from audit to full credit after the start of the quarter. The designation AU is not counted in the GPA calculation.</td>
</tr>
<tr>
<td>AP</td>
<td>-</td>
<td>0.000</td>
<td>This designation indicates the decision of a college to award academic credit that precludes a student from taking required course work. The designation of Advanced Placement (AP) is applied toward credit hour accruals, but is not counted in the GPA calculation.</td>
</tr>
</tbody>
</table>
Grade Point Average
The grade point average (GPA) is determined by calculating the total number of quality points earned and dividing them by the total number of credits carried. The total quality points earned for each course is determined by multiplying the quality points earned per credit (corresponding to the letter grade) by the number of credits assigned to the course. The student’s cumulative grade point average is computed and recorded by the Office of the Registrar. It is calculated beginning at the end of the first quarter of enrollment and does not include any grades or credits for courses audited or accepted for advanced standing or for courses with a grade of withdrawal (W), withdrawal failing (W/F), pass (P) or fail (F) that were repeated. Under exceptional circumstances and with the approval of the Program/School Director and Dean, students may retake a course in which they received a grade of “C.” In such cases, the original grade remains on the transcript but only the new grade is used in the computation of the GPA.

Graduation
The degrees of Master of Biomedical Sciences, Master of Arts in Biomedical Sciences, Master of Occupational Therapy, Master of Medical Science, Master of Science in Physician Assistant Studies, Master of Science in Cardiovascular Science, Master of Science in Nurse Anesthesia, Master of Arts in Clinical Psychology, Doctor of Psychology in Clinical Psychology, Doctor of Physical Therapy, Doctor of Health Science, or Doctor of Podiatric Medicine will be conferred upon candidates who have completed all academic requirements, satisfied all financial obligations, and completed all graduation requirements.

Immunization Policy
Full-time students enrolled in a program with a clinical component are required to have all immunizations and titers as outlined in the general policy section of the Student Handbook. Full-time students enrolled in a program without a clinical component are required to have all immunizations, but are not required to have titers. Part-time students enrolled in a program without a clinical component are not required to have immunizations or titers.

Leave of Absence
Leaves of absence consist of two types: mandatory and voluntary. Voluntary leaves of absence include four types: medical, maternity, personal, and military. Mandatory leaves of absence include three types: academic, medical, and administrative probation.

Students requesting a voluntary leave of absence must comply with the following:

1. Make an appointment with the appropriate Program/School Director and representative from the Dean’s Office to discuss the leave of absence;
2. A student must provide written notification and documentation, if applicable, to the Dean stating the reason for the leave of absence from MWU.

For mandatory leaves of absence, students must make an appointment with the appropriate Program/School Director and representative from the Dean’s Office to discuss the implications of the leave of absence and a revised program of study, if applicable.

All leaves of absence are granted for specific periods of time and require that the student submit written notification of an intention to return prior to the end of the leave period. If an individual fails to return to MWU at the agreed-upon date, the student is considered to have withdrawn from the University and must reapply for admission. Typically, a single leave of absence will not exceed 12 months, and consecutive or multiple interrupted leaves of absence will not exceed 18 months. Please refer to the Midwestern University Catalog Academic Policies section for a complete description of the Leave of Absence Policy.

Professional Conduct
Students are expected to emulate the legal, moral, and ethical standards expected of professionals in their respective areas and display behavior that is consistent with these qualities. A Code of Responsibilities and Rights of the Students of Midwestern University is included in Appendix 1 of the MWU Student Handbook. This code clearly states the mode of behavior that is expected of students and covers both on-campus and off-campus activities. Students are expected to read and follow this code.

Unsatisfactory professional behavior, as defined in Appendices 2 and 4 of the MWU Student Handbook, is subject to disciplinary sanctions that may preclude a student’s academic progress in their program of study. Issues concerning student misconduct may be resolved by the Dean of Students. A student who is found to have engaged in improper conduct is subject to disciplinary action which includes, but is not limited to, disciplinary probation, disciplinary suspension, or disciplinary dismissal. Disciplinary probation is noted on the transcript. Disciplinary suspension and disciplinary dismissal are noted on the student’s transcript. Disciplinary information may be shared with clinical sites that are affiliated with Midwestern University educational programs.

Transfer Policy
Students are expected to complete their degree requirements at the campus to which they originally matriculated. Transfer between campuses is permitted only under extenuating and specific circumstances in accordance with the procedures described below.

Intercampus transfer requests will be considered only if the addition of a student to the class at the corresponding campus will not cause enrollment to exceed the capacity and enrollment limit established for that campus. To be eligible for intercampus transfer consideration, the student must be in good academic standing at the time of the request. Prior to
accepting a transfer request for consideration, the student shall be required to document that he/she has sought and received financial aid counseling about the implications of a campus transfer.

No request for transfer shall be considered if the request is received by the program after clinical placement assignments have been completed for that student. Any approved transfer that is executed by the student is final; requests to return to the original campus will not be considered. Approved transfers may be executed only at the conclusion of an academic quarter; however, it is strongly recommended that they occur at the end of academic year, rather than during the academic year.

Procedure

1. A student seeking an intercampus transfer is encouraged to submit his/her written transfer request and supporting documentation to the Program/School Director prior to January 15th. The request must specify the intended date of the transfer. The supporting documentation must also include evidence of financial aid counseling and understanding of any financial aid implications of a transfer. Students must meet with the Program/School Director to discuss their intent to request a transfer prior to doing so.
2. All requests will be reviewed and acted upon within 10 working days of receipt.
3. The Program/School Director shall inform the CHS Dean of the intercampus transfer request.
4. The Program/School Director shall review and assess the merits and advisability of the transfer based on the governing principles of this policy.
5. The Program/School Director shall present his/her findings and conclusions to the CHS Dean and submit a written response to the student within this 10-day period.
6. All approved requests will be signed by the Program/School Director and countersigned by the CHS Dean prior to distribution to the student.
7. Denial of an intercampus transfer request may be appealed to the CHS Dean, only if the existence of an enrollment vacancy at the intended campus can be demonstrated.
8. Following receipt of the letter from the Program/School Director informing the student of the decision to deny the transfer request, the student has 5 working days to submit a written appeal to the CHS Dean.
9. To be considered, an appeal must be based on substantial new information, documentable evidence of bias, or procedural error by the program.
10. The CHS Dean shall review and act upon appeal within 10 working days after receipt of the written appeal.
11. The CHS Dean shall review and assess the appeal of the intercampus transfer request based on the governing principles of this policy.
12. The CHS Dean shall prepare a written response to the student concerning the appeal decision with a copy to the Program/School Director.
13. The decision of the CHS Dean is final.
PHYSICIAN ASSISTANT PROGRAM

MISSION
The mission of the Midwestern University Physician Assistant (PA) Program is to provide an educational environment that enables individuals to become competent and compassionate physician assistants who possess the clinical skills to make meaningful contributions to the evolving healthcare needs of the patients they will serve and to stimulate involvement in the physician assistant profession by encouraging participation and leadership in local, state and national organizations.

The goals of the Midwestern University PA Program are to: 1) provide a rigorous academic and clinical curriculum and achieve first-time PANCE percentage pass rates and mean Program scores above the national average, 2) cultivate an environment of professionalism to encourage the development of competent and compassionate providers, 3) prepare students to serve diverse populations in both primary care and specialty settings, and 4) demonstrate the application of evidence-based medicine and foster a continuous commitment to lifelong learning and community involvement as a healthcare provider.

ACCREDITATION
The PA Program was previously accredited by the Committee on Allied Health Education and Accreditation, and by the Commission on Accreditation of Allied Health Education Programs. The Program was granted continued accreditation by its successor agency, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), 12000 Findley Road, Suite 150, Johns Creek, GA 30097; 770/476-1224. This accreditation status enables graduating students to take the national certifying examination administered by the National Commission on Certification of Physician Assistants (NCCPA). The Midwestern University PA Program is a member of the Physician Assistant Education Association (PAEA), a national organization representing PA educational programs.

DEGREE DESCRIPTION
The professional curriculum leads to a Master of Medical Science in Physician Assistant Studies. This full-time 27-month professional program offers students the opportunity to earn a graduate degree and satisfy the eligibility requirements for the PA national certifying examination. The maximum allotted time for completion of this program is 40.5 months.

The roles and specific clinical duties and responsibilities that graduates can expect to experience will likely vary depending on their chosen career path. PA Program graduates are expected to have the ability to competently perform patient histories and physicals, gather pertinent patient data, order and interpret diagnostic studies, recognize common diseases and disorders, choose appropriate therapeutic modalities, perform surgical procedures, manage emergency life-threatening conditions, promote health through counseling, education, and disease prevention, and demonstrate interpersonal skills consistent with the physician assistant role.

The didactic coursework includes 12 months of basic science coursework in anatomy, biochemistry, neuroscience, physiology, pharmacology, immunology, genetics, and microbiology. It also includes clinical coursework in clinical medicine, behavioral medicine, professional issues, and interpretation of the medical literature. During the remaining 15 months, students are required to rotate through eight core clinical rotations and two elective clinical rotations, in addition to completing advanced clinical medicine courses and a capstone project.

The second-year clinical program is primarily delivered at affiliated clinical sites and facilities within the Chicago metropolitan area. These sites are geographically and demographically diverse, reflecting the broad scope of practice opportunities that exist for PAs in the healthcare delivery system of this country. Sites include ambulatory practice settings, small and large office-based group practices, community health centers, in-patient settings involving large and small hospitals as well as federal and state facilities. These sites are in urban, suburban, and rural communities. In addition, the program has established formal affiliations with clinical facilities and practitioners in a number of other states. As part of the clinical education phase of the program, students enrolled in the PA Program will likely be assigned to clinical rotations that reflect the geographic and demographic diversity described above, including out-of-state rotations. Housing is provided for out-of-state core clinical rotations.
only. Students are expected to secure their own housing for local and elective rotations, and must provide their own transportation to all core and elective clinical rotations regardless of location.

The PA Program does not offer an extended course of study beyond the usual length of the program.

The PA Program does not grant advanced placement credit for any previously completed coursework.

ADMISSIONS
The Midwestern University PA Program considers applicants who possess the academic and professional promise necessary for development as competent, caring members of the healthcare community. The admissions environment is highly selective with more than 1,200 applications received each year for 86 seats. The application deadline is October 1, 2012, however, the PA Program uses a rolling admissions process in which applicants are continuously accepted until all seats are filled, so applicants are encouraged to apply early.

Completed applications received on or before the application deadline are reviewed to determine applicant eligibility for interviews. The following criteria are used to select the most qualified candidates: science and cumulative grade point averages (GPA), rigor of undergraduate and prerequisite courses, Graduate Record Examination (GRE) general test scores, letters of recommendation, healthcare experience, knowledge of the profession, and motivation for a career as a PA. Competitive candidates are typically invited to campus for interviews during the months of September through January.

Admission Requirements
Students seeking admission to the PA Program must submit the following documented evidence:

1. Minimum cumulative science and overall GPAs of 2.75 on a 4.00 scale. Competitive applicants typically have science and overall GPA of at least 3.00 on a 4.00 scale.
2. GRE scores from the general test using the Midwestern University institution code 1769.
   - The test must have been taken no earlier than January 1, 2008 and no later than October 1, 2012.
   - Test scores must be received by the Office of Admissions no later than December 1, 2012 for the applicant to be considered for admission in the 2012-2013 cycle. Scores must be sent directly from ETS to the MWU Office of Admissions.
   - Applicants are expected to achieve a score at or above the 50th percentile in each section. If an applicant has attempted the GRE examination on more than one occasion, the most recent GRE scores will be utilized in the review of the applicant’s file.

3. Completion of prerequisite courses as listed below from regionally accredited colleges or universities.
   - All prerequisite courses must be completed with a grade of C or better.
   - Grades of C- are NOT acceptable for any prerequisite courses.
   - If advanced placement (AP) credit has been granted by an outside institution, this credit will automatically be considered for the following prerequisite courses: Math, Statistics, English Composition, and Social and Behavioral Science courses.
   - For AP credit earned in Biology and Chemistry, MWU may request the submission of appropriate documentation (as determined by MWU) to verify the AP credit earned meets the program’s admission standards.
   - Life experience credits do not count toward fulfillment of any prerequisite courses.
   - Courses in which grades of "pass" are earned will be counted only when applicants can provide verification that the earned grades are equivalent to grades of C or better (grades of C- are not acceptable).

4. Completion of prerequisite courses by December 31st of the year which precedes the year of anticipated matriculation.
   - No exceptions will be made.
   - Applicants must determine which prerequisites are missing and which courses must be taken to fulfill any outstanding prerequisites.
   - Students invited to interview must show documentation on the day of their visit that they are enrolled in or registered for any outstanding prerequisites.

5. Completion of a bachelor’s degree from a regionally accredited college or university before matriculation.
6. Motivation for and commitment to healthcare as demonstrated by previous work, volunteer work, or other life experiences.
7. Demonstration of service and leadership through community service or extracurricular activities.
8. Oral and written communication skills necessary to interact with patients and colleagues.
9. Passage of Midwestern University criminal background check.
10. Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.
11. Successful completion of tuberculosis screening and all required immunizations prior to matriculation.
Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Biology with lab</td>
<td>8</td>
</tr>
<tr>
<td>*General Chemistry with lab</td>
<td>8</td>
</tr>
<tr>
<td>*Organic Chemistry with lab</td>
<td>4</td>
</tr>
<tr>
<td>Math (college algebra or above)</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

*All science prerequisites must be courses designed for science majors. No survey courses will fulfill science prerequisites. Courses with an online laboratory component will not meet any biology or chemistry prerequisite. In addition, advanced placement credit received at the undergraduate level may not satisfy biology or chemistry prerequisites. For advanced placement (AP) credit earned in Biology and Chemistry, MWU may request the submission of appropriate documentation (as determined by MWU) to verify the AP credit earned meets the program’s admission standards.

International Applicants

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

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

- Education Credential Evaluators (ECE): 414/289-3400 or Fax 414/289-3411 (www.ece.org, e-mail: eval@ece.org)
- World Education Service (WES): 212/966-6311 or Fax 212/739-6100 (www.wes.org)
- Josef Silny & Associates International Education Consultants: 305/273-1616 or Fax 305/273-1338 (www.jsilny.com, email: info@jsilny.com)

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

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

Application Process and Deadlines

1. CASPA Application

   Completed applications with all required materials must be submitted to the Centralized Application Service for Physician Assistants (CASPA) at www.caspaonline.org by October 1, 2012. Please refer to the CASPA application instructions for specific details about completing the application, required documents, and processing time. CASPA applications are available beginning in April of the academic year preceding the year in which the applicant plans to matriculate. Due to the large number of applications and the limited number of seats available, applicants are strongly encouraged to complete their CASPA application early in the cycle. Completed applications are reviewed continuously throughout the admissions cycle.

2. Letters of Recommendation

   Applicants are required to submit two letters of recommendation from professionals to CASPA (www.caspaonline.org). The Office of Admissions will only accept letters of recommendation received directly from CASPA. It is preferred that one letter is written by a science professor who has actually taught the student or a prehealth advisory committee. The second letter may be written by any one of the following: a prehealth advisory committee, a prehealth advisor, college professor, or a healthcare professional (preferably a PA) who is well-acquainted with the applicant’s academic and professional qualifications. Please refer to the CASPA application instructions for specific guidelines and requirements for submitting letters of recommendation.

3. GRE Scores

   Applicants are required to submit official GRE general test scores to Midwestern University. The MWU institutional code for submitting scores is 1769. Only test scores earned during the previous five years, no earlier than January 1, 2008 and no later than October 1, 2012, and sent directly from the Educational Testing Service (ETS) to the Office of Admissions are acceptable. Test scores must be received by the MWU Office of Admissions no later than December 1, 2012.

4. Completed Applications

   The Office of Admissions will send letters verifying receipt of completed CASPA applications with all required materials to applicants who meet the...
minimum overall and science GPA requirement of 2.75. Letters will also include instructions on tracking application status online. Applicants must track the receipt of their application materials to ensure the submission of all required documents. Only applicants who submit all required application materials by the published deadlines will be considered for acceptance into the program.

Please Note: Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address or e-mail address. All requests for application withdrawal must be made in writing via e-mail, fax, or letter to the Office of Admissions:

Midwestern University  
Office of Admissions  
555 31st Street  
Downers Grove, IL 60515  
630/515-7200 or 800/458-6253  
Fax: 630/971-6086  
admissil@midwestern.edu

Interview and Selection Process
Completed applications are reviewed to determine which applicants merit invitations for on-campus interviews. The following criteria are used to select the most qualified candidates for interview invitations: science and cumulative grade point averages (GPA), rigor of undergraduate and prerequisite courses, Graduate Record Examination (GRE) general test scores, letters of recommendation, healthcare experience, knowledge of the profession, and motivation for a career as a PA. Interviews are typically scheduled during the months of September through January. Applicants selected to interview will be notified by e-mail or telephone of available dates. Interviews are required before final admissions decisions are made.

A typical day on campus involves participation in the following activities, which are coordinated by the Office of Admissions: a presentation by the PA Program Director, interaction with current MWU PA students, observation of a PA Program course lecture, presentations by admissions counselors and financial aid office representatives, and a walking tour of the campus. In addition, the day will include a writing exercise that will be evaluated by the PA Admissions Committee and a small group interview session facilitated by PA faculty members. During each interview session prospective students may be asked about their academic, personal, and professional aspirations and preparedness for admission to the Program. Interviewed applicants are assessed using a standardized evaluation tool, which is included with the applicants’ files and forwarded to the PA Admissions Committee for review.

The PA Admissions Committee reviews the complete applications of candidates who were interviewed and then submits recommendations to the Program Director for action. The CHS Dean, via the Office of Admissions, then notifies applicants in writing of admissions decisions. All applicants with complete applications will receive notification in writing regarding their status by the end of March.

Please Note: Applicants who interview before December 31 are required to bring documentation verifying any outstanding coursework in progress (by providing a copy of a class schedule or a transcript listing the coursework). Applicants must submit documentation of satisfactory completion of prerequisites no later than the December 31st deadline. Applicants who fail to submit this proof by the designated date will not be considered for admission into the Program.

Technical Standards
The Technical Standards set forth by the Physician Assistant Program establish the expectations and requisite abilities considered essential for students admitted to this Program to achieve the levels of competency stipulated for graduation by faculty, the professional Program accrediting agency (ARC-PA) and the state of Illinois.

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

1. Observation: The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. Communication: The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. Motor: Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.
4. Intellectual, Conceptual, Integrative and Quantitative Abilities: The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. Behavioral and Social Attributes: The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent,
prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

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

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

1. Submit the matriculation agreement and required deposit monies by the date designated in the matriculation agreement. Deposits are applied towards the first quarter’s tuition.
2. Submit official final transcripts from all colleges attended post-high school by the deadline of two weeks (14 days) prior to the first day of classes. Students who are accepted to MWU less than one month prior to the first day of classes will have 30 calendar days from the date of their acceptance to submit all official transcripts to the Office of Admissions. Any special circumstances or requests for exceptions to this policy must be sent to and approved by the Office of the Dean of the college. Students who fail to submit all official final transcripts by the stated deadline may jeopardize their acceptance or continued enrollment in the College.
3. Submit completed medical files documenting completion of a physical exam, immunizations, tuberculosis and titer blood testing as instructed by the Office of Student Services and detailed in the Student Handbook.
4. Meet the Technical Standards for the college.
5. Submit proof of medical and disability insurance coverage. Students may select either a plan offered by an MWU-approved carrier or a comparable plan offered by an outside carrier of their choice, as determined by the Office of Student Services. Insurance must be maintained throughout the entire period of enrollment.

6. Submit additional documents as requested by the Office of Admissions or college.
7. Provide documentation verifying that sufficient funds have been deposited in a U.S. bank, or one of six major Canadian banks, to cover all expenses while attending the college (applies only to non-U.S. citizens or temporary residents who hold student visas). Additional details and application forms are available in the Office of Student Financial Services.
8. Submit a signed Credit Policy Statement.
9. Authorize and pass the MWU criminal background check and/or fingerprinting background check as required by the specific college/school/program.
10. Submit a signed MWU Drug-Free Workplace and Substance Abuse Policy Statement.

Students who fail to satisfy these matriculation requirements or who omit or falsify information required on official admission documents automatically forfeit their seat in the program. Any individual accepted for admission to the college/program who does not comply with stated timelines for submission of all required materials receives no further notification from the college regarding the forfeiture of their seat.

Reapplication Process
After receiving either a denial or an end-of-cycle letter, prospective students may reapply for the following year’s admissions cycle. Before reapplying, however, individuals contemplating reapplication should seek the advice of an admissions counselor. To initiate the reapplication process, prospective students must complete and submit new applications through CASPA and proceed through the standard application process.

Graduation Requirements
To qualify for the master’s degree, students must:

1. Follow an approved course of study leading to the completion of all master’s requirements;
2. Satisfactorily complete all professional courses and clinical rotations with a minimum cumulative grade point average of 2.75 and have no individual course or rotation grade below a "C" or "Pass";
3. Demonstrate professionalism throughout the didactic and clinical phases of training;
4. Satisfactorily complete the Summative Examinations;
5. Satisfactorily complete the required 146 credit hours in the overall course of study;
6. Receive a favorable recommendation for master’s degree conferral from the PA Program Student Academic Review Committee and the CHS Student Promotion and Graduation Committee;
7. Be recommended for conferral of the master’s degree by the University Faculty Senate;
8. Settle all financial accounts with the University; and
9. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

**CERTIFICATION/LICENSURE REQUIREMENTS**

To practice as a physician assistant in the United States, students must successfully complete a PA program accredited by the ARC-PA. Students must also pass the certifying examination administered by the National Commission on Certification of Physician Assistants (NCCPA).

For further information regarding the certifying examination, contact the National Commission on Certification of Physician Assistants, Inc., 12000 Findley Road, Suite 100, Johns Creek, GA 30097-1409; 678/417-8100; www.nccpa.net

**CURRICULUM**

The MWU CHS Physician Assistant Program reserves the right to alter its curriculum however and whenever it deems appropriate.

**First Professional Year:**

**Total Quarter Credit Hours Required:** 78

**Summer Quarter**

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**Winter Quarter**

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<tbody>
<tr>
<td>BMED 0572</td>
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<td>PASS 0527</td>
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**Spring Quarter**

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<td>PASS 0504</td>
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**Second Professional Year:**

**Total Quarter Credit Hours Required:** 55.5

**Summer Quarter**

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<tr>
<td>PASS 0681</td>
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**Fall Quarter**

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**Winter Quarter**

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### Spring Quarter

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<tr>
<td>PASS 0648</td>
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<tr>
<td>PASS 0673</td>
<td>Independent Study in Capstone</td>
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#### Third Professional Year:

**Total Quarter Credit Hours Required:** 12.5

### Summer Quarter

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<td>PASS 0749</td>
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<tr>
<td>PASS 0750</td>
<td>Elective II Rotation</td>
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### Required Core and Elective Clinical Rotations

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<tr>
<td>PASS 0641</td>
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<td>Behavioral Medicine Rotation</td>
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<tr>
<td>PASS 0643</td>
<td>General Surgery Rotation</td>
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<td>Emergency Medicine Rotation</td>
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<td>PASS 0645</td>
<td>Family Medicine Rotation</td>
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<td>PASS 0646</td>
<td>Geriatric Medicine Rotation</td>
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<tr>
<td>PASS 0647</td>
<td>Women’s Health Rotation</td>
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<tr>
<td>PASS 0648</td>
<td>Pediatric Medicine Rotation</td>
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</tr>
<tr>
<td>PASS 0749</td>
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### COURSE DESCRIPTIONS

**ANAT 0565 Human Neurosciences**

This is an integrated, interdisciplinary course in which students learn to identify and describe the basic structural components and corresponding functions of the human nervous system. Emphasis is given to correlating underlying lesions involving these structures with neurologic deficits and dysfunctions likely to be encountered in clinical practice. Integrated lectures are given by faculty in the Departments of Anatomy and Physiology, and the Physician Assistant Program.

4 credits

**ANAT 1500 Human Anatomy/Embryology with Gross Anatomy Lab**

This course presents lectures and laboratory (human cadaver prosection, microscopy) sessions emphasizing the embryologic development of the human body, the relationship between body structure and function, and the use of gross human anatomy in physical diagnosis.

7 credits

**BIOC 0551 Human Biochemistry**

This course provides a foundation for basic science courses concerned with normal and pathologic human physiology, biochemistry, cytology, histology, pharmacology, and nutrition. Topics include cellular energy metabolism, signal transduction, neurotransmitter synthesis and degradation, cellular energetics, foundations of molecular biology, nutrition, and metabolism in differentiated tissues and organs.

3 credits

**BIOC 0552 Clinical Biochemistry and Nutrition**

The objective of this course is to equip the physician assistant with the knowledge needed to apply nutritional principles to preventive medicine and various common pathologies. Additional topics include clinical problem solving skills, statistics in clinical decision making, blood clotting, the role of nutrition in different anemias, diabetes mellitus, the hyperlipidemias, and factors affecting blood chemistries.

3 credits

**BIOC 0581 Human Genetics**

This course is devoted to introducing the foundations of human genetics. Topics include normal transmission of dominant and recessive genetic traits, sex-linked/autosomal-linked inheritance, common genetic defects and diseases, inheritance patterns and probabilities, genetic mapping, common risk factors in inherited/acquired genetic diseases, family counseling, and family planning issues.

1 credit

**BMED 0540 Biopsychosocial Issues**

The course presents the historical, philosophical, and practical foundations of behavioral medicine. The models of human behavior and mind include Psychodynamic/Psychoanalytic, Behavioral, Developmental/Lifecycle, Cognitive-Behavioral Theories and the Biopsychosocial Model. The student will be introduced to the relationship between physical illness, injury/recovery, and behavioral medicine principles.

2 credits

**BMED 0572 Psychiatric Principles**

This course presents the biopsychosocial model to normal and abnormal growth and development concepts, patient interview techniques, mental status examination, and the origins of clinical reasoning.

2 credits
**CORE 1599 Healthcare Issues**
Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. The various roles health care professionals play on a medical team will be introduced to first-year students via practitioner-patient demonstrations utilizing a surrogate patient. Additional lectures will introduce students to the Health Insurance Portability and Accountability Act (HIPAA), and the concept of biomedical research.
1 credit

**MICR 0582 Infectious Diseases**
This didactic course covers infectious diseases, their etiologic agents, differential diagnosis and disease management. Through the use of patient cases, diagnostic algorithms and integrative self-studies, students learn problem-solving skills. The course includes hands-on experiential laboratory sessions and laboratory-based patient cases which augment didactic material and provide insight into clinical microbiological laboratory procedures and an evidence-based approach to diagnoses in the infectious diseases context.
4 credits

**MICR 1576 Immunology**
This didactic course introduces students to the fundamental principles of immunology and host defense mechanisms and considers them in relation to defense against common viral, bacterial, fungal, and parasitic agents of disease, immunologic abnormalities, immune-deficiency disorders, immunoprophylaxis, and therapy.
2 credits

**PASS 0501 Clinical Medicine I**
Medical interviewing skills will be introduced through formal lectures and developed through small case groups and patient interviews. The skills, knowledge, and sensitivity needed to communicate and intervene effectively in a variety of psychosocial situations are presented. Communication and improving patient rapport will also be discussed in relationship to the various life cycles.
4 credits

**PASS 0502 Clinical Medicine II**
A systems-oriented approach will introduce common diseases and syndromes, their underlying pathophysiology (including signs and symptoms), patient evaluation (historical, physical examination, and diagnostic studies), differential diagnosis, and basic therapeutic concepts. Acute exacerbations of chronic diseases and emergency care will be integrated as appropriate. Formal lectures and problem-based learning techniques will be utilized.
4 credits

**PASS 0503 Clinical Medicine III**
A systems-oriented approach will introduce common diseases and syndromes, their underlying pathophysiology (including signs and symptoms), patient evaluation (historical, physical examination, and diagnostic studies), differential diagnosis, and basic therapeutic concepts. Acute exacerbations of chronic diseases and emergency care will be integrated as appropriate. Formal lectures, case group discussions, and problem-based learning techniques will all be utilized.
6 credits

**PASS 0504 Clinical Medicine IV**
A systems-oriented approach will introduce common diseases and syndromes, their underlying pathophysiology (including signs and symptoms), patient evaluation (historical, physical examination, and diagnostic studies), differential diagnosis, and basic therapeutic concepts. Acute exacerbations of chronic diseases and emergency care will be integrated as appropriate. Formal lectures, case group discussions, and problem-based learning techniques will all be utilized.
6 credits

**PASS 0511 Professional Seminar I**
This course presents and discusses the clinical practice, role, and responsibilities of physician assistants. Professional behavior, cultural and social awareness, and the future of the physician assistant profession will be discussed. The interaction of healthcare providers within various clinical settings will also be examined.
1 credit

**PASS 0512 Professional Seminar II**
This course traces the evolution of medical concepts, the professional role of the physician assistant, and basic concepts for quality healthcare delivery. Bioethical issues that arise during the provision of healthcare services will also be discussed. In addition, medicolegal aspects of healthcare and preparation for clinical practice will be reviewed.
2 credits

**PASS 0521 Introduction to Capstone Project**
This course is designed to help the student create the conceptual framework and medical literature review that will lead to the development of the Capstone Project. Students will research a medical topic of interest to them and complete a comprehensive literature review. This literature review will serve as the foundation for the completion of the other components of the Capstone Project which include evidence-based medicine projects, a patient education project and the design and implementation of a Power Point of the entire Capstone portfolio.
1 credit
PASS 0527 Research Seminar
This course is designed to provide an overview of the scientific method including quantitative and conceptual analyses, research techniques and research design methods. Elementary statistical techniques will be reviewed including an introduction to probability, measurement theory, correlation, regression analysis, sampling, significance tests and statistical inference. Both research design and statistical topics will be presented in the context of effective review of the medical literature for the purpose of application to patient populations and medical problems.
4 credits

PASS 0528 Advanced Patient Assessment and Management
This course is designed to allow the physician assistant student to obtain the knowledge and skills required to physically assess a patient’s medical and health status as part of the focused adult history and problem-oriented physical examination. In addition, students will develop patient-management skills by ordering and interpreting laboratory and diagnostic studies and appropriate therapeutics. The course is designed to build upon the medical history knowledge gained in Clinical Medicine I and the screening adult physical exam skills learned in Physical Diagnosis.
2 credits

PASS 0564 Physical Diagnosis
Physical examination techniques will be introduced during formal lectures and practiced during partner-paired laboratory sessions in this course. Normal physical findings and examination techniques will be emphasized. Common normal variants and classic physical abnormalities will be introduced and discussed. Lectures, laboratory sessions, and problem-based learning will be employed.
3 credits

PASS 0641 Internal Medicine Rotation
Six-week clinical rotation in an Internal Medicine setting.
6 credits

PASS 0642 Behavioral Medicine Rotation
Six-week clinical rotation in a Behavioral Medicine setting.
6 credits

PASS 0643 General Surgery Rotation
Six-week clinical rotation in a General Surgery setting.
6 credits

PASS 0644 Emergency Medicine Rotation
Six-week clinical rotation in an Emergency Medicine setting.
6 credits

PASS 0645 Family Medicine Rotation
Six-week clinical rotation in a Family Medicine setting.
6 credits

PASS 0646 Geriatric Medicine Rotation
Six-week clinical rotation in a Geriatric Medicine setting.
6 credits

PASS 0647 Women’s Health Rotation
Six-week clinical rotation in an Obstetrics/Gynecology setting.
6 credits

PASS 0648 Pediatric Medicine Rotation
Six-week clinical rotation in a Pediatric Medicine setting.
6 credits

PASS 0671 Independent Study in Capstone Project I
This course is designed to facilitate the completion of an independent medical research project as the culmination of the master’s degree for the physician assistant student. The project entails scholarly inquiry into a clinical medicine topic, application of evidence-based medicine techniques, creation of effective patient and community education materials, and a final presentation/dissemination of the materials collected.
0.5 credits

PASS 0672 Independent Study in Capstone Project II
This course is designed to facilitate the completion of an independent medical research project as the culmination of the master’s degree for the physician assistant student. The project entails scholarly inquiry into a clinical medicine topic, application of evidence-based medicine techniques, creation of effective patient and community education materials, and a final presentation/dissemination of the materials collected.
0.5 credits

PASS 0673 Independent Study in Capstone Project III
This course is designed to facilitate the completion of an independent medical research project as the culmination of the master’s degree for the physician assistant student. The project entails scholarly inquiry into a clinical medicine topic, application of evidence-based medicine techniques, creation of effective patient and community education materials, and a final presentation/dissemination of the materials collected.
0.5 credits

PASS 0681 Advanced Clinical Medicine I
This course is designed to build upon the student’s foundation of clinical medicine knowledge and to prepare him or her to begin clinical year rotations. Lectures will provide advanced information and instruction covering a range of medical topics including interpretation of electrocardiograms, basic life support for healthcare providers.
and advance cardiovascular life support, and other topics that will facilitate the student’s continuing development of knowledge and therapeutic skills in patient assessment, medical decision-making, and clinical management.

3 credits

PASS 0682 Advanced Clinical Medicine II
This course is designed to build upon the student’s foundation of clinical medicine knowledge and to continue to develop critical thinking and medical decision making skills. Lectures will provide advanced information and instruction covering a range of medical topics, and students will build upon their physical examination skills in small group practical and discussion sessions.

3 credits

PASS 0749 Elective I Rotation
Four-week clinical rotation in a discipline of the student’s choosing (subject to approval by the Program).

4 credits

PASS 0750 Elective II Rotation
Four-week clinical rotation in a discipline of the student’s choosing (subject to approval by the Program).

4 credits

PASS 0774 Independent Study in Capstone Project IV
This course is designed to facilitate the completion of an independent medical research project as the culmination of the master’s degree for the physician assistant student. The project entails scholarly inquiry into a clinical medicine topic, application of evidence-based medicine techniques, creation of effective patient and community education materials, and a final presentation/dissemination of the materials collected.

0.5 credits

PASS 0783 Advanced Clinical Medicine III
This course is designed to build upon the student’s foundation of clinical medicine knowledge. Guest lecturers with clinical expertise in a variety of fields will provide advanced information and instruction. In addition, students will receive updates on clinical practice issues. During the course, students will receive an intensive week of lecture topics to help them prepare for the Physician Assistant National Certifying Examination (PANCE). Students will also focus on professional issues in preparation for graduation and clinical practice.

4 credits

PHAR 0584, 0585, 0586 Pharmacology I, II, III
This course sequence introduces students to the general principles of drug action and the therapeutic uses and toxicities of drugs commonly used in humans. A drug’s action is considered on an organ-system basis. Specific topics include drugs acting on the: autonomic and central nervous systems, cardiovascular and renal systems, gastrointestinal and genitourinary systems. In addition, discussions on chemotherapy of microbial and parasitic organisms, chemotherapy of neoplastic diseases, drugs acting on blood-forming organs, and hormones are presented. The course also includes discussions of environmental toxic agents and antidotes.

3 credits per quarter

PHYS 1510, 1511 Human Physiology I, II
Students are introduced to the physiological principles and regulatory processes that underlie the normal function of the human body, and develop an understanding of the physiologic responses to perturbations of homeostasis and of pathophysiologic alterations that occur in disease. Didactic lectures are supplemented with workshops that focus on application of physiological concepts. Topics include the properties of excitable cells and the function of the neuromuscular, cardiovascular, pulmonary, renal, digestive, endocrine and reproductive systems.

3.5 credits per quarter

STUDENT ACADEMIC POLICIES

Academic Progress
The academic standing of a student is determined by the student’s cumulative grade point average. To progress to the next quarter, a student must satisfactorily complete all academic requirements for the preceding quarter.

FACULTY

James F. Gunn, M.M.S., PA-C
Midwestern University
College of Health Sciences
Instructor

Christine S. Holland, M.M.S, PA-C
Midwestern University
College of Health Sciences
Instructor

David A. Luce, M.M.S., PA-C
Midwestern University
College of Health Sciences
Clinical Coordinator and Assistant Professor

Kristy L. Luciano, B.M.S., PA-C
Midwestern University
College of Health Sciences
Lecturer

Sandhya Noronha, M.D.
University of Illinois at Chicago
College of Medicine
Interim Program Director and Assistant Professor
Lendell Richardson, M.D.
Loyola University of Chicago
Stritch School of Medicine
Medical Director and Assistant Professor

Kara N. Roman, M.M.S., PA-C
Midwestern University
College of Health Sciences
Associate Program Director and Assistant Professor

Alyson L. Smith, M.S., PA-C
Rosalind Franklin University of Medicine and Science
College of Health Professions
Associate Professor
MISSION
Using the highest standards of education, the Midwestern University Physical Therapy Program shall prepare entry-level physical therapists to practice quality physical therapy across the healthcare continuum.

VISION
The Midwestern University Physical Therapy Program will provide an environment which supports faculty and students to:
- Promote health and wellness
- Maximize activity and participation of individuals
- Promote and optimize movement and function
- Maintain an ethical framework for practice
- Support professional development of faculty, staff and students
- Integrate and clinically apply current, best basic science, applied science and professional knowledge for making practice decisions
- Participate in the scholarship of practice
- Embrace cultural and social diversity in the academic community, healthcare community, and community-at-large
- Practice as collaborative members of the healthcare community

ACCREDITATION
The Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 N. Fairfax St., Alexandria, VA 22314-1488; 703/706-3245 or email accreditation@apta.org

DEGREE DESCRIPTION
Midwestern University’s Physical Therapy Program offers a course of study leading to the Doctor of Physical Therapy (D.P.T.) degree for qualified students. The full-time, continuous, 34-month, entry-level Doctor of Physical Therapy curriculum is designed to deliver the academic and clinical education required to prepare students for their professional role as key members of the healthcare team and as an integral part of the healthcare delivery system. The general education, professional training, experience, and personal character development of physical therapists uniquely prepare them to coordinate care related to improvement of functional ability.

The focus of the professional clinical doctorate degree program is the preparation of entry-level, generalist physical therapists who are able to provide competent, skilled professional services in a wide range of community and institutional practice settings that require independent judgment and self-sufficiency.

The Doctor of Physical Therapy Program prepares entry-level practitioners to provide physical therapy services in large, small, traditional, and nontraditional community and institutional practice settings that require independent judgment, leadership, and autonomous practice. The program also provides the foundation for graduates to identify and contribute to effecting solutions to the major, emergent health issues of our society and to contribute to the academic and clinical education of future practitioners. The graduate will be prepared to make valuable, ongoing contributions to society, healthcare, and the profession through leadership activities and collaborative efforts with others in physical therapy and professional education, practice, and research.

Physical Therapy Program Goals and Expected Program Outcomes
1. Graduates will practice independent competent physical therapy
   1. Graduates will demonstrate the knowledge, skills, and abilities required for independent, competent physical therapy practice.
   2. Graduates will demonstrate appropriate professional behavior.
2. Students/graduates will contribute to and advocate for the health and wellness of society through education, consultation, and community outreach.
   1. All students will develop, implement, and analyze a community outreach wellness program.
   2. All students utilize current best evidence to develop age-appropriate fitness prescriptions which can be used for education and consultation in the community.
3. Graduates will access, utilize and contribute to the scientific literature for clinical decision-making.
   1. Graduates will demonstrate the ability to access the scientific literature for clinical decision-making.
   2. Graduates will demonstrate the ability to utilize scientific literature for clinical decision-making.
   3. Graduates will demonstrate the ability to contribute to the scientific literature for clinical decision-making.

4. Faculty will provide high quality teaching.
   1. Faculty will provide high quality teaching.
   2. Faculty will disseminate scholarly products on a regular basis.
   3. Faculty will provide service to the University and the profession.

5. The Midwestern University Physical Therapy Program will maintain accreditation.
   1. The Midwestern University Physical Therapy Program will maintain accreditation.
   2. The Midwestern University Physical Therapy Program provides a comprehensive curriculum in Physical Therapy Education.
   3. The American Physical Therapy Association’s Core Values content exists throughout the Midwestern University Physical Therapy Program curriculum.

Time Limit for Completion of Coursework
The maximum allotted time for completion of the program is 52 months.

ADMISSIONS
The College of Health Sciences Physical Therapy Program considers for admission those students who possess the academic and professional promise necessary for development as competent, caring members of the healthcare community. To select these candidates, a competitive admissions framework has been established. Within this competitive admissions framework, multiple criteria are used to select the most qualified candidates from an applicant pool that exceeds the number of seats available.

The Midwestern University Physical Therapy Program uses the Centralized Application Service for Physical Therapy Schools (PTCAS) for students applying to the Program. All applicants to the Physical Therapy Program are required to submit their applications to PTCAS (http://www.ptcas.org) with all required materials by December 15, 2012. Please refer to the PTCAS website for instructions on submission of PTCAS application materials.

The Physical Therapy program operates on a rolling admissions basis in which completed applications are reviewed throughout the admissions cycle to determine applicant eligibility for interviews. Interviews are typically conducted during the winter and spring. Admission decisions are generally made within one month of the interview.

Admission Requirements
Students seeking admission to the Physical Therapy Program must submit the following documented evidence:

1. Completion of a bachelor’s degree from a regionally accredited college or university.
2. Minimum cumulative science and overall GPAs of 2.75 on a 4.00 scale. Competitive applicants typically have science and overall GPAs of at least 3.00 on a 4.00 scale.
3. Completion of prerequisite courses totaling 46 semester/66 quarter credits as listed from regionally accredited colleges or universities
   - Grades of C or better (grades of C- are NOT acceptable) are required in each course
4. Graduate Record Examination (GRE) general test scores using the Midwestern University institution code of 1769
   - The test must have been taken no earlier than January 1, 2008.
   - For more information about the GRE, contact Educational Testing Services (ETS) at 866/473-4373 or visit www.ets.org/gre
5. Completion of a first aid course within the past three years
6. Current certification by the American Heart Association in Basic Life Support (BLS) for Health Care Providers (enrolled PT students must also maintain CPR certification at the BLS level)
7. Demonstration of a people or service orientation through community service or extracurricular activities
8. Motivation for and commitment to healthcare as demonstrated by previous work, volunteer work, or other life experiences
9. Oral and written communication skills necessary to interact with patients and colleagues
10. Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy
11. Passage of the Midwestern University criminal background check
Prerequisite Courses

Science Courses:
- Biology with lab 4 Semester/6 Quarter hours
- Vertebrate Anatomy with lab 3 Semester/4 Quarter hours
- Physiology with lab 3 Semester/4 Quarter hours
- General Chemistry with lab 4 Semester/6 Quarter hours
- General Physics with lab 8 Semester/12 Quarter hours

General Courses:
- Math (college algebra or above) 3 Semester/4 Quarter hours
- Statistics (should include inferential statistics) 3 Semester/4 Quarter hours
- English—must include at least one composition course (oral communication/public speaking is recommended) 9 Semester/13 Quarter hours
- Social & Behavioral Sciences (at least one course in psychology) 9 Semester/13 Quarter hours

International Applicants

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

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

- Education Credential Evaluators (ECE): 414/289-3400 or Fax 414/289-3411 (www.ece.org, e-mail: eval@ece.org)
- World Education Service (WES): 212/966-6311 or Fax 212/739-6100 (www.wes.org)
- Josef Silny & Associates International Education Consultants: 305/273-1616 or Fax 305/273-1338 (www.jsilny.com, email: info@jsilny.com)

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

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

Application Process and Deadlines

1. **PTCAS Application**
   Applicants are required to submit their applications to PTCAS at http://www.ptcas.org by December 15, 2012. Please refer to the PTCAS application instructions for specific details about completing the application, required documents, and processing time. The PTCAS application should be available for applicants beginning during the summer months. Due to the large number of applications and the limited number of seats available, applicants are strongly encouraged to complete their PTCAS application early in the cycle. Midwestern University operates on a rolling admissions basis where applications are reviewed throughout the admissions cycle.

2. **Letters of Recommendation**
   Applicants are required to submit a minimum of two letters of recommendation from professionals to PTCAS (http://www.ptcas.org). The Office of Admissions will only accept letters of recommendation received directly from PTCAS. It is preferred that one letter is written by a science professor who has actually taught the student or a prehealth advisory committee. The second letter can be written by any one of the following: prehealth advisory committee, prehealth advisor, college professor, or healthcare professional (preferably a physical therapist) who knows the applicant well. The applicant should refer to the PTCAS application instructions for specific guidelines and requirements for submitting letters of recommendation.

3. **GRE Scores**
   Applicants are required to submit official GRE general test scores directly to Midwestern University. The MWU institutional code for submitting scores is 1769. Only test scores earned during the previous five years (no earlier than January 1, 2008) and sent directly from the Educational Testing Service (ETS) will be accepted.

4. **Completed Applications**
   The Office of Admissions will send letters verifying receipt of PTCAS applications with all required materials to all applicants who meet the minimum cumulative GPA requirement of 3.0. The letters will also include instructions on checking the status of
During interview sessions, the interviewer questions a representative from the financial aid office. The opportunity to meet with an admissions counselor and a Midwestern University student, a campus tour, and an interview with at least one interviewer, lunch with current students, activities, which are coordinated by the Office of Admissions:

A typical interview day involves participation in the following activities, which are coordinated by the Office of Admissions: an interview with at least one interviewer, lunch with current Midwestern University students, a campus tour, and an opportunity to meet with an admissions counselor and a representative from the financial aid office.

During interview sessions, the interviewer questions applicants about their academic, personal, and professional aspirations and preparedness for admission to the Program. The interviewer rates prospective students on a standardized evaluation form. These evaluations are included in the applicant files provided to the Physical Therapy Admissions Committee. The Physical Therapy Admissions Committee meets periodically to review the files of applicants who have been interviewed. The committee reviews the full application files for interviewed applicants and then formulates and submits recommendations to the Dean for final approval. The Dean, via the Office of Admissions, notifies applicants in writing of admissions decisions.

1. Observation: The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. Communication: The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. Motor: Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks (for example, the physical therapy program requires a candidate to be able to move at least 50 pounds vertically and horizontally).
4. Intellectual, Conceptual, Integrative and Quantitative Abilities: The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. Behavioral and Social Attributes: The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

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

**Please Note:** Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address or email address. All application withdrawal requests must be made in writing via e-mail, fax, or letter to:

Midwestern University
Office of Admissions
555 31st Street
Downers Grove, IL 60515
Fax: 630/971-6086
e-mail: admissil@midwestern.edu

**Interview and Selection Process**

When applicants are considered eligible for interviews after review of their completed admissions files, they are notified of available interview dates and invited by the Office of Admissions to schedule an on-campus interview.

A typical interview day involves participation in the following activities, which are coordinated by the Office of Admissions: an interview with at least one interviewer, lunch with current Midwestern University students, a campus tour, and an opportunity to meet with an admissions counselor and a representative from the financial aid office.

During interview sessions, the interviewer questions applicants about their academic, personal, and professional aspirations and preparedness for admission to the Program. The interviewer rates prospective students on a standardized evaluation form. These evaluations are included in the applicant files provided to the Physical Therapy Admissions Committee. The Physical Therapy Admissions Committee meets periodically to review the files of applicants who have been interviewed. The committee reviews the full application files for interviewed applicants and then formulates and submits recommendations to the Dean for final approval. The Dean, via the Office of Admissions, notifies applicants in writing of admissions decisions.

**Technical Standards**

A candidate must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but a candidate should be able to perform in a reasonably independent manner.
Matriculation Process
The matriculation process begins after students receive notification of their acceptance. To complete the matriculation process, students must:

1. Submit the matriculation agreement and required deposit monies by the date designated in the matriculation agreement. Deposits are applied towards the first quarter’s tuition.
2. Submit official final transcripts from all colleges attended post-high school by the deadline of two weeks (14 days) prior to the first day of classes. Students who are accepted to MWU less than one month prior to the first day of classes will have 30 calendar days from the date of their acceptance to submit all official transcripts to the Office of Admissions. Any special circumstances or requests for exceptions to this policy must be sent to and approved by the Office of the Dean of the college. Students who fail to submit all official final transcripts by the stated deadline may jeopardize their acceptance or continued enrollment in the College.
3. Submit completed medical files documenting completion of a physical exam, immunizations, tuberculosis and titer blood testing as instructed by the Office of Student Services and detailed in the Student Handbook.
4. Meet the Technical Standards for the college.
5. Submit proof of medical and disability insurance coverage. Students may select either a plan offered by an MWU-approved carrier or a comparable plan offered by an outside carrier of their choice, as determined by the Office of Student Services. Insurance must be maintained throughout the entire period of enrollment.
6. Submit additional documents as requested by the Office of Admissions or college.
7. Provide documentation verifying that sufficient funds have been deposited in a U.S. bank, or one of six major Canadian banks, to cover all expenses while attending the college (applies only to non-U.S. citizens or temporary residents who hold student visas). Additional details and application forms are available in the Office of Student Financial Services.
8. Submit a signed Credit Policy Statement.
9. Authorize and pass the MWU criminal background check and/or fingerprinting background check as required by the specific college/school/program.
10. Submit a signed MWU Drug-Free Workplace and Substance Abuse Policy Statement.

Students who fail to satisfy these matriculation requirements or who omit or falsify information required on official admission documents automatically forfeit their seat in the program. Any individual accepted for admission to the college/program who does not comply with stated timelines for submission of all required materials receives no further notification from the college regarding the forfeiture of their seat.

Dual Acceptance Program—University of St. Francis
The Physical Therapy Program has a dual acceptance agreement with the University of Saint Francis, Fort Wayne, IN. Students may inquire about the agreement through the Office of Admissions at the University of Saint Francis or Midwestern University.

Reapplicant Process
Students who receive either a denial or an end-of-cycle letter may reapply for the following year’s admissions cycle. Before reapplying, however, individuals contemplating reapplication should seek the advice of an admissions counselor.

To initiate the reapplication process, prospective students must complete and submit new applications and proceed through the standard application process.

Evaluation of Student Performance
Students in the Doctor of Physical Therapy Program are formally evaluated at appropriate intervals during the curriculum to assess and document satisfactory achievement of learning objectives and prescribed competencies. These evaluations occur on a regular basis at scheduled times during each course. Depending on the learning and competency outcomes objectives, these evaluations are designed to assess the level of knowledge, problem solving skills, psychomotor and clinical competencies and behavioral performances of students during each course and/or practicum. Students are graded on a numerical/alphabetical system using a standard grading scale, which is published in the Midwestern University catalog. Students are customarily provided access to grade reports after each examination, summarizing their performance on each test item. Students will be required to participate in competency-based evaluations at various intervals throughout their academic tenure.

Evaluation of clinical skills occurs throughout various stages of the curriculum and includes progressive assessments performed in academic courses using simulated situations and patients, including nonphysician teaching assistants (NPTAs). Evaluations of student performance during the clinical practica will be formal and will use established criteria developed by physical therapy clinical and academic educators.

Graduation Requirements
University graduation and degree conferral ceremonies are held in Spring of each year for the Physical Therapy Program. To qualify for graduation, students must:

1. Satisfactorily complete all courses with a minimum cumulative grade point average of 2.75;
2. Satisfactorily complete the required minimum of 168 quarter credit hours in the curriculum;
3. Receive a favorable recommendation for doctoral degree conferral from the Physical Therapy
Academic Review Committee and the CHS Student Promotion and Graduation Committee;
4. Receive a favorable recommendation for doctoral degree conferral from the University Faculty Senate;
5. Settle all financial accounts with the institution; and
6. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

LICENSURE REQUIREMENTS
After graduating from an accredited or approved physical therapist education program, a student must pass a national examination and meet licensure requirements of the state in which they wish to practice. The Midwestern University Physical Therapy Program curriculum has been designed to satisfy the criteria for approved physical therapy programs as stated in the Illinois Physical Therapy Act.

CURRICULUM
The total number of required quarter credits is 168. The first academic year of the professional doctoral curriculum includes four quarters consisting of 64 required course credits (quarter hours). The second academic year of the curriculum is composed of four quarters consisting of 55 required course credits, including 520 clock-hours of clinical education. The third academic year of the curriculum is composed of three quarters consisting of 49 required course credits which includes two clinical practica consisting of 800 clock-hours of clinical education. Clinical experiences take place in various facilities located throughout the continental United States that have legal agreements with the University.

The Midwestern University College of Health Sciences Physical Therapy Program reserves the right to alter its curriculum however and whenever it deems appropriate.

Total Quarter Credits in the Professional Program: 168

First Professional Year:
Total Quarter Credit Hours Required: 64

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Fall Quarter

| CORE 1599 | Healthcare Issues 1 |
| PHYS 1510 | Human Physiology I 3.5 |
| PTHE 1513 | Physical Therapy Roles and Professional Issues I 2 |
| PTHE 1515 | Research 3 |
| PTHE 1552 | Health Promotion I 2 |
| PTHE 1577 | Physical Therapy Evaluation I 4 |
| PTHE 1582 | Kinesiology/Biomechanics I 3 |
| Total | 18.5 |

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<td>PTHE 1578</td>
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Second Professional Year:
Total Quarter Credit Hours Required: 55

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## COURSE DESCRIPTIONS

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

**ANAT 1500 Human Anatomy I/Embryology**

This course presents lectures and laboratory (human cadaver prossection, microscopy) sessions emphasizing the embryologic development of the human body, the relationship between body structure and function, and the use of gross human anatomy in physical diagnosis.

7 credits

**BIOC 1553 Cell and Tissue Structure and Function**

This course provides an introduction to cell and tissue biology and metabolism, focusing on the structure and function of normal human tissue and organs. The student gains a basic science framework to apply to physical therapy intervention. Application of this material helps students understand: 1) growth and development of human cells, tissues, organs and organ systems; 2) functional differences in cells, tissues, organs and organ systems; 3) tissue healing and repair; 4) response of tissue to therapeutic intervention.

2 credits
**BMED 1511 Biopsychosocial Issues in Healthcare**

This course introduces the student to behavioral medicine and the biopsychosocial issues that impact a patient’s health and wellness. Environmental and developmental influences and the biological/sociocultural determinants of behavior are explored. Special patient issues including the health challenges of obesity, substance abuse, interpersonal violence, aging, and issues of sexuality are covered. Emphasis is placed on patient care and the importance of effective practitioner-patient interaction.

3 credits

**CORE 1599 Healthcare Issues**

Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. The various roles health care professionals play on a medical team will be introduced to first-year students via practitioner-patient demonstrations utilizing a surrogate patient. Additional lectures will introduce students to the Health Insurance Portability and Accountability Act (HIPAA), and the concept of biomedical research.

1 credit

**PHYS 1510, 1511 Human Physiology I, II**

Students are introduced to the physiological principles and regulatory processes that underlie the normal function of the human body and develop an understanding of the physiologic responses to perturbations of homeostasis and of pathophysiologic alterations that occur in disease. Didactic lectures are supplemented with workshops that focus on application of physiological concepts. Topics include the properties of excitable cells and the function of the neuromuscular, cardiovascular, pulmonary, renal, digestive, endocrine and reproductive systems.

3.5 credits each course

Prerequisite: BIOC 1553 Cell and Tissue Structure and Function

**PHYS 1637 Exercise Physiology**

Physiologic factors relevant to responses and adaptations to exercise across the life span are presented. Analysis of the metabolic, cardiorespiratory, and musculoskeletal systems to prescribe and grade exercise is emphasized. Workshops are utilized to facilitate integration of principles of exercise physiology with clinical practice.

3 credits

Prerequisites: PHYS 1510, 1511 Human Physiology I, II

**PTHE 1503 Clinical Problem Solving I**

This course introduces theoretical frameworks for clinical problem-solving and develops the student’s level of clinical reasoning. Students analyze clinical problems by identifying critical cues, gathering information, developing hypotheses, testing hypotheses, and analyzing results. The concept of evidence-based practice is introduced to students as part of the clinical reasoning process. Accessing, organizing, using, and citing healthcare literature, assessing levels of evidence, and mapping clinical concepts are applied to physical therapist practice.

2 credits

**PTHE 1509 Medical Terminology**

This course provides a basic introduction to medical terminology with a focus on body systems. Students complete 13 online modules that incorporate recognition and assessment of medical terms. Assessment of student learning occurs through a series of 13 self-paced quizzes. This course is required early in the curriculum to facilitate communication in subsequent courses and clinical assignments.

0.5 credits

**PTHE 1512 Health Professionalism I**

This course provides an introduction to professional behavior, systems and issues in healthcare delivery, and healthcare team members. The perspective of the patient/client is emphasized. Principles of confidentiality, professional ethics, standards of practice, patient rights, the Illinois Physical Therapy Act, and the Guide to Physical Therapist Practice are discussed. A combination of lecture, discussion, off-campus field experiences, and presentations will be used in the course.

2 credits

**PTHE 1513 Physical Therapy Roles and Professional Issues I**

This course, the first of three analyzing professionalism within physical therapist practice, emphasizes the roles and responsibilities of the physical therapist as clinician, educator, supervisor, consultant and scholarly writer. Students analyze professional issues such as professional associations, regulatory agencies, professional values, ethics, legal practice, professional development, autonomous practice, direct access, advocacy, legislative processes, and payment for services. This course uses lecture, discussion, and structured projects.

2 credits

Prerequisites: BMED 1511 Biopsychosocial Issues in Healthcare; PTHE 1503 Clinical Problem Solving I; PTHE 1512 Health Professionalism I

**PTHE 1514 Education Principles**

This course provides the foundation for systematically designing, implementing and evaluating learning experiences. Topics include educational roles, learning and teaching principles, needs assessment, goal setting, writing objectives, instructional strategies, group facilitation, patient/family education, academic and peer professional teaching, evaluation of teaching and learning and a unit on scholarly writing. This course uses lecture, discussion, structured projects and simulated teaching.

3 credits
PTHE 1515 Research
Physical therapy practice embraces an evidence-based approach. This multidisciplinary course provides students with a basic understanding of the research process from the standpoint of a consumer of research. The core multidisciplinary research course is supplemented with weekly breakout sessions aimed at providing additional research-related material and examples relevant to physical therapy.
3 credits

PTHE 1521 Preparation for Clinical Education I
This course introduces the concepts of written and oral professional communication and provides opportunities for practice of skills in communication, time management, supervision and delegation, patient evaluation, infection control/universal precautions, cardiopulmonary resuscitation/first aid, mobility training, and patient education in simulated physical therapy practice environments. It also provides the opportunity to appreciate the perspective of patients/families.
1.5 credits
Prerequisites: BMED 1511 Biopsychosocial Issues in Healthcare; PHYS 1510 Human Physiology I; PTHE 1503 Clinical Problem Solving I; PTHE 1512 Health Professionalism I; PTHE 1513 Physical Therapy Roles and Professional Issues I; PTHE 1515 Research; PTHE 1577 Physical Therapy Evaluation I; PTHE 1582 Kinesiology/Biomechanics I; and concurrent enrollment in PTHE 1565 Physical Therapy Interventions I

PTHE 1527 Clinical Conditions I
This course introduces students to general pathology including environmental and genetic causes of disease as well as molecular, cellular, organ and whole body effects of common disorders. Speakers discuss the diagnosis and medical and surgical management of patients with common disorders seen in physical therapy practice. In addition, the course introduces students to medical imaging theory and application.
4 credits
Prerequisites: ANAT 1500 Human Anatomy I/Embryology; PHYS 1510, 1511 Human Physiology I, II; PTHE 1582, 1584 Kinesiology/Biomechanics I, II

PTHE 1532 Human Neuroscience
This course is the first of two neuroscience courses. This course provides students with the ability to identify and describe the principal structural components and corresponding functions of the nervous system, correlate nervous system lesions with neurological deficits/dysfunction seen in clinical practice, correlate neurological examination with structural components, and begin to relate neurophysiology with the theoretical basis for therapeutic approaches. This course uses lecture, laboratory sessions, and case studies.
3 credits
Prerequisites: ANAT 1500 Human Anatomy I/Embryology; PHYS 1510, 1511 Human Physiology I, II

PTHE 1545 Life Span Human Development
Inter-relationships of physical, psychological, and social development across the life span are examined and related to physical therapy patient management. Development of functional movement and of the body systems supporting movement are analyzed. Standardized motor and functional assessment instruments for specific age groups are reviewed and selected tests administered. Students design wellness/fitness programs for infants, children, adolescents and older adults. The course includes lecture, laboratory, discussion, and independent study.
3 credits
Prerequisites: ANAT 1500 Human Anatomy I/Embryology; BIOC 1553 Cell and Tissue Structure and Function; PHYS 1510, 1511 Human Physiology I, II; PTHE 1582, 1584 Kinesiology/Biomechanics I, II

PTHE 1552 Health Promotion I
This course provides a conceptual framework for health promotion and disease/injury prevention across the life span, and discusses definitions of health promotion and disease/injury prevention; risk and its relation to disease; assessment of risk; interventions to promote health; constraints to health education programming including cultural issues, disability; evaluation of health promotion and disease/injury prevention programs; and the current roles of physical therapists and other health practitioners in health promotion and disease prevention.
2 credits

PTHE 1565 Physical Therapy Interventions I
This course covers the design, implementation, and modification of basic interventions for existing/potential mobility problems at both the impairment and disability levels. Selected principles of and techniques for body mechanics, patient handling, positioning and draping, bed mobility, transfers, gait, wheelchair prescription and mobility, positional/transitional equipment use, bandaging, range-of-motion exercise, and soft tissue treatment are addressed. Lecture, laboratory, and clinical visits are included.
2 credits
Prerequisites: PTHE 1503 Clinical Problem Solving I; PTHE 1577 Physical Therapy Evaluation I; PTHE 1582 Kinesiology/Biomechanics I; concurrent enrollment in PTHE 1584 Kinesiology/Biomechanics II
PTHE 1566 Physical Therapy Interventions II
This course presents physical therapy interventions including isometric, isotonic, isokinetic, eccentric and concentric strengthening activities; active and passive stretching; proprioceptive neuromuscular facilitation (PNF); principles of musculoskeletal treatment and joint mobilization. Selected clinical conditions of the shoulder, elbow, wrist and hand within a physical therapy framework are addressed. This course includes lecture, group discussions, and laboratory sessions.
2 credits
Prerequisites: PTHE 1514 Education Principles; PTHE 1527 Clinical Conditions I; PTHE 1565 Physical Therapy Interventions I; PTHE 1584 Kinesiology/Biomechanics II

PTHE 1577 Physical Therapy Evaluation I
This course provides the foundation for physical therapy evaluation including history, systems review, tests/measures, prognosis, differential diagnosis, physical therapy impression, identification of patient problems, goals and intervention plans. Students gain skill in patient questioning and history taking, examination of pain, vital signs, posture, palpation skill, anthropometric and goniometric measurement, manual muscle strength testing, sensory examination and documentation skills. Lecture and laboratory formats are used.
4 credits
Prerequisites: ANAT 1500 Human Anatomy I/Embryology; BIOC 1553 Cell and Tissue Structure and Function

PTHE 1578 Physical Therapy Evaluation II
This course builds on the principles introduced in Physical Therapy Evaluation I, focusing on the identification of dysfunction in specific regions of the body including the upper and lower limbs, the spine, pelvis and the temporomandibular joint using special tests, joint examination procedures, strength testing devices, functional assessment and neurodynamic evaluation. Students select appropriate special tests and examination procedures to identify musculoskeletal diagnoses. A combination of lecture, laboratory, and discussion sessions are used.
4 credits
Prerequisites: PTHE 1503 Clinical Problem Solving I; PHYS 1510, 1511 Human Physiology I, II; PTHE 1514 Education Principles; PTHE 1527 Clinical Conditions I; PTHE 1565 Physical Therapy Interventions I; PTHE 1577 Physical Therapy Evaluation I

PTHE 1582 Kinesiology/Biomechanics I
This course addresses the recognition, description and analysis of the components of normal movement in static and dynamic activities, applying basic theories of mechanics of normal tissue, structure and properties of connective tissue, and general joint relationships. Normal joint mechanics for the shoulder, elbow, wrist and hand, and interrelationships between the anatomical structure and the normal kinematic behavior of joints are discussed. Theories of motor learning and motor control influencing activity of the musculoskeletal system are introduced.
3 credits
Prerequisites: ANAT 1500 Human Anatomy I/Embryology; BIOC 1553 Cell and Tissue Structure and Function

PTHE 1584 Kinesiology/Biomechanics II
This course is a continuation of the principles and theories introduced in Kinesiology/Biomechanics I. Students will be able to recognize and describe basic theories of mechanics and the components of normal movement in static and dynamic states as it relates to the spine, temporomandibular joint, lower extremity, and gait activities. Course content includes the interrelationships between anatomical structure and normal kinematic behavior of joints, muscle function, and human gait. Also, foundations for analyzing and identifying the components of gait are covered.
3 credits
Prerequisites: PTHE 1582 Kinesiology/Biomechanics I; concurrent enrollment in PTHE 1565 Physical Therapy Interventions I

PTHE 1601 Cardiopulmonary Evaluation and Treatment
This course provides students with the knowledge and skill to evaluate and treat clients with cardiopulmonary disorders. The role of the physical therapist in the acute care setting is highlighted and students learn evaluation & intervention techniques in both lecture and laboratory sessions. The level of evidence for various techniques, the effect of exercise on the cardiopulmonary system and contraindications for physical therapy are discussed.
4 credits
Prerequisites: PTHE 1578 Physical Therapy Evaluation II; PTHE 1628 Clinical Conditions II; PTHE 1667 Physical Therapy Interventions III

PTHE 1605 Clinical Problem Solving II
This course is designed to reinforce and enhance the reasoning process used to make clinical decisions. The course includes in depth analysis of planning the history gathering process, planning the tests and measures including a formal functional outcome assessment, forming a physical therapy impression, developing an intervention plan and re-evaluation plan as applied to a patient with a musculoskeletal condition. Communication to physicians regarding clinical impressions is also included.
2 credits
Prerequisites: PTHE 1503 Clinical Problem Solving I; PTHE 1565, 1566, 1667 Physical Therapy Interventions I, II, III; PTHE 1577, 1578 Physical Therapy Evaluation I, II

PTHE 1607 Scholarship in Physical Therapy
This course consists of participation and presentation in a “professional” journal club related to physical therapy. The course meets once/quarter starting in the first spring, and
runs through the second winter of the program. Journal club meetings consist of review and discussion sessions of scientific evidence (journal articles) led by students. The journal club provides exposure to a variety of research designs.

1 credit
Prerequisites: PTHE 1513 Physical Therapy Roles and Professional Issues I; PTHE 1515 Research

**PTHE 1608 Orthotics**

This course introduces students to the use of orthoses to improve function as a result of impairment of the upper extremity, lower extremity, or spine. Components, materials, design, fabrication, fitting, alignment, prescription, training, and total patient management are discussed. Emphasis is placed on lower extremity orthotics, development of basic analytical and psychomotor skills for adapting tools, equipment, environments, and activities to enhance function as well as design and fabrication of orthoses.

2 credits
Prerequisites: PTHE 1578 Physical Therapy Evaluation II; PTHE 1667 Physical Therapy Interventions III; and concurrent enrollment in PTHE 1679 Physical Therapy Evaluation III

**PTHE 1622 Preparation for Clinical Education II**

This course continues discussion of concepts of written and oral professional communication and provides opportunities for practice of skills in communication, time management, supervision and delegation, patient evaluation, infection control/universal precautions, cardiopulmonary resuscitation/first aid, mobility training, and patient education in simulated physical therapy practice environments. It also provides the opportunity to appreciate the perspective of patients/families.

1 credit
Prerequisites: BMED 1511 Biopsychosocial Issues in Healthcare; PTHE 1521 Preparation for Clinical Education I; PTHE 1605 Clinical Problem Solving II; PTHE 1608 Orthotics; PTHE 1638 Physical Agents I; concurrent enrollment in PTHE 1639 Physical Agents II; concurrent enrollment in PTHE 1668 Physical Therapy Interventions IV; PTHE 1679 Physical Therapy Evaluation III; PTHE 1685 Practicum I

**PTHE 1628 Clinical Conditions II**

Students learn about the medical management of central nervous system, cardiovascular and pulmonary disorders as well as other common conditions. Risk factors, clinical signs and symptoms and differential diagnoses are some of the issues addressed. Lectures are combined with weekly problem-based learning sessions to promote critical thinking and an evidence-based approach to treatment.

3 credits
Prerequisites: PTHE 1527 Clinical Conditions I; PTHE 1532 Human Neuroscience

**PTHE 1633 Applied Neuroscience**

This course is the second of two neuroscience courses. This course provides students with the ability to identify and describe the structural components and corresponding functions of the nervous system and to correlate nervous system lesions with neurological deficits. This course also begins to analyze the traditional and contemporary neurotherapeutic approaches used as the foundation to evaluate and treat patients with neurologic dysfunction. The material is delivered using lecture, laboratory sessions, and case studies.

3 credits
Prerequisites: ANAT 1500 Human Anatomy I/Embryology; PHYS 1510, 1511 Human Physiology I, II; PTHE 1532 Human Neuroscience

**PTHE 1638 Physical Agents I**

This course addresses the theoretical principles of physiological and neurophysiological changes that occur as a result of the application of physical modalities. Students will develop skill in application of these modalities including superficial/deep heating agents, cold agents, light therapies and external compression. Content includes manipulation of agent parameters in order to perform an effective and efficient treatment given patient variables. In addition, the course addresses the evaluation and care of the integument system including wound care and lymphatic conditions.

4 credits
Prerequisites: PHYS 1511 Human Physiology II; PTHE 1545 Life Span Human Development; PTHE 1565, 1566, 1667 Physical Therapy Interventions I, II, III; PTHE 1633 Applied Neuroscience; concurrent enrollment in PTHE 1605 Clinical Problem Solving II; and concurrent enrollment in PTHE 1679 Physical Therapy Evaluation III

**PTHE 1639 Physical Agents II**

This course is a continuation of Physical Agents I addressing application of additional physical agents, and introducing electrotherapeutic modalities that are used in physical therapy practice. Electrophysiological evaluation in physical therapy practice is introduced as well as basic principles of aquatic therapy.

3 credits
Prerequisite: PTHE 1638 Physical Agents I

**PTHE 1651 Management in Physical Therapy Systems**

This is the first of two courses devoted to management in physical therapy settings. The course provides a foundation in healthcare environments and delivery systems, personnel management, organizational structures and systems.
supervision, leadership, fiscal management, reimbursement and documentation, sales and marketing, legal issues, risk management and outcomes measurement and management. The course uses a combination of lecture, interactive seminar, discussion and student presentations.

4 credits
Prerequisites: PTHE 1512 Health Professionalism I; PTHE 1513 Physical Therapy Roles and Professional Issues I; PTHE 1552 Health Promotion I; PTHE 1685 Practicum I

PTHE 1667 Physical Therapy Interventions III
This course builds on the principles introduced in Physical Therapy Interventions II and applies those principles to the spinal, temporomandibular, pelvic, and lower extremity joints. Clinical conditions affecting these areas of the body will be discussed as they relate to developing physical therapy intervention plans. Additional course content includes manual and mechanical spinal traction, spinal stabilization and ergonomic training as parts of physical therapy intervention. A combination of lecture, laboratory and discussion sessions are in this course.
3 credits
Prerequisites: PTHE 1578 Physical Therapy Evaluation II; PTHE 1566 Physical Therapy Interventions II

PTHE 1668 Physical Therapy Interventions IV
This is the fourth course in the Physical Therapy Interventions series. Content includes the design and implementation of a complete treatment plan for adults and children with neurological dysfunction. Topics include: use of motor control theory in the development of the treatment plan, implementation of treatment strategies and techniques for the attainment of functional goals, and practice of therapeutic interventions for the improvement of balance, vestibular disorders, posture, gait, and functional activities. Lecture, lab, and problem-based formats will be used.
5 credits
Prerequisites: PTHE 1545 Life Span Human Development; PTHE 1584 Kinesiology/Biomechanics II; PTHE 1605 Clinical Problem Solving II; PTHE 1608 Orthotics; PTHE 1628 Clinical Conditions II; PTHE 1633 Applied Neuroscience; PTHE 1667 Physical Therapy Interventions III; PTHE 1679 Physical Therapy Evaluation III

PTHE 1679 Physical Therapy Evaluation III
This is the third course in the Physical Therapy Evaluation series. Content includes examination of impairments, functional limitations, and disabilities in adults and children with neurological dysfunction. Topics include: motor control, muscle performance, reflex integrity, coordination, balance, vestibular system, functional mobility, gait, arousal and cognition, and home assessment. Students will learn how to select, execute, and modify examination procedures in order to complete the neurological evaluation. Lecture and laboratory formats will be used in this course.
3 credits
Prerequisites: PTHE 1527 Clinical Conditions I; PTHE 1545 Life Span Human Development; PTHE 1578 Physical Therapy Evaluation II; PTHE 1584 Kinesiology/Biomechanics II; PTHE 1633 Applied Neuroscience

PTHE 1685 Practicum I
This course is a three-week, full-time, supervised clinical practice in a healthcare environment. Students practice skills in communication, patient evaluation and management, infection control/standard precautions, and patient education. 3 credits
Prerequisites: Successful completion of all Physical Therapy Program courses through the spring quarter of the 1st year and a minimum overall GPA of 2.75

PTHE 1686 Practicum II
This course is a ten week, full-time, supervised clinical practice in a healthcare environment. Students earn 1 credit for each 40 hour week of clinic work. The course includes a project on serving underserved populations and/or cultural competence in healthcare. Students earn 1 credit for the project.
11 credits
Prerequisites: PTHE 1685 Practicum I; successful completion of all Physical Therapy Program courses through the winter quarter of the 2nd year, and a minimum overall GPA of 2.75

PTHE 1708 Scholarly Development in Physical Therapy
Students develop an evidence-based, publishable quality case report or systematic review. Students meet with their faculty advisor prior to Practicum II and work closely with the advisor writing up the case report or review, with an expectation that preliminary drafts will be submitted. After the written report is accepted, projects are presented orally as either a platform or poster presentation.
2 credits
Prerequisites: PTHE 1513 Physical Therapy Roles and Professional Issues I; PTHE 1515 Research; PTHE 1607 Scholarship in Physical Therapy

PTHE 1709 Clinical Problem Solving III
This is the last course in the Clinical Problem Solving series, designed to reinforce, enhance and self-assess the reasoning process used to make clinical decisions, focusing on the comprehensive management of patients with neurologic dysfunction. Clinical application of motor-control theory is addressed. A combination of lecture, lab, discussion, completion of a standardized reasoning assessment, and evidence-based practice projects are utilized to achieve the course outcomes.
3 credits
Prerequisites: PTHE 1503, 1605 Clinical Problem Solving I, II; PTHE 1668 Physical Therapy Interventions IV; PTHE 1679 Physical Therapy Evaluation III
PTHE 1711 Prosthetics
This course introduces students to the use of upper and lower extremity prostheses. Components, materials, design, fitting, alignment, prescription, training, and total patient management are discussed. Emphasis is placed on lower extremity prostheses, development of basic analytical and psychomotor skills for adapting tools, equipment, environments, and activities to enhance function. A combination of lecture, discussion, laboratory, individual projects, and readings are used to achieve the course objectives. 2 credits
Prerequisites: ANAT 1500 Human Anatomy I/Embryology; PHYS 1510, 1511 Human Physiology I, II; PTHE 1545 Life Span Human Development; PTHE 1527 Clinical Conditions I; PTHE 1577 Physical Therapy Evaluation I; PTHE 1582, 1584 Kinesiology/Biomechanics I, II; PTHE 1565 Physical Therapy Interventions I

PTHE 1715 Physical Therapy Roles and Professional Issues II
This is the second in a series of three courses that analyze professionalism within physical therapist practice. The course focuses on the multiple roles, responsibilities and opportunities related to international practice, clinical instruction, delegation to and supervision of physical therapist assistants and physical therapy aides, licensure and regulation, employment and career development, and professional service and social responsibility. This course uses a combination of lecture, debate, and case analysis to analyze the depth and breadth of professional issues. 3 credits
Prerequisites: PTHE 1513 Physical Therapy Roles and Professional Issues I; PTHE 1552 Health Promotion I; PTHE 1651 Management in Physical Therapy Systems; PTHE 1752 Applied Management Skills in Physical Therapy Systems

PTHE 1716 Physical Therapy Roles and Professional Issues III
This is the third in a series of three courses that analyze professionalism within physical therapist practice. In this course, students gain practical experience as supervisors and consultants. Students also reflect on and evaluate their efficiency and effectiveness in these roles. Independent study methods are used to achieve the course objectives. 1 credit
Prerequisites: PTHE 1513, 1715 Physical Therapy Roles and Professional Issues I, II

PTHE 1729 Essentials of Pharmacology for Physical Therapists
This course introduces students to pharmacological intervention in patient management. The course describes basic drug-receptor interactions, dose-response curves and absorption, distribution, metabolism, excretion, and storage of drugs within the body. The course format is a combination of lecture, case-based learning and independent study. Weekly quizzes and some discussions are online. 2 credits
Prerequisites: PHYS 1510, 1511 Human Physiology I, II; PTHE 1527, 1628 Clinical Conditions I, II; PTHE 1532 Human Neuroscience; PTHE 1601 Cardiopulmonary Evaluation and Treatment; PTHE 1633 Applied Neuroscience

PTHE 1746 Pediatric and Geriatric Interventions
This course explores physical therapy practice issues unique to children and older adults. Physical therapist practice in the neonatal intensive care unit, early intervention, educational settings, home care and geriatric rehabilitation are defined. Physical therapy evaluation and intervention strategies specific to infants, children, adolescents, and older adults are discussed. Issues related to legislation (Individuals with Disabilities Education Act and Medicare) are applied to patient management. Lecture, laboratory experiences, and independent study facilitate learning in this course. 3 credits
Prerequisites: PTHE 1545 Life Span Human Development, PTHE 1577, 1578, 1679 Physical Therapy Evaluation I, II, III

PTHE 1747 Human Anatomy II
This lab based course will examine, in detail, the anatomical structures of the extremities, head and trunk. Bones, joint structures, muscles, nerves and vessels and their relationship to joint movement and function will be emphasized. Information about these structures and their function will be applied to clinical issues that relate to human movement, structural impairment and physical therapy assessment and treatment. Self-directed learning is an expectation of this course. 3 credits
Prerequisites: ANAT 1500 Human Anatomy I/Embryology; PTHE 1565, 1566, 1667, 1668 Physical Therapy Interventions I, II, III, IV; PTHE 1577, 1578, 1679 Physical Therapy Evaluation I, II, III; PTHE 1582, 1584 Kinesiology/Biomechanics I, II

PTHE 1752 Applied Management Skills in Physical Therapy Systems
Students apply principles from PTHE 1651: Management in Physical Therapy Systems. Structured around the development of a strategic plan for a rehabilitation product or service, this course includes forming and integrating organization, marketing, sales, management, production/service, financial and evaluation strategies. Student teams design a strategic plan provided by community facilities. Students present their strategic plans via a written report and an oral presentation. This course utilizes seminar, discussion, and lecture. 3 credits
Prerequisite: PTHE 1651 Management in Physical Therapy Systems
**PTHE 1753 Health Promotion II**
In this course students apply principles presented in Health Promotion I and principles of teaching and learning. The students plan, implement, and evaluate a health promotion and/or disease/injury prevention program for a community group in need of wellness or prevention services under the guidance of a faculty mentor. Each group provides an oral presentation to their classmates focusing on an in-depth analysis of the strengths and weaknesses of their program. This class is a combination of independent study and discussion.
2 credits
Prerequisite: PTHE 1552 Health Promotion I

**PTHE 1769 Physical Therapy Interventions V**
This is the final course in the Physical Therapy Interventions series. Principles of evidence-based practice are applied to clinical decision making skills when evaluating different interventions. Content includes: chronic pain, industrial medicine, complex wounds, women's issues, and complex cardiovascular issues. Non-standard treatments are examined with an evidence-based focus. Motor control principles frame the management of progressive neurological disorders and complex chronic neurological conditions. Lecture, discussion, laboratory, and student-led formats will be used.
3 credits
Prerequisites: PTHE 1577, 1578, 1679 Physical Therapy Evaluation I, II, III; PTHE 1565, 1566, 1667, 1668 Physical Therapy Interventions I, II, III, IV; PTHE 1601 Cardiopulmonary Evaluation and Treatment

**PTHE 1787 Practicum III**
This course is a ten-week, full-time, supervised clinical practice in a healthcare environment. Students earn 1 credit for each 40 hour week of clinic work. The course includes an independent study component that utilizes evidence based practice to answer a clinical question. Students earn 1 credit for the evidence based practice project. For either Practicum III or Practicum IV, students will submit one article review to the American Physical Therapy Association (APTA) "Hooked on Evidence" database.
11 credits
Prerequisites: PTHE 1686 Practicum II; successful completion of all Physical Therapy Program courses through the fall quarter of the 3rd year and minimum overall GPA of 2.75

**PTHE 1788 Practicum IV**
This course is a ten-week, full-time, supervised clinical practice in a healthcare environment. Students earn 1 credit for each 40 hour week of clinic work. The course includes an independent study component that utilizes evidence based practice to answer a clinical question. Students earn 1 credit for the evidence based practice project. For either Practicum III or Practicum IV, students will submit one article review to the American Physical Therapy Association (APTA) "Hooked on Evidence" database.
11 credits
Prerequisites: PTHE 1716 Physical Therapy Roles and Professional Issues III; PTHE 1787 Practicum III

**ELECTIVES**

**BIOC 1670 Clinical Nutrition**
Nutritional considerations are important in the prevention and management of many disease processes, and to the determination of overall health. Students will explore recent advances in clinically relevant nutrition through a variety of processes that may include case-based learning, online modules, and critical evaluation of research reports selected from the peer-reviewed biomedical literature. The precise format of the course varies from year to year.
1 credit

**BISC 0512 Fundamentals of Research**
This course introduces the topics of Responsible Conduct of Research and the Good Laboratory Practice (GLP) requirements and regulations of the FDA and EPA. Students also receive training in issues related to research on human subjects and animals, radiation safety, and biosafety.
2 credits

**PHAR 1410 Pharmacological Aspects of Drug Abuse**
This elective is designed to provide the student with an in-depth understanding of the pharmacokinetics and pharmacodynamics of the common drugs of abuse, including alcohol, cocaine, stimulants, hallucinogens, and opioids. Current theories regarding the physiologic basis of drug-seeking behavior and the development of drug dependence are presented. In addition, various social, legal and ethical aspects of the drug abuse problem are considered.
2 credits

**PHAR 1420 Medical Spanish**
This elective provides medical, pharmacy, physician assistant and biomedical sciences students with the Spanish vocabulary necessary to understand and converse in the fields of medicine and healthcare. The course has been designed to enhance communicating with the Latino patient as well as understanding cultural attitudes, which may impact medical care. Listening, comprehension, and conversational skills will be stressed through dialogues and oral presentations. Critical learning skills that students are encouraged to develop are cooperative learning and effective group dynamics.
2 credits
Prerequisite: Two years of high school or college Spanish

**PTHE 1705 Advanced Physical Therapy Electives**
Physical therapy students who have an overall GPA of 3.0 in Spring quarter of the second year may enroll for participation.
in up to 4 credits of the Advanced Physical Therapy Practice elective. Students may elect to participate in one of the structured courses offered, design and implement an independent study course with a Physical Therapy Program faculty mentor, or complete 1-4 credits of a research elective with a Physical Therapy Program faculty member.

1-4 credits

Prerequisites: Overall GPA of 3.0 and successful completion of all Physical Therapy Program courses through the spring quarter of the second year.

FACULTY

Deborah Anderson, PT, M.S., P.C.S.
Rosalind Franklin University
College of Health Professions
Co-Director of Clinical Education and Assistant Professor

Judith Burton Hess, PT, M.S., O.C.S
Duke University
School of Medicine
Instructor

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Krannert School of Physical Therapy
Director and Professor

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School of Education and Social Policy
Associate Professor

Kathleen P. O'Hagan, Ph.D.
Rutgers, The State University of New Jersey
Graduate School-New Brunswick
Chair and Professor, Department of Physiology
MISSION
The Occupational Therapy Program is dedicated to excellence in the education of occupational therapists who will meet the occupational needs of individuals and communities through responsive, compassionate and evidence-based practice.

ACCREDITATION
Midwestern University’s Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; Phone: 301/652-2682. Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

DEGREE DESCRIPTION
The Occupational Therapy Program offers a curriculum leading to the Master of Occupational Therapy (M.O.T.) degree for qualified students. The full-time, continuous, entry-level master’s curriculum is designed to deliver the academic and clinical education required to prepare students for their professional role as key members of the healthcare team, and as integral practitioners in the healthcare delivery system. The curriculum for the Master of Occupational Therapy degree is a continuous, full-time program, extending 27 months from matriculation to graduation. The maximum allotted time for completion of this program is 40.5 months. It is also required that all Level II fieldwork must be completed within 18 months of completion of the didactic portion of the program. The general education, professional training, experience, and personal character development of occupational therapists uniquely prepare them to respond to the needs of individuals who face challenges participating in their daily lives.

The Master of Occupational Therapy Program offers a balanced combination of foundational, clinical, and research coursework designed to foster therapists who are self-directed, thoughtful, and caring professionals. The Program provides students with a balanced complement of coursework. Approximately half of the course credits are obtained from foundational courses in the sciences, occupational therapy theory, and research. The remaining credits focus on courses related to evaluation and interventions appropriate for various client populations (e.g., children, the elderly, etc.), specialized coursework in upper extremity intervention, and many opportunities for experiential (hands-on) learning. The practice courses facilitate students’ application of content related to client evaluation and treatment using community-based and case-based learning opportunities. In addition to such preclinical learning opportunities, the fieldwork program is extensive and rich in the types of experiences offered to students. This strong curricular framework succeeds in preparing graduates who are ready - and able - to enter the profession of occupational therapy and to make a difference in the world.

The Occupational Therapy Program is open on a competitive admission basis to applicants who have received a bachelor’s degree in any field, but who have not completed an accredited occupational therapy program. The Program does not accept students who transfer from another Occupational Therapy Program. The curriculum is designed to prepare entry-level practitioners to provide occupational therapy services in the home, community, and clinical practice settings that require independent judgment, leadership, and self-directed practice. The educational experience provides the foundation for graduates to identify and contribute to effecting solutions to the major emergent health issues of society and contribute to the academic and clinical education of future practitioners. It also is designed to prepare graduates for leadership and management roles in the profession. The graduate will be prepared to make meaningful, ongoing contributions to society, healthcare, and the profession through leadership activities and collaborative efforts with others in occupational therapy and interdisciplinary education, practice, and research.

Program Objectives
Upon completion of the Master of Occupational Therapy Program, graduates are expected to:

1. Provide evidence-based occupational therapy services in traditional and emerging areas of practice;
2. Meet the occupational needs of individuals and populations through professional advocacy and leadership;
3. Apply therapeutic use of occupations to support engagement in activities that promote health, well-being and quality of life;
4. Sustain continued professional development through lifelong learning activities; and
5. Uphold the ethical standards, values and attitudes of the occupational therapy profession in order to sensitively meet the occupational needs of a culturally and socially diverse clientele.

These outcomes are accomplished through:
1. A curriculum model based on intentionally sequenced courses that act as vital links between application, analysis, synthesis, and evaluation of knowledge, skills and attitudes;
2. Critical application of current research and other forms of best evidence to improve occupational therapy practice and contribute to the body of related knowledge;
3. Sequential implementation of simulated and authentic clinical experiences across the curriculum;
4. Occupation-focused coursework and fieldwork experiences designed to facilitate critical and ethical reasoning; and
5. Opportunities for both individual and group work to develop leadership, team-building, and professional skills, behaviors and attitudes.

ADMISSIONS
The College of Health Sciences Occupational Therapy Program considers for admission those applicants who possess the academic and professional promise necessary for development as competent, caring members of the healthcare community. To select these candidates, a competitive admissions framework has been established. Within this competitive admissions framework, multiple criteria are used to select the most qualified candidates from an applicant pool that exceeds the number of seats available. Interested individuals are advised to complete their application as early as possible to ensure timely consideration.

The Midwestern University Occupational Therapy Program uses the Centralized Application Service for Occupational Therapy Schools (OTCAS) for students applying to the Program. All applicants to the Occupational Therapy Program are required to submit their applications to OTCAS (http://www.otcas.org) with all required materials by February 1, 2013. Please refer to the OTCAS website for instructions on submission of OTCAS application materials.

The Occupational Therapy Program operates on a rolling admissions basis in which completed applications are reviewed throughout the admissions cycle to determine applicant eligibility for interviews. Interviews are typically conducted during the winter and spring quarters. Admissions decisions are generally made within one month of the interview.

Admission Requirements
Individuals applying for admission to the College of Health Sciences Occupational Therapy Program must submit documentation for the following minimum requirements before the academic year commences for the incoming class:
1. Completion of a baccalaureate degree from a regionally accredited college or university.
2. A minimum cumulative undergraduate grade point average (GPA) of 2.75 on a 4.00 scale. Grades of C or better for prerequisite coursework; grades of C- are not acceptable.
3. Completion of the minimum number of prerequisite courses in the prescribed subject areas at regionally accredited colleges or universities.
4. Satisfaction of the standards set forth by the Admissions Committee (including documentation of academic and professional promise in prospective students).
5. Completion of the Occupational Therapy Program’s interview process; on-campus interviews are by invitation only.
6. Completion of a first aid course within the three years prior to enrollment.
7. Current certification in cardiopulmonary resuscitation (CPR) Level C/Health Care Provider or Basic Life Support of the American Heart Association or the American Red Cross. Students are responsible for maintaining CPR certification at this level while enrolled in the Program.
8. Demonstration of a people or service orientation through community service or extracurricular activities.
9. Motivation for and commitment to healthcare as demonstrated by previous work, volunteer work, or other life experiences.
10. Oral and written communication skills necessary to interact with clients and colleagues.
11. Commitment to abide by Midwestern University Drug-Free Workplace and Substance Abuse Policy.
12. Passage of the Midwestern University criminal background check.
Prerequisite Courses

Students must complete these courses with a grade of C or better; grades of C- are not acceptable:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Anatomy*#</td>
<td>3 Sem/4 Qtr hrs</td>
</tr>
<tr>
<td>Physiology*</td>
<td>3 Sem/4 Qtr hrs</td>
</tr>
<tr>
<td>Statistics</td>
<td>3 Sem/4 Qtr hrs</td>
</tr>
<tr>
<td>Human Development†</td>
<td>3 Sem/4 Qtr hrs</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>3 Sem/4 Qtr hrs</td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td>3 Sem/4 Qtr hrs</td>
</tr>
</tbody>
</table>

*The Anatomy and Physiology requirements may also be fulfilled by taking Anatomy and Physiology I and Anatomy and Physiology II, as some universities offer combined courses.

#Human Anatomy must be completed successfully within 5 years of admission to the Program. The lab component with cadaver experience is strongly recommended.

†The Human Development course requirement refers to at least one course which includes the physical, social, and psychological development throughout the lifespan.

Additional courses in the sciences and mathematics are recommended, including chemistry, physiology, physics, and biology.

General education electives are also recommended to demonstrate competency in English composition, oral communication, problem-solving behavior, logic, and ethical theories.

International Applicants

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

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

- Education Credential Evaluators (ECE): 414/289-3400 or Fax 414/289-3411 (www.ece.org, e-mail: eval@ece.org)
- World Education Service (WES): 212/966-6311 or Fax 212/739-6100 (www.wes.org)
- Josef Silny & Associates International Education Consultants: 305/273-1616 or Fax 305/273-1338 (www.jsilny.com, email: info@jsilny.com)

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

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

Application Process and Deadlines

To be considered for admission to the Occupational Therapy Program, applicants must submit the following to the Office of Admissions:

1. **OTCAS Application**
   - Applicants are required to submit their applications to OTCAS at http://www.otcas.org by February 1, 2013. Please refer to the OTCAS application instructions for specific details about completing the application, required documents, and processing time. The OTCAS application should be available for applicants beginning in August 2012. Due to the large number of applications and the limited number of seats available, applicants are strongly encouraged to complete their OTCAS application early in the cycle. Midwestern University operates on a rolling admissions basis where applications are reviewed throughout the admissions cycle.

2. **Letters of Recommendation**
   - Applicants are required to submit a minimum of two letters of recommendation from professionals to OTCAS (http://www.otcas.org). The Office of Admissions will only accept letters of recommendation received directly from OTCAS. It is preferred that one of the submitted letters is written by an occupational therapist who has supervised or mentored the applicant or a professional who can speak to the applicant’s motivation, experiences in occupational therapy, or readiness for entering the Occupational Therapy Program. The second letter can be written by either a college professor who actually taught the student or a prehealth advisor who knows the applicant well. The applicant should refer to the OTCAS application instructions for specific guidelines and requirements for submitting letters of recommendation.

3. **Completed Applications**
   - The Office of Admissions will send letters verifying receipt of OTCAS applications with all required
materials to all applications who meet the minimum cumulative GPA requirement of 2.75. The letters will also include instructions on checking the status of the required application materials online. Applicants are responsible for tracking the receipt of their application materials and ensuring the submission of all required documents. Only applicants who submit completed applications with all required application materials will be considered for potential entrance into the Program.

Please note: Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address or email address. All application withdrawal requests must be made in writing via e-mail, fax, or letter to:

Midwestern University
Office of Admissions
555 31st St.
Downers Grove, IL 60515
Fax: 630/971-6086
admissil@midwestern.edu

Interview and Selection Process
Students selected for an interview will be notified of available interview dates and invited by the Office of Admissions to schedule their on-campus interview. A typical interview day involves participation in the following activities, which are coordinated by the Office of Admissions: an interview with two interviewers, lunch with current Midwestern University students, a campus tour, and an opportunity to meet with counselors from the admissions office and the financial aid office.

During each interview session, the interviewers question applicant about their academic, personal, and professional aspirations and preparedness for admission to the Occupational Therapy Program, and rate prospective students on a standard evaluation form. These evaluations are included in applicant files provided to the Occupational Therapy Admissions Committee. The Occupational Therapy Admissions Committee meets approximately one to two weeks after the interviews. The Committee reviews the full application file for applicants who were interviewed and then formulates and submits a recommendation to the Dean for action. The Dean, via the Office of Admissions, notifies each applicant in writing of the admission action/decision.

Technical Standards
A candidate must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but a candidate should be able to perform in a reasonably independent manner. Specific technical standards are specified in the Occupational Therapy Program Manual. The technical standards listed below are a summary of the Program specific technical standards that apply to classroom, laboratory and fieldwork environments.

1. Observation: The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.

2. Communication: The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.

3. Motor: Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks. The Occupational Therapy Program requires a candidate to be able to move at least 50 pounds vertically and horizontally.

4. Intellectual, Conceptual, Integrative and Quantitative Abilities: The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.

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

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

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

1. Submit the matriculation agreement and required deposit monies by the date designated in the matriculation agreement. Deposits are applied towards the first quarter’s tuition.
2. Submit official final transcripts from all colleges attended post-high school by the deadline of two weeks (14 days) prior to the first day of classes. Students who are accepted to MWU less than one month prior to the first day of classes will have 30 calendar days from the date of their acceptance to submit all official transcripts to the Office of Admissions. Any special circumstances or requests for exceptions to this policy must be sent to and approved by the Office of the Dean of the college. Students who fail to submit all official final transcripts by the stated deadline may jeopardize their acceptance or continued enrollment in the College.
3. Submit completed medical files documenting completion of a physical exam, immunizations, tuberculosis and titer blood testing as instructed by the Office of Student Services and detailed in the Student Handbook.
4. Meet the Technical Standards for the college.
5. Submit proof of medical and disability insurance coverage. Students may select either a plan offered by an MWU-approved carrier or a comparable plan offered by an outside carrier of their choice, as determined by the Office of Student Services. Insurance must be maintained throughout the entire period of enrollment.
6. Submit additional documents as requested by the Office of Admissions or college.
7. Provide documentation verifying that sufficient funds have been deposited in a U.S. bank, or one of six major Canadian banks, to cover all expenses while attending the college (applies only to non-U.S. citizens or temporary residents who hold student visas). Additional details and application forms are available in the Office of Student Financial Services.
8. Submit a signed Credit Policy Statement.
9. Authorize and pass the MWU criminal background check and/or fingerprinting background check as required by the specific college/school/program.
10. Submit a signed MWU Drug-Free Workplace and Substance Abuse Policy Statement.

Students who fail to satisfy these matriculation requirements or who omit or falsify information required on official admission documents automatically forfeit their seat in the program. Any individual accepted for admission to the college/program who does not comply with stated timelines for submission of all required materials receives no further notification from the college regarding the forfeiture of their seat.

Reapplication Process
Students who receive denial or end-of-cycle letters may reapply for the following year’s admissions cycle. Before reapplying, however, individuals contemplating reapplication should seek the advice of an admissions counselor. To initiate the reapplication process, prospective students must complete and submit a new application and proceed through the standard application process.

Evaluation of Student Performance
Students in the Master of Occupational Therapy Program are formally evaluated at appropriate intervals during the curriculum to assess and document satisfactory progress and achievement of learning objectives and prescribed competencies. These evaluations occur on a regular basis at scheduled times during each course. Depending on the learning and competency outcome objectives, these evaluations are designed to assess the level of knowledge, problem-solving skills, psychomotor and clinical competencies, and behavioral performances of students during each course and/or fieldwork experience. Evaluation methods vary, depending on the course or experiential learning opportunity, and may include formal examinations, written essays, portfolio assignments, design and fabrication projects, psychomotor skill checks, or other methods of determining the extent to which each student has mastered the course content and skill competencies. Student performance in formal examinations is graded on a numerical/alphabetical system using a standard grading scale, which is published in this catalog and the Midwestern University Student Handbook. Students are customarily provided with feedback and grade reports after each examination summarizing their performance on each test item. Students will be required to participate in competency-based evaluations at various intervals throughout their academic tenure.

Evaluations of student performance during the Fieldwork II experiences are formalized using standard evaluation tools established by the American Occupational Therapy Association. In keeping with the Program’s mission to exceed national standards, the Occupational Therapy Program reserves the right to augment the performance criteria required to successfully complete the Fieldwork Level II courses.

Graduation Requirements
To qualify for graduation, students must:

1. Satisfactorily complete all courses with a minimum cumulative GPA of 2.75 or higher;
2. Satisfactorily complete the required minimum number of 132 credit hours in the curriculum;
3. Receive a favorable recommendation for Master’s degree conferral from the Program faculty to the Program Student Academic Review Committee and from this committee to the CHS Student Promotion and Graduation Committee;
4. Receive a favorable recommendation for Master’s degree conferral from the University Faculty Senate;
5. Settle all financial accounts with the University; and
6. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

**Licensure Requirements**
Occupational Therapy is a registered and/or licensed profession in all 50 states. To become licensed to practice as an occupational therapist in most states (including Illinois), a student must graduate from an ACOTE-accredited or approved educational program and pass the national certification examination for the occupational therapist administered by NBCOT. Most states (including Illinois) require status as an occupational therapist registered (OTR) to become a licensed occupational therapist (OTR/L). Most states require licensure in order to practice. A prior felony conviction may affect a graduate’s ability to sit for the NBCOT Certification Exam or attain state licensure.

**Curriculum**
The professional master’s curriculum is composed of 43 required course credits (quarter hours) for the first calendar year, 65 required course credits for the second calendar year, and 24 required course credits for the third calendar year, for a total of 132 quarter credits. Fieldwork courses are placed in the first, second, and third years of the curriculum and include two 1-credit Level I experiences and two 12-credit Level II Fieldwork experiences. Moreover, faculty-guided and supervised learning opportunities in the community are pivotal learning experiences during the second year which reinforce and expand students’ mastery of content and skill performance related to occupational therapy evaluation and intervention.

Students’ proficiency in evaluation and intervention, independent decision-making and critical thinking are emphasized during Fieldwork II-A and II-B of the curriculum, which occur during the summer and fall quarters of the third professional year. Fieldwork experiences are offered in clinical, community, hospital, school, and other facilities that have a legal agreement with the University and are located throughout the continental United States.

The Midwestern University College of Health Sciences Occupational Therapy Program reserves the right to alter its curriculum however and whenever it deems appropriate.

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**First Professional Year:**

<table>
<thead>
<tr>
<th>Total Quarter Credit Hours Required:</th>
<th>43</th>
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<tbody>
<tr>
<td><strong>Fall Quarter</strong></td>
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<tr>
<td>CORE 1599 Healthcare Issues</td>
<td>1</td>
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<tr>
<td>OTHE 0505 Human Conditions I</td>
<td>3</td>
</tr>
<tr>
<td>OTHE 0510 OT Foundations</td>
<td>2</td>
</tr>
<tr>
<td>OTHE 0520 Theoretical Constructs I</td>
<td>3</td>
</tr>
<tr>
<td>OTHE 0540 OT Analysis I</td>
<td>2</td>
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<tr>
<td>OTHE 0541 OT Analysis II</td>
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<tr>
<td>OTHE 0583 Neuroscience I</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

| Winter Quarter | |
| ANAT 0503 Anatomy | 4 |
| OTHE 0525 Human Conditions II | 3 |
| OTHE 0550 Fieldwork Foundations I | 0.5 |
| OTHE 0560 Occupational Roles and Participation | 2 |
| OTHE 0584 Neuroscience II | 3 |
| Total | 12.5 |

| Spring Quarter | |
| OTHE 0526 Human Conditions III | 3 |
| OTHE 0536 Fieldwork I-A | 1 |
| OTHE 0551 Fieldwork Foundations II | 0.5 |
| OTHE 0561 OT Analysis III | 2 |
| OTHE 0581 Kinesiology | 3 |
| OTHE 0585 Evaluation and Treatment I: Foundations | 5 |
| Total | 14.5 |

**Second Professional Year:**

<table>
<thead>
<tr>
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</tr>
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<tbody>
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<tr>
<td>OTHE 0626 Human Conditions IV</td>
<td>3</td>
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<td>OTHE 0628 Research I</td>
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<tr>
<td>OTHE 0637 OT Group Process</td>
<td>2</td>
</tr>
<tr>
<td>OTHE 0641 Orthotics I</td>
<td>2</td>
</tr>
<tr>
<td>OTHE 0655 Evaluation and Treatment II: Children</td>
<td>5</td>
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<tr>
<td>Total</td>
<td>15</td>
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</table>
Fall Quarter
OTHE 0630 Research II 3
OTHE 0642 Orthotics II 2
OTHE 0652 Upper Extremity Rehabilitation 4
OTHE 0657 Pediatric Practice 3
OTHE 0675 Evaluation and Treatment III: Adult 5
Total 17

Winter Quarter
OTHE 0631 Research III 3
OTHE 0650 Fieldwork Foundations III 0.5
OTHE 0667 Psychosocial Practice 3
OTHE 0678 Administration & Leadership 3
OTHE 0685 Evaluation and Treatment IV: Seniors 5
OTHE 0689 Work Rehabilitation & Health Promotion 3
Total 17.5

Spring Quarter
OTHE 0620 Theoretical Constructs II 3
OTHE 0633 Research IV 3
OTHE 0636 Fieldwork I-B 1
OTHE 0651 Fieldwork Foundations IV 0.5
OTHE 0662 Physical Agents 2
OTHE 0687 Adult Practice 3
OTHE 0694 Program Development 3
Total 15.5

Third Professional Year:
Total Quarter Credit Hours Required: 24

Summer Quarter
OTHE 0795 Fieldwork II-A 12
Total 12

Fall Quarter
OTHE 0796 Fieldwork II-B 12
Total 12

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

ANAT 0503 Anatomy
This course provides fundamental knowledge of normal human structure and function. The emerging theme will be the interrelationships between structural design and functional capabilities. During this course, basic components including tissues, muscles, nerves, bones and joints will be covered. The musculoskeletal system in particular will be highlighted in both lecture and laboratory formats.
4 credits

CORE 1599 Healthcare Issues
Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. The various roles health care professionals play on a medical team will be introduced to first-year students via practitioner-patient demonstrations utilizing a surrogate patient. Additional lectures will introduce students to the Health Insurance Portability and Accountability Act (HIPAA), and the concept of biomedical research.
1 credit

OTHE 0505 Human Conditions I
This course is designed to introduce students to issues pertaining to clients with psychiatric disorders, to techniques used in psychiatry to evaluate and diagnose clients, and finally to present an overview of psychiatric conditions within the Diagnostic and Statistical Manual-IV-TR classification system. Implications for occupational therapy practice are introduced.
3 credits

OTHE 0510 OT Foundations
This is an introductory course that focuses on the foundations and scope of occupational therapy practice. The philosophy of the profession, with its emphasis on occupation and adaptation, will be presented from both historical and current perspectives. The characteristics of the profession, including service delivery models and settings for occupational therapy practice, role delineations and professional ethics will be included.
2 credits

OTHE 0520 Theoretical Constructs I
This course is the first of a two course series that introduces the philosophical assumptions, theories, models of practice, and frames of reference within occupational therapy practice. Applications to one's life and previous exposure to occupational therapy will be incorporated.
3 credits

OTHE 0525 Human Conditions II
This course addresses the risk factors, clinical signs and symptoms, pathogenesis, medical tests and treatments, and differential diagnosis of selected diseases/problems most
common to the pediatric population. The impact on function is addressed. Prevention of the diseases/problems is emphasized, and current research in etiology and treatment will be discussed.
3 credits

**OTHE 0526 Human Conditions III**
This course addresses the risk factors, clinical signs and symptoms, pathogenesis, medical tests and treatments, and differential diagnosis of selected diseases/problems most common to the adult population. The impact on function is addressed. Prevention of the diseases/problems is emphasized, and current research in etiology and treatment will be discussed.
3 credits

**OTHE 0536 Fieldwork I-A**
Fieldwork experience consisting of guided learning experiences in various healthcare and/or community settings that provides students with direct opportunities to observe and interact with clients engaged in functional living activities that are appropriate for their respective cognitive, psychosocial, and physical stage of development. Observational and documentation skills are emphasized.
1 credit

**OTHE 0540 OT Analysis I**
This introductory course emphasizes the value and use of purposeful activities in occupational therapy. The development of occupational performance skills in work, self-care, and play/leisure is highlighted. Activity analysis, problem solving and teaching processes are emphasized.
2 credits

**OTHE 0541 OT Analysis II**
This introductory course emphasizes the recognition, assessment, measurement, and description of normal and abnormal movement in static and dynamic activities. The development of skills necessary to accurately measure and assess joint range of motion and muscle strength is emphasized.
2 credits

**OTHE 0550 Fieldwork Foundations I**
This course introduces the student to the clinical education program, including its goals and objectives, the types of clinical education experiences provided, and the expectations for student participation. Students will also begin to focus on increasing self-awareness through reflective exercises to foster development of professional behaviors.
0.5 credits

**OTHE 0551 Fieldwork Foundations II**
This course focuses on the clinical education program, including the types of clinical education experiences recently provided, and the outcomes of student participation. The focus of this course is to facilitate student development of "therapeutic attitude" witnessed during fieldwork, and to increase self-awareness through self-reflective and experiential exercises to foster development of professional behaviors.
2 credits

**OTHE 0560 Occupational Roles and Participation**
This course provides students with an in-depth inquiry into the essential principle of the profession – occupation – and the ways in which everyday occupation provides meaning, continuity, and perspective to our lives. Occupational engagement, experience, and performance will be addressed, and ways in which occupation contributes to well-being and participation in daily life will be highlighted.
3 credits

**OTHE 0561 OT Analysis III**
This course emphasizes the use of activities to facilitate independence in functional living including performance in self-care, work, and play/leisure. Selected assessment procedures and therapeutic adaptations are emphasized.
2 credits

**OTHE 0581 Kinesiology**
Basic biomechanical concepts are addressed in this course and their application to occupational therapy treatment in relation to force analysis and its implications on functional movement and activity. The structure and function of joints, connective tissue and muscle are addressed. Components of normal movement in the trunk and extremities are discussed in relation to static and dynamic movement and activity. The influence of task and pathology on function of the musculoskeletal system is discussed.
3 credits

**OTHE 0583 Neuroscience I**
This is the first of two courses designed to develop the student’s knowledge base of neuroscience to a level required for clinical practice. Throughout the two courses there will be an integration of information about principal structural components, corresponding functions of the nervous system and the impact of neurological dysfunction on human occupation.
3 credits

**OTHE 0584 Neuroscience II**
This course continues to develop the students' knowledge base of neuroscience to a level required for clinical practice. It provides opportunities to apply neuroscience principles to the evaluation and treatment of occupational performance. Throughout the two neuroscience courses, there is an integration of information about principal structural components, corresponding functions of the nervous system and the impact of neurological dysfunction upon human occupation.
3 credits

Prerequisite: OTHE 0583 Neuroscience I
OTHE 0585 Evaluation and Treatment I: Foundations
This course is an introduction to the occupational therapy process, with learning opportunities designed to develop essential skills required for effective therapeutic intervention. This course emphasizes client-centered approaches to evaluation and intervention with clients throughout the lifespan. Clinical reasoning and critical thinking skill development are emphasized.
5 credits

OTHE 0620 Theoretical Constructs II
This course focuses on the synthesis and evaluation of specific models of practice and frames of reference as related to occupational therapy practice and education. Application to fieldwork and experiential learning opportunities will be highlighted.
3 credits
Prerequisite: OTHE 0520 Theoretical Constructs I

OTHE 0626 Human Conditions IV
This course addresses the risk factors, clinical signs and symptoms, pathogenesis, medical tests and treatments, and differential diagnosis of selected diseases/problems most common to the elderly population. The impact on function is addressed. Prevention of the diseases/problems is emphasized, and current research in etiology and treatment will be discussed.
3 credits

OTHE 0628 Research I
This course provides content foundational to understanding and applying current research that affects practice and the provision of occupational therapy services. The importance of research, analysis of current professional literature, understanding and interpreting basic research methodologies/designs will be highlighted. The process of choosing an area of research focus, developing appropriate questions, and beginning the literature review will be emphasized.
3 credits

OTHE 0630 Research II
Self-directed learning is emphasized in the development of beginning research skills for individual and small group research projects. The development of a research proposal, including the introduction, research questions, research design, and anticipated outcomes will result in a completed project submitted for institutional (IRB) approval.
3 credits
Prerequisite: OTHE 0628 Research I

OTHE 0631 Research III
Self-directed learning builds upon work completed in prerequisite courses to carry out research studies that evaluate clinical practice and/or service delivery. Institutional Review Board (IRB) approval initiates the processes of subject recruitment, data collection, and the initial analysis of results.
3 credits
Prerequisite: OTHE 0630 Research II

OTHE 0633 Research IV
This is the fourth course in the research course series. Results from the previous coursework are subjected to descriptive or statistical analysis and integrated with current literature in occupational therapy. Projects ultimately relate theory to practice, demonstrate synthesis of advanced knowledge in a practice area, with an outcome of a completed manuscript appropriate for publication in a peer-reviewed journal.
3 credits
Prerequisite: OTHE 0631 Research III

OTHE 0636 Fieldwork I-B
Fieldwork experience consists of guided learning experiences in various healthcare and/or community settings that provides students with direct opportunities to observe and interact with clients engaged in functional living activities that are appropriate for their respective cognitive, psychosocial, and physical stage of development. Observational and documentation skills are emphasized.
1 credit

OTHE 0637 OT Group Process
This course provides students with opportunities to learn basic principles of group process and is presented in a laboratory format. Occupational therapy and group application, conflict resolution, problem solving, working with others, and phases of group development are emphasized.
2 credits

OTHE 0641 Orthotics I
This course will introduce the fundamental principles involved in the application of basic orthotic devices within the practice of occupational therapy. Emphasis will be placed on anatomical and biomechanical principles as they pertain to orthotic design and utilization, principles of orthotic selection/application and the fabrication process of three basic orthoses.
2 credits

OTHE 0642 Orthotics II
This course emphasizes the design and fabrication of complex orthotic devices and adaptive equipment to enhance an individual’s ability to perform work, self-care, and play/leisure activities. The refinement of psychomotor and reasoning skills are highlighted.
2 credits
Prerequisite: OTHE 0641 Orthotics I
OTHE 0650 Fieldwork Foundations III
This course focuses on the clinical education program, including the types of clinical education experiences recently provided, and the outcomes of student participation. The focus of this course is to facilitate student development of a “therapeutic attitude” witnessed during fieldwork, and to increase self-awareness through self-reflective and experiential exercises to foster development of professional behaviors.
0.5 credits

OTHE 0651 Fieldwork Foundations IV
This course focuses on the clinical education program, including the types of experiences recently provided, and the outcomes of student participation in Fieldwork levels I and II. This course will further develop the student attitudes required for the therapeutic process. Students will also focus on reflective and experiential experiences which foster development of professional behaviors that will impact the clinical experience and their future professional careers.
0.5 credits

OTHE 0652 Upper Extremity Rehabilitation
This course focuses on advanced evaluation and intervention strategies for the remediation of physical limitations that are primarily musculoskeletal in nature. Emphasis will be placed on impairments of the upper extremity and their effect on functional performance.
4 credits

OTHE 0655 Evaluation and Treatment II: Children
This course emphasizes the application of selected models of practice and strategies for occupational therapy practice with children who have occupational performance dysfunction related to developmental, neuromotor, psychosocial, or medical disabilities. Therapeutic approaches and clinical skills for working with children and families within the home, community, and clinical settings will be emphasized.
5 credits
Prerequisite: OTHE 0650 Fieldwork Foundations

OTHE 0657 Pediatric Practice
The focus of this course is on the application of occupational therapy evaluation and intervention to practice with children in various settings. Problem-based and case-based methodologies are utilized to facilitate students’ ability to generate applications to occupational therapy practice.
3 credits
Prerequisite: OTHE 0655 Evaluation and Treatment II: Children

OTHE 0662 Physical Agents
This course addresses the theoretical principles and physiological, neurophysiological and electrophysical changes that occur as a result of the application of selected physical modalities. Course content includes information on pain control theories, wound healing principles and the response of tissue to the application of physical modalities. Therapeutic hydrotherapy, theromotherapy, and electrotherapy, when used as an adjunct to, or in preparation for, therapeutic occupation, is highlighted.
2 credits

OTHE 0667 Psychosocial Practice
This course provides an in-depth analysis of the use of occupational therapy in psychosocial settings. Analysis of current models of practice, philosophical and theoretical frameworks, and occupational therapy practice are critiqued. Analytical thought, clinical reasoning, logic, and critical thinking are emphasized.
3 credits

OTHE 0675 Evaluation and Treatment III: Adult
This course emphasizes the application of selected models of practice and strategies for occupational therapy practice with adults who have occupational performance dysfunction related to cognitive, perceptual, psychosocial, and neuromotor disabilities. Therapeutic approaches and clinical skills for working with individuals within the home, community, and clinical settings will be emphasized.
5 credits
Prerequisite: OTHE 0655 Evaluation and Treatment II: Children

OTHE 0678 Administration & Leadership
Basic administrative skills are emphasized, including strategic planning, business plans, legal issues, fiscal management, reimbursement, organization, and personnel management. These applications will provide the tools for the development of occupational therapy service delivery. Leadership is addressed from organizational and professional perspectives.
3 credits

OTHE 0685 Evaluation and Treatment IV: Seniors
This course emphasizes the application of selected models of practice and strategies for occupational therapy practice with older adults who have occupational performance dysfunction related to cognitive, psychosocial, neuromotor, and medical disabilities. Therapeutic approaches and clinical skills for working with individuals within the home, community, and clinical settings will be emphasized.
5 credits
Prerequisite: OTHE 0675 Evaluation and Treatment III: Adult

OTHE 0687 Adult Practice
The focus of this course is on the application of occupational therapy evaluation and intervention to practice with adults in various settings. Problem-based and case-based methodologies are utilized to facilitate student’s ability to generate advanced applications to occupational therapy practice.
3 credits
Prerequisite: OTHE 0675 Evaluation and Treatment III: Adult
OTHE 0689 Work Rehabilitation & Health Promotion
This course focuses on the application of occupational therapy evaluation and treatment approaches to work rehabilitation. The application of ergonomic principles and functional capacity evaluations to varied work settings is emphasized. Health promotion and prevention throughout the lifespan are also highlighted.
3 credits

OTHE 0694 Program Development
Using skills from the previous administration course, and developing skills in grant-writing, students work in small groups to develop a realistic model for occupational therapy service provision within an agency or institution, private clinic, or community setting. Emerging and non-traditional areas of practice are emphasized.
3 credits
Prerequisite: OTHE 0678 Administration & Leadership

OTHE 0795 Fieldwork II-A
This three month internship is comprised of supervised field experience with clients and/or client groups who exhibit a variety of medical conditions, which include physical and/or psychosocial disabilities. This internship emphasizes the development of disciplined, higher-level critical thinking skills necessary to plan and provide high-quality client care. Students are supervised by registered occupational therapists with a minimum of one year of experience.
12 credits
Prerequisite: Successful completion of all prior courses

OTHE 0796 Fieldwork II-B
This three month internship is comprised of supervised field experience with clients and/or client groups who exhibit a variety of medical conditions, which include physical and/or psychosocial disabilities. This internship emphasizes the development of disciplined, higher-level critical thinking skills necessary to plan and provide high-quality client care. Students are supervised by registered occupational therapists with a minimum of one year of experience.
12 credits
Prerequisite: Successful completion of all prior courses

ELECTIVE COURSE DESCRIPTIONS

OTHE 0800 Independent Study
This course is designed to facilitate scholarly inquiry into a topic related to a specific component of occupational therapy theory and practice. Course content, assignments and learning outcomes are developed in collaboration with the faculty mentor and the student, and the Program Director must approve the plan. Course credit is variable depending on the scope of work to be accomplished.
1-3 credits
Prerequisite: Permission of the Instructor

FACULTY
Kimberly A. Bryze, Ph.D., OTR
University of Illinois at Chicago
College of Education
Director and Associate Professor

Susan Cahill, M.A.E.D., OTR
University of Illinois at Chicago
College of Applied Health Sciences
Assistant Professor

Brad Egan, O.T.D., OTR
Creighton University
School of Pharmacy and Health Professions
Assistant Professor

Susanne A. Higgins, M.H.S., OTR
University of Indianapolis
College of Health Sciences
Instructor

Lisa J. Knecht-Sabres, D.H.S., OTR
University of Indianapolis
College of Health Sciences
Assistant Professor

Mark Kovic, O.T.D., OTR
University of Illinois at Chicago
College of Applied Health Sciences
Assistant Professor

Dana M. Lingle, M.H.S, OTR
University of Indianapolis
College of Health Sciences
Assistant Professor

Lisa Mahaffey, M.S., OTR
University of Illinois at Chicago
College of Applied Health Sciences
Assistant Professor

Emily Simpson, M.S., OTR
University of Illinois at Chicago
College of Applied Health Sciences
Assistant Professor

LaVonne St. Amand, M.P.H., OTR
University of Hawaii
College of Public Administration
Academic Fieldwork Coordinator and Assistant Professor

Minetta Wallingford, M.H.S., OTR
University of Indianapolis
College of Health Sciences
Academic Fieldwork Coordinator and Assistant Professor
DOCTOR OF HEALTH SCIENCE DEGREE

MISSION
The Midwestern University Doctor of Health Science degree prepares occupational therapists, physical therapists and other health professionals to acquire and integrate knowledge in an advanced practice area, engage in clinical scholarship, and teach in academic and clinical settings.

ACCREDITATION
Midwestern University is accredited by The Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools (NCA), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413; 800/621-7440.

DEGREE DESCRIPTION
Midwestern University’s Physical Therapy and Occupational Therapy Programs jointly offer a course of study leading to the Doctor of Health Science (DHS) degree. The goal of this full or part-time inter-professional doctoral degree curriculum is to prepare licensed physical therapists, occupational therapists and other health professionals for advanced and specialized professional roles. The 72-credit, quarter-based curriculum includes 32 credits of required core courses, 16 credits in an emphasis area, 8 credits of elective coursework and 16 credits of practice scholarship that are specific to the emphasis areas of individual students. Twenty (20) additional quarter credit hours of graduate level coursework will be required of students who are accepted for the DHS degree without a post-baccalaureate degree. These additional credit hours may be taken prior to or after matriculation in the DHS program and may include DHS courses outside the student’s emphasis area, graduate courses offered by other Midwestern University programs, and graduate courses taken at other accredited institutions provided: 1) the courses were not used to fulfill the requirements for the awarding of another degree; and 2) the courses are approved by the DHS Curriculum Committee for inclusion in the student’s individualized curricular plan. Initially geriatrics, pediatrics, and health professions education emphasis areas will be offered. To accommodate the needs of working professionals, the coursework is offered in a variety of formats.

The focus of the post-professional doctorate degree curriculum is to prepare physical therapists, occupational therapists and other health professionals to advance their professions through leadership, scholarship and advocacy in a wide range of community, institutional, and non-traditional practice settings. The degree also prepares graduates to develop and implement solutions to the health issues of our society and to teach in academic and clinical settings.

Program Objectives
Upon completion of the DHS degree, graduates are expected to be able to:

1. Evaluate and validate clinical practice through scientific investigation;
2. Analyze and influence public policy related to healthcare services;
3. Evaluate, synthesize, utilize and disseminate the scholarship related to discovery, integration, application and teaching;
4. Utilize evidence-based practice and outcomes assessment and scientific thinking for making clinical decisions;
5. Synthesize the scholarship related to a specific area of practice and use it to develop novel solutions to practice problems;
6. Write and defend a proposal for a scholarly project; and
7. Complete a scholarly project in an emphasis area at a depth and breadth that is suitable for dissemination in a peer-reviewed venue.

These objectives are accomplished through:

1. An innovative interdisciplinary program;
2. Individualized plans of study that are collaboratively developed by a student and a faculty advisor;
3. A strong foundation of content in the scholarship of health professional practice;
4. An emphasis on scholarly thinking, complex clinical decision-making, outcomes analysis, and evidence-based practice;
5. An educational environment designed to promote learning; and
6. Coursework offered in a variety of formats including evening and weekend on-campus instruction, web-based instruction and small group independent study.
The Doctor of Health Science degree curriculum is part time and may be completed in 2.0 - 4.75 years. The maximum allotted time for completion of the doctorate program is 7 years.

ADMISSIONS

The College of Health Sciences Doctor of Health Science degree program considers for admission those students who possess the academic and professional promise necessary for development as leaders, advocates, and advanced practitioners within the healthcare community. To select these candidates, a competitive admissions framework has been established. Within this competitive admissions framework, multiple criteria are used to select the most qualified candidates.

The Doctor of Health Sciences degree program operates on a rolling admissions basis in which completed applications are reviewed throughout the admissions cycle to determine applicant eligibility for interviews. Admission decisions are generally made within one to two weeks of the interview.

Admission Requirements

Students seeking admission to the Doctor of Health Science degree program must submit the following documented evidence:

1. Practice as a health professional or health educator in a United States jurisdiction. A current license may not be required of applicants to the Health Professions Education track only.

2. Complete a baccalaureate degree from a regionally accredited college or university. It is anticipated that most students will have a Master’s degree or higher. Students matriculating in the DHS Degree program without a Master’s degree or higher will be required to demonstrate mastery of content equivalent to a Master’s degree. A committee of three DHS faculty members will evaluate an applicant’s knowledge in a clinical area and utilization of scholarly information. Evidence of knowledge in a clinical area requires achievement of one of the following criteria: graduation from a credentialed residency or fellowship program, or certification as a clinical specialist, or certification from a recognized professional organization (e.g.; certified by National Strength and Conditioning Association as a Certified Strength and Conditioning Specialist®, certified by Academy of Lymphatic Studies as a lymphedema specialist, neurodevelopment therapy certificate), or instructor of two or more distinct short courses on advanced practice topics approved by a professional association or state licensing body for continuing education of health professionals or completion of two or more clinically-oriented graduate courses with a grade of B or higher. Evidence of the ability to utilize scholarly information includes completion of one of the following criteria: a scholarly publication in a peer-reviewed journal, or two or more scholarly presentations in peer-reviewed venues, or two or more chapters published in professional textbooks, or completion of two or more graduate courses with a grade of B or higher in research and statistics or requiring the analysis and synthesis of research. Applicants must submit notarized copies of certificates of completion, copies of publications, copies of handouts from invited presentations and documentation of teaching experience.

3. Provide transcripts for all post-secondary and professional education.

4. Demonstrate achievement of a minimum cumulative GPA of 3.00 on a 4.0 scale; applicants with a cumulative GPA between 2.75 and 2.99 will be considered on an individual basis.

5. Provide two completed DHS reference forms that describe a candidate’s potential to complete the DHS degree program.

6. Successfully complete an interview with DHS faculty.

7. Provide a statement of how the DHS degree fits into the applicant’s career goals.

8. Possess oral and written communications skills necessary to interact with patients and colleagues.

9. Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.

10. Pass the Midwestern University criminal background check.

International Applicants

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

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

- Education Credential Evaluators (ECE): 414/289-3400 or Fax 414/289-3411 (www.ece.org, e-mail: eval@ece.org)
- World Education Service (WES): 212/966-6311 or Fax 212/739-6100 (www.wes.org)
- Josef Silny & Associates International Education Consultants: 305/273-1616 or Fax 305/273-1338 (www.jsilny.com, email: info@jsilny.com)
International applicants who do not provide documentation of acceptable US or Canadian course/degree equivalency will not receive credit, and will be required to complete all prerequisite courses at an accredited college or university in the United States, or at a recognized post-secondary institution in Canada that uses English as its primary language of instruction and documentation.

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

**Application Process and Deadlines**

Applications may be submitted at any time during the year and at least 4 weeks prior to the quarter in which the applicant is seeking admission. To be considered for admission to the Doctor of Health Science degree program, applicants must submit the following to the Office of Admissions:

1. **Completed Applications**
   - The application forms and instructions are accessible at www.midwestern.edu. For questions about the application or admissions process, contact the Office of Admissions as noted below. Applications must include a nonrefundable, nonwaivable application fee of $50.

2. **Letters of Recommendation**
   - Applicants are required to submit a minimum of two signed and sealed DHS reference forms sent directly to the Office of Admissions from professionals who know the applicant well.

3. **Official transcripts** from every undergraduate, graduate, or professional school attended. Each transcript MUST be signed and sealed by the registrar of each institution.

**Please Note:** Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address or e-mail address. All application withdrawal requests must be made in writing via e-mail, fax, or letter to:

Midwestern University  
Office of Admissions  
555 31st Street  
Downers Grove, IL 60515  
Fax: 630/971-6086  
e-mail: admissil@midwestern.edu

**Interview and Selection Process**

If after reviewing the completed admissions file the applicant is considered eligible for an interview, the applicant is notified of available interview dates and invited by the Office of Admissions to schedule an on-campus interview.

A typical interview day involves participation in the following activities, which are coordinated by the Office of Admissions: an interview with at least one DHS faculty member and an opportunity to meet with an admissions counselor and the financial aid office.

During each interview session, the interviewer questions the applicants about their academic, personal, and professional aspirations and preparedness for admission, and rates prospective students on a standardized evaluation form. These evaluations are included in applicant files provided to the Doctor of Health Science Admissions Committee. The Doctor of Health Science Admissions Committee meets periodically to review the completed application files of applicants who have been interviewed and then submits recommendations to the Dean for final approval. The Dean, via the Office of Admissions, notifies applicants in writing of the admissions committee’s decisions.

**Technical Standards**

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

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.

2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.

3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.

4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.

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

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

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

1. Submit the matriculation agreement and required deposit monies by the date designated in the matriculation agreement. Deposits are applied towards the first quarter’s tuition.
2. Submit official final transcripts from all colleges attended post-high school by the deadline of two weeks (14 days) prior to the first day of classes. Students who are accepted to MWU less than one month prior to the first day of classes will have 30 calendar days from the date of their acceptance to submit all official transcripts to the Office of Admissions. Any special circumstances or requests for exceptions to this policy must be sent to and approved by the Office of the Dean of the college. Students who fail to submit all official final transcripts by the stated deadline may jeopardize their acceptance or continued enrollment in the College.
3. Submit completed medical files documenting completion of a physical exam, immunizations, tuberculosis and titer blood testing as instructed by the Office of Student Services and detailed in the Student Handbook.
4. Meet the Technical Standards for the college.
5. Submit proof of medical and disability insurance coverage. Students may select either a plan offered by an MWU-approved carrier or a comparable plan offered by an outside carrier of their choice, as determined by the Office of Student Services. Insurance must be maintained throughout the entire period of enrollment.
6. Submit additional documents as requested by the Office of Admissions or college.
7. Provide documentation verifying that sufficient funds have been deposited in a U.S. bank, or one of six major Canadian banks, to cover all expenses while attending the college (applies only to non-U.S. citizens or temporary residents who hold student visas). Additional details and application forms are available in the Office of Student Financial Services.
8. Submit a signed Credit Policy Statement.
9. Authorize and pass the MWU criminal background check and/or fingerprinting background check as required by the specific college/school/program.
10. Submit a signed MWU Drug-Free Workplace and Substance Abuse Policy Statement.

Students who fail to satisfy these matriculation requirements or who omit or falsify information required on official admission documents automatically forfeit their seat in the program. Any individual accepted for admission to the college/program who does not comply with stated timelines for submission of all required materials receives no further notification from the college regarding the forfeiture of their seat.

EVALUATION OF STUDENT PERFORMANCE
Students in the Doctor of Health Science degree program are formally evaluated at appropriate intervals during the curriculum to assess and document satisfactory achievement of learning objectives. Students are graded on a numerical/alphabetical system using a standard grading scale, which is published in the College of Health Sciences section of the Midwestern University Catalog.

GRADUATION REQUIREMENTS
To qualify for graduation, students must:

1. Satisfactorily complete all courses with a minimum grade of B- and a cumulative GPA of 3.00 or higher;
2. Satisfactorily complete the scholarship project;
3. Satisfactorily complete the required minimum of 72-quarter credit hours in the curriculum (92-quarter credit hours for those matriculating without a post-baccalaureate degree);
4. Receive a favorable recommendation for doctoral degree conferral from the Doctor of Health Science Academic Review Committee and the CHS Student Promotion and Graduation Committee;
5. Receive a favorable recommendation for doctoral degree conferral from the University Faculty Senate;
6. Settle all financial accounts with the institution; and
7. Have a properly completed and signed graduation clearance form submitted to the Office of the Registrar.
**CURRICULUM**

The 72-credit, quarter-based curriculum includes 32 credits of required core courses, 16 credits in an emphasis area, 8 credits of elective coursework and 16 credits of practice scholarship that are specific to the emphasis area of individual students. Initially, the geriatrics, pediatrics, and health professions education emphasis areas will be offered. An additional 20 credits will be required for students matriculating without a post-baccalaureate degree.

In collaboration with a faculty advisor, each student will create an individualized curricular plan. The curricular plan will identify:

1. The student's emphasis area (pediatrics, geriatrics, or health professions education)
2. Student-specific educational objectives
3. The courses that the student must complete to fulfill the DHS degree requirements and achieve the student-specific objectives
4. One or more potential DHS topics for the student's scholarly project

The individualized plan of study must be approved by the DHS Education Committee during the initial quarter of matriculation. Once approved, the individualized plan of study becomes the curriculum for the individual student. Major modifications to the plan must be approved by the Education Committee. Prior to initiating work on the scholarship project, the proposal for the project must be approved by the student's Scholarship Project Committee, which will be chaired by a faculty member with a post-professional doctoral degree (Ph.D., Ed.D., D.Sc., D.H.S.).

The Midwestern University College of Health Sciences Doctor of Health Science degree program reserves the right to alter the curriculum and to reschedule courses however and whenever it deems appropriate.

**Sample Program for a Part-Time Student Selecting the Pediatric Emphasis Area:**

**First Professional Year:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>DHSC 1501</td>
<td>Foundations of Research</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td>DHSC 1503</td>
<td>Scholarship of Practice</td>
<td>4</td>
</tr>
<tr>
<td>DHSC 1611</td>
<td></td>
<td>Standardized Assessment of Infants and Children</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>with Disabilities</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
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**Second Professional Year:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>DHSC 1502</td>
<td>Public Policy and Healthcare</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td>DHSC 1612</td>
<td>Interventions for Infants and Children with Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Spring</td>
<td>DHSC 1606</td>
<td>Methods in Qualitative and Quantitative Research</td>
<td>4</td>
</tr>
<tr>
<td>DHSC 1714</td>
<td></td>
<td>Advanced Practice: Families of Infants and Children with Disabilities</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Summer</td>
<td>DHSC 1607</td>
<td>Statistics for Clinical Research</td>
<td>4</td>
</tr>
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**Third Professional Year:**

<table>
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<tr>
<th>Term</th>
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<th>Course Title</th>
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<tbody>
<tr>
<td>Fall</td>
<td>DHSC 1715</td>
<td>Independent Study in Pediatric Therapy</td>
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<td>Total</td>
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<td></td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td>DHSC 1608</td>
<td>Scientific Writing</td>
<td>4</td>
</tr>
<tr>
<td>DHSC 1741</td>
<td></td>
<td>Scholarly Project Proposal</td>
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<td>Total</td>
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<tr>
<td>Spring</td>
<td>DHSC 1613</td>
<td>Advances in School-Based Services</td>
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</table>
### FULL-TIME CURRICULUM

Sample Program for a Full-Time Student Selecting the Health Professions Education Emphasis Area:

#### First Professional Year:

<table>
<thead>
<tr>
<th>Season</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>DHSC 1502</td>
<td>Public Policy and Healthcare</td>
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</tr>
<tr>
<td></td>
<td>DHSC 1607</td>
<td>Statistics for Clinical Research</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>DHSC 1631</td>
<td>Health Professions Education: History of Health Professional Education</td>
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#### Fall:

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<th>Course Title</th>
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<tbody>
<tr>
<td>DHSC 1501</td>
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<tr>
<td>DHSC 1505</td>
<td>Educational Roles in Healthcare and Higher Education</td>
<td>4</td>
</tr>
<tr>
<td>DHSC 1735</td>
<td>Independent Study in Health Professions Education</td>
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#### Winter:

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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DHSC 1503</td>
<td>Scholarship of Practice</td>
<td>4</td>
</tr>
<tr>
<td>DHSC 1608</td>
<td>Scientific Writing</td>
<td>4</td>
</tr>
<tr>
<td>DHSC 1632</td>
<td>Principles of Teaching for Health Professional Educators</td>
<td>4</td>
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#### Second Professional Year:

<table>
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<th>Season</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Spring</td>
<td>DHSC 1633</td>
<td>Roles and Responsibilities of Academic Faculty</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>DHSC 1734</td>
<td>Curriculum Development in Health Professional Education</td>
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</tr>
<tr>
<td></td>
<td>DHSC 1735</td>
<td>Independent Study in Health Professions Education</td>
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<tr>
<td>Total</td>
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<td>12</td>
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</table>

#### Summer:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DHSC 1842</td>
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<tr>
<td>DHSC 1843</td>
<td>Scholarship Project</td>
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</tr>
<tr>
<td>DHSC 1844</td>
<td>Scholarship Project</td>
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</tr>
<tr>
<td>Total</td>
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</tbody>
</table>

### COURSE DESCRIPTIONS

Note: Not all courses are offered annually.

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

#### Core Courses

The 8 core courses address research, teaching, utilization and dissemination of scholarship, clinical inquiry, health policy, research design, statistics, and scientific writing. Collectively these core courses provide a foundation for the emphasis area coursework and scholarly project.

**DHSC 1501 Foundations of Research**

This course provides health professionals with knowledge and skills for validating clinical practice through scientific investigation. The student will learn about the research process including: the development of a hypothesis, review of the literature, experimental and quasi-experimental research design, statistical analysis, tests for reliability and validity, guidelines for data collection and analysis, ethics in research, evaluation research and oral presentation of research. 4 credits
DHSC 1502 Public Policy and Healthcare
This course provides health professionals with knowledge and skills for analyzing and influencing public policy related to health. Topics include the U.S. healthcare system, policymaking processes, government and non-government participants in policy development, implementation and evaluation, the role of research in policy development, translation of policy into programs, the policy agenda, interactions among problems, programs and politics. Each student will examine the effectiveness of a public policy related to practice.
4 credits

DHSC 1503 Scholarship of Practice
This course provides health professionals with knowledge and skills needed for the utilization and dissemination of scholarship. The course covers four types of scholarship: discovery, integration, application and teaching as well as standards of scholarly rigor for each scholarship type. Students will develop skill in the analysis of a body of literature, scholarly writing, and review of articles for publication. Students also study how the government influences the creation and dissemination of practice knowledge and how various stakeholders influence government research initiatives.
4 credits

DHSC 1504 Clinical Inquiry
This course provides opportunities for health professionals to examine and refine decision making skills utilized within clinical practice. Primary constructs in this course include utilization of evidence-based practice and outcome assessment within the context of the International Classification of Function, Disability and Health. Students will utilize hypothetical and clinical cases to analyze effective use of evidence-based practice within the clinical decision making process.
4 credits

DHSC 1505 Educational Roles in Healthcare and Higher Education
This course explores the processes and practices of education in professional and university settings. This course focuses on theoretical foundations of teaching and learning, and the educational roles of faculty members and clinicians. Students will apply course concepts to the development of educational offerings in academic and healthcare settings.
4 credits

DHSC 1506 Methods in Qualitative and Quantitative Research Design
This course provides health professionals with knowledge and skills for framing clinical practice and education research questions as well as for utilizing qualitative and quantitative methods for answering these questions. Quantitative methods include experimental, correlational, quasi-experimental, and survey designs. Qualitative methodology, data collection and analysis will also be covered.
4 credits

DHSC 1607 Statistics for Clinical Research
Students will review descriptive statistics and probability prior to developing skill in drawing inferences involving one or more populations, chi-square, ANOVA, bivariate and multiple regression analysis. Correlational analysis and non-parametric statistical tests commonly used in clinical practice and education research will also be covered.
4 credits

DHSC 1608 Scientific Writing
This course prepares health professionals to write and publish scientific papers. The course covers the preparation of scientific manuscripts, including case reports, systematic reviews, original research reports, commentaries and editorials. Scientific style and style manuals, structured abstracts, citation methods, peer review processes and writing ethics will also be covered.
4 credits

Emphasis Area Coursework
Students shall complete 16 credits of advanced courses related to the emphasis area and 8 additional credits of coursework that may include independent study.

Students will be able to select from the following emphasis areas: geriatrics, pediatrics and health professions education.

Pediatric Emphasis Area Courses

DHSC 1611 Standardized Assessment of Infants and Children with Disabilities
Health professionals will analyze: 1) purposes and consequences of standardized and informal testing of infants and children with disabilities; 2) the psychometric properties of specific tests and measures; and 3) evidence supporting the validity of specific test and measures. Students will develop skill in administering standardized assessments and interpreting data generated from standardized assessment tools addressing global child development, motor development and function, social-emotional competence and adaptive behavior.
4 credits

DHSC 1612 Interventions for Infants and Children with Disabilities
Health professionals will analyze: 1) characteristics, structures, and processes associated with effective collaborative teaming and intervention practices; 2) benefits and challenges inherent to working with infants and children with disabilities; 3) evidence to support use of specific
interventions at various points in a child’s development; and 4) methods for ensuring that intervention is effective, developmentally appropriate and child-centered. Students will develop intervention programs for infants and children in many settings.

4 credits

**DHSC 1613 Advances in School-Based Services**
This course prepares health professionals to provide effective early intervention and school-based services for infants and children with disabilities. Students will analyze 1) the need for and challenges inherent to working with students with disabilities in school contexts and settings; 2) clinical skills and attitudes for working with other professionals; 3) administration and interpretation of standardized and informal measures; 4) evidence related to school-based practice; and 5) federal, state and local policies that influence the delivery of therapy services in schools.

4 credits

**DHSC 1714 Advanced Practice: Families of Infants and Children with Disabilities**
Health professionals will acquire the specialized knowledge and expert skills underlying developmentally appropriate and clinically relevant interventions with infants and children with disabilities and their families. Students analyze research on factors that shape individual and family functioning to develop a deep understanding of families’ perspectives and experiences. Cultural sensitivity, cultural competence, collaborative service delivery models, and processes that support effective partnerships among professionals and parents are emphasized.

4 credits

**DHSC 1715 Independent Study in Pediatric Therapy**
This is an intensive course requiring self-directed learning related to a specific component of pediatrics. The purpose of this course is to provide each student with an in-depth understanding of the body of literature underpinning the student’s scholarly project. The plan includes the student’s individual course objectives, scope of work to be accomplished, and grading criteria.

1-4 credits
Prerequisite: Permission of the Instructor

**Geriatric Emphasis Area Courses**

**DHSC 1621 The Aging Sensory Motor System**
This course provides health professionals with advanced knowledge of the aging sensori-motor system. The course includes normal and pathological changes in the neuro-musculo-skeletal system during middle and late adulthood, as well as the consequences of these changes on human movement. Balance during late adulthood will also be covered. Emphasis will be placed on interpretation and integration of contemporary research investigating the plasticity of the musculoskeletal system throughout middle and late adulthood.

4 credits

**DHSC 1622 Motor Control in Late Life**
Health professionals will utilize information from the foundation science of motor control for the assessment and treatment of older adults with movement dysfunction. A physical-dynamical approach will guide the examination/evaluation process. Movement performance will be viewed as an emergent feature of individual, task and environmental constraints that are particularized by initial and boundary conditions. Examination procedures and the process by which interventions are identified and executed will be addressed within this framework.

4 credits
Prerequisite: DHSC 1621 The Aging Sensory Motor System or Permission of the Instructor

**DHSC 1623 Comprehensive Geriatric Evaluation**
Health professionals will design and implement comprehensive multidisciplinary evaluation programs for geriatric clients including the identification and explanation of all problems, cataloguing of resources and strengths, assessment of service needs, and development of coordinated care plans. Topics cover: 1) components of comprehensive assessment; 2) design, implementation and evaluation of comprehensive assessment; and 3) ongoing management of geriatric assessment programs in medical and community settings.

4 credits

**DHSC 1724 Advances in Geriatric Exercise**
Health professionals will gain advanced knowledge about exercise for frail older adults and persons with specific medical conditions common among older adults. Students will integrate physiological principles of exercise with knowledge of biological, psychological and social aging in the design of exercise interventions for individual older adults. Contemporary research related to exercise prescriptions for persons with sarcopenia, osteoporosis, Parkinson disease, diabetes, chronic obstructive pulmonary disease and cerebral vascular disease are emphasized.

4 credits
Prerequisite: DHSC 1622 Motor Control in Late Life or Permission of the Instructor

**DHSC 1725 Independent Study In Geriatric Therapy**
This is an intensive course requiring self-directed learning related to a specific component of geriatrics. The purpose of this course is to provide each student with an in-depth understanding of the body of literature underpinning the student’s scholarly project. The course plan includes the
Health Professions Education Emphasis Area Courses

DHSC 1631 Health Professions Education: History of Health Professional Education
The course requires health professionals to understand and appreciate the socio-political context of health professions education. Students will analyze: 1) biomedical and social forces shaping health professional education; 2) regulation of health professional education; and 3) contemporary issues in health professional education such as degree options, scholarship, and clinical education models.
4 credits

DHSC 1632 Principles of Teaching for Health Professional Educators
Health professionals will differentiate instructional methods utilized in health professions education: lectures, small group processes, simulations and games, and collaborative learning. Students will critically evaluate literature examining the efficacy of these instructional methods. Students will develop skill in teaching content in the cognitive, psychomotor and affective domains. Students will develop skill in the planning and evaluation of learning in the classroom and clinical settings.
4 credits

DHSC 1633 Roles and Responsibilities of Academic Faculty
In this course health professionals will analyze the organization and operation of institutions of higher education as well as the roles of faculty within these institutions. Students will examine the structural interfaces between professional education and academic disciplines. Students will examine responsibilities of academic faculty from the perspectives of: 1) the teaching imperative; 2) the scholarship imperative; 3) the service imperative; and 4) evaluation of faculty.
4 credits

DHSC 1634 Curriculum Development in Health Professional Education
The purpose of this course is to prepare health professionals to develop curricula and courses in higher education settings. Students will examine foundations of curricular design including: 1) curricular philosophy and goals; 2) educational experiences; 3) organization of curricula; and 4) curricular evaluation. Students will develop skill in designing courses and preparing syllabi. The course will also cover trends in professional and post-professional education.
4 credits

DHSC 1735 Independent Study in Health Professions Education
This is an intensive course requiring self-directed learning related to a specific component of health professional education. The purpose of this course is to provide each student with an in-depth understanding of the body of literature underpinning the student’s scholarly project. The course plan includes the student’s individual course objectives, scope of work to be accomplished, and grading criteria.
1-4 credits
Prerequisite: Permission of the Instructor

Scholarship Project Courses
The student will complete a scholarship project in his/her emphasis area at a depth and breadth that is suitable for dissemination in a peer reviewed venue. Four areas of scholarship are appropriate for the DHS degree scholar project: scholarship of discovery, scholarship of integration, scholarship of application or scholarship of practice. The proposal must be approved by a Scholarly Project Committee comprised of a faculty supervisor who agrees to supervise the student during the implementation of the project and two faculty members approved by the DHS degree program coordinator. With the permission from the DHS degree program coordinator, the student may complete this requirement before completing all of the core and emphasis area courses.

DHSC 1741 Scholarly Project Proposal
Students will write a proposal for their scholarship project that clearly articulates the area of scholarship (discovery, integration, application or practice), background, goals, methods appropriate to the goals, relevance within the realm of inquiry, plan for the construction, implementation and evaluation of the scholarly work, plans for a written report that is suitable for dissemination (publication or presentation) in a peer reviewed venue, and a tentative timetable.
1-4 credits

DHSC 1842-1846 Scholarship Project
The scholarship project is completed according to the timetable in the approved proposal. Project changes inconsistent with the proposal and all substantive changes must be approved by the Scholarship Project Committee and DHS degree program coordinator. The Scholarship Project Committee evaluates the scholarly work and written report using criteria consistent with goals and expectations in the approved proposal and prevailing standards for publication in peer review venues appropriate for the scholarship area.
1-12 credits

Field Work
Field work is not required. Field work focusing on the acquisition, integration, expansion and refinement of advanced practice or leadership skills may be a component of a student’s individualized curricular plan. Because field work is considered independent study, the field work experience will be applied to independent study course requirements.
FACULTY

Kimberly A. Bryze, Ph.D., OTR
University of Illinois at Chicago
College of Education
Director of Occupational Therapy Program and Associate Professor

Donna J. Cech, PT, D.H.S., P.C.S.
University of Indianapolis
Krannert School of Physical Therapy
Director of Physical Therapy Program and Professor

Christian C. Evans, PT, Ph.D.
University of Illinois at Chicago
College of Medicine
Associate Professor

Kathy D. Hall, PT, Ed.D.
Northern Illinois University
College of Education
Associate Professor

Timothy A. Hanke, PT, Ph.D.
University of Connecticut
Department of Kinesiology
Associate Professor

Janet O. Helminski, PT, Ph.D.
Northwestern University
Institute for Neuroscience
Department of Neurobiology and Physiology
Associate Professor

Sandra J. Levi, PT, Ph.D.
Northwestern University
School of Education and Social Policy
Associate Director of Doctor of Health Science Degree Program and Associate Professor
**Master of Arts in Biomedical Sciences Program**

**Mission**
The Midwestern University Master of Arts in Biomedical Sciences Program provides students with an in-depth education in the biomedical sciences and graduates students who are competitive applicants for admission into professional programs in healthcare.

**Degree Description**
The Master of Arts in Biomedical Sciences (M.A.) degree is a full-time, three-quarter, graduate level, coursework only program. This program is designed to help students with a bachelor’s degree, preferably with a major in the sciences, improve their academic foundation in the biomedical sciences and enhance their credentials for admission into medical school or other health professional programs. All students take a total of 45 quarter hour credits: 42 required core credits and 3 elective credits. Core courses include: Biochemistry I & II, Human Anatomy (with lab), Human Physiology I & II, Pathophysiology, Medical Microbiology, Molecular Immunology, Pharmacology I, II & III, Neuroscience, Healthcare Issues and Professional Development. The elective credits, offered in a variety of disciplines, include other biomedical science courses and professional preparation courses e.g. Cardiovascular Pharmacology, Medical Spanish, Fundamentals of Research, etc. These electives improve critical thinking and enhance the student’s preparation for professional school applications.

The maximum allotted time for completion of the program is two years.

**Admissions**

**Admission Requirements**
To be considered for admission to the Master of Arts in Biomedical Sciences degree program, applicants must submit the following documented evidence:

1. Completion of a bachelor’s degree (B.A. or B.S.) or higher, preferably with a major in the sciences, from a regionally accredited college or university.

2. A minimum cumulative grade point average (GPA) of 2.75 on a scale of 4.00 for all coursework completed.

3. Two letters of recommendation (or one committee letter from the applicant’s college or university).

4. Official transcripts from each college or university attended.

5. Test scores less than five years old from one of the following:
   - Graduate Record Examination general test (GRE) using the institutional code for Midwestern University of 1769. Contact Educational Testing Services (ETS) at 610/290-8975 or visit www.ets.org/gre
   OR
   - Medical College Admissions Test (MCAT) scores. Contact the MCAT Program Office at 202/828-0690 or visit www.aamc.org/students/applying/mcat
   OR
   - Dental Admissions Test (DAT) scores. Contact the American Dental Association (ADA) at 312/440-2500 or visit www.ada.org.
   OR
   - Pharmacy College Admissions Test (PCAT) scores. Contact Harcourt Assessment, Inc. (also known as Pearson) at 800/622-3231 or visit www.pcatweb.info
   OR
   - Optometry Admissions Test (OAT) scores. Contact Optometry Admission Testing Program at 800/232-2159 or www.opted.org.

6. Completion of the typical prerequisite coursework for admission into medical, dental, optometry or pharmacy schools, including biology, general chemistry, organic chemistry, physics, mathematics, and English; prospective students are responsible for determining the prerequisites for the health professional program and institution of their choice.

7. Completion of the prerequisite courses with grades of C or better (grades of C- are not acceptable).

8. Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.

9. Passage of the Midwestern University criminal background check.
Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Hrs.</th>
<th>Qtr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Biology with lab</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>General Chemistry with lab</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Organic Chemistry with lab</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Physics with Lab</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

International Applicants

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

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

- Education Credential Evaluators (ECE): 414/289-3400 or Fax 414/289-3411 (www.ece.org, e-mail: eval@ece.org)
- World Education Service (WES): 212/966-6311 or Fax 212/739-6100 (www.wes.org)
- Josef Silny & Associates International Education Consultants: 305/273-1616 or Fax 305/273-1338 (www.jsilny.com, email: info@jsilny.com)

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

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

Application Process and Deadlines

To be considered for admission into the Master of Arts in Biomedical Sciences Program, applicants must submit the following items to the Office of Admissions:

1. Completed applications
   - The application, forms and instructions are accessible at www.midwestern.edu; click on the IL Biomedical Sciences Program section. For questions about the application or the admissions process, contact the Office of Admissions. Applications must include a nonrefundable, nonwaivable application fee of $50.

2. Letters of recommendation
   - Applicants must submit two signed and sealed letters of recommendation.

3. Applicants must submit official transcripts from all regionally accredited colleges or universities attended.

4. Applicants must submit standardized test scores that are less than five years old from GRE, MCAT, DAT, PCAT or OAT.

Send application materials to:

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

Please Note: Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address or e-mail address. All requests for applications withdrawal must be made in writing.

Selection Process

The Master of Arts in Biomedical Sciences Program uses a rolling admission process in which completed applications are reviewed and decisions are made at regular intervals during the admissions cycle. The Master of Arts in Biomedical Sciences Program begins in the Fall Quarter. Admission to the Biomedical Sciences Program is considered on a competitive basis for applicants who have achieved the required prerequisites. Multiple criteria are used to select the most qualified candidates, including selection of those students the Admissions Committee feels would benefit the most from the Program. Selection decisions for the Program are made by the Biomedical Sciences Program Admissions Committee with the approval of the Program Director and the Dean of the College of Health Sciences until the class is filled. To maximize their competitiveness within the rolling admission process, candidates are advised to submit their completed applications early in the admission cycle.
After receiving completed application packets, the information provided is verified to determine whether all prerequisite coursework has been completed satisfactorily or will be completed prior to potential matriculation and also to verify the cumulative GPAs for applicants for all completed courses. Completed applications are forwarded to the Biomedical Sciences Program Admissions Committee. Applicants will receive notification in writing of admissions decisions.

Please Note: Applicants may track the receipt of their application materials and the status of their files on the University’s website. Instructions for accessing account information will be sent to the applicant by the Office of Admissions after receipt of the application. Applicants are responsible for notifying the Office of Admissions of any changes in their telephone number, mailing address or e-mail address.

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

1. Observation: The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.

2. Communication: The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.

3. Motor: Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.

4. Intellectual, Conceptual, Integrative and Quantitative Abilities: The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.

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

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

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

1. Submit the matriculation agreement and required deposit monies by the date designated in the matriculation agreement. Deposits are applied towards the first quarter’s tuition.

2. Submit official final transcripts from all colleges attended post-high school by the deadline of two weeks (14 days) prior to the first day of classes. Students who are accepted to MWU less than one month prior to the first day of classes will have 30 calendar days from the date of their acceptance to submit all official transcripts to the Office of Admissions. Any special circumstances or requests for exceptions to this policy must be sent to and approved by the Office of the Dean of the college. Students who fail to submit all official final transcripts by the stated deadline may jeopardize their acceptance or continued enrollment in the College.

3. Submit completed medical files documenting completion of a physical exam, immunizations, tuberculosis and titer blood testing as instructed by the Office of Student Services and detailed in the Student Handbook.

4. Meet the Technical Standards for the college.

5. Submit proof of medical and disability insurance coverage. Students may select either a plan offered by an MWU-approved carrier or a comparable plan offered by an outside carrier of their choice, as determined by the Office of Student Services.
Insurance must be maintained throughout the entire period of enrollment.

6. Submit additional documents as requested by the Office of Admissions or college.
7. Provide documentation verifying that sufficient funds have been deposited in a U.S. bank, or one of six major Canadian banks, to cover all expenses while attending the college (applies only to non-U.S. citizens or temporary residents who hold student visas). Additional details and application forms are available in the Office of Student Financial Services.
8. Submit a signed Credit Policy Statement.
9. Authorize and pass the MWU criminal background check and/or fingerprinting background check as required by the specific college/school/program.
10. Submit a signed MWU Drug-Free Workplace and Substance Abuse Policy Statement.

Students who fail to satisfy these matriculation requirements or who omit or falsify information required on official admission documents automatically forfeit their seat in the program. Any individual accepted for admission to the college/program who does not comply with stated timelines for submission of all required materials receives no further notification from the college regarding the forfeiture of their seat.

Transfer Credit
Students may request the transfer of previous graduate coursework taken at another accredited university to this degree program. However, no more than 4 quarter credit hours can be accepted as transfer credit. Policies for course transfers can be found in the Midwestern University College of Health Sciences Catalog section titled Advanced Placement/Exemption from Coursework.

Graduation Requirements
To qualify for graduation, students must:
1. Follow an approved course of study acceptable to the Biomedical Sciences Program Student Academic Review Committee;
2. Satisfactorily complete all courses with a minimum cumulative grade point average of 2.75;
3. Satisfactorily complete the required minimum of 45 quarter hour credits for the Master of Arts in Biomedical Sciences degree program;
4. Pass all required courses;
5. Receive a favorable recommendation for Master’s degree conferral from the Program faculty to the Program Student Academic Review Committee and from this committee, the CHS Student Promotion and Graduation Committee;
6. Receive a favorable recommendation for Master’s degree conferral from the University Faculty Senate;
7. Settle all financial accounts with the University; and
8. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

Curriculum
Masters of Arts in Biomedical Sciences Program

Total Credit Hours Required 45

Fall Quarter
BIOC 1551 Biochemistry I 3.5
BISC 0530 Professional Development 1
CORE 1599 Healthcare Issues 1
PHAR 0584 Pharmacology I 3
PHYS 1510 Human Physiology I 3.5
Elective 1-3

Winter Quarter
ANAT 0503 Human Anatomy with Laboratory 4
BIOC 1552 Biochemistry II 4.5
MICR 0599 Molecular Immunology 3
PHAR 0585 Pharmacology II 3
PHYS 1511 Human Physiology II 3.5
Elective 1-3

Spring Quarter
ANAT 0520 Human Neuroscience 3
BISC 0580 Pathophysiology 3
MICR 0580 Medical Microbiology 3
PHAR 0586 Pharmacology III 3
Elective 1-3

Total 18-21

Elective Course Options
BIOC 1447 Nutrition in Preventative Medicine 1
BISC 0512 Fundamentals of Research 2
BISC 0560 Research Elective 2
BISC 0850 Intestinal Bacteria in Health and Disease 2
MICR 1304 Agents of Biological and Chemical Warfare and Terrorism 2
PHAR 1410 Pharmacologic Aspects of Drug Abuse 2
PHAR 1420 Medical Spanish 2
PHAR 1430 Cardiovascular Pharmacology 2
PSCI 1370 Pharmaceuticals and Personal Care Products in the Environment 1
PSCI 1371 Alternative Therapies and Natural Products 3
PSCI 1375 Vitamins, Minerals and Nutritional Support 2

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

ANAT 0503 Human Anatomy with Laboratory
This course provides fundamental knowledge of normal human structure and function. The emerging theme will be the interrelationships between structural design and functional capabilities. During this course, basic components including tissues, muscles, nerves, bones and joints will be covered. The musculoskeletal system in particular will be highlighted in both lecture and laboratory formats.
4 credits

ANAT 0520 Human Neuroscience
In this course students learn to identify and describe the basic structural components and corresponding functions of the human nervous system. Lectures are given by faculty in the department of Anatomy.
3 credits

BIOC 1551 Biochemistry I
This course combines lectures and small group discussions of clinical case studies in workshops. Lectures address structure-function relationships in major biomolecules, human metabolism and cell biology. Workshops feature clinical case studies to illustrate principles of clinical biochemistry and application to the practice of pharmacy. Workshop topics may include anemias, cytochrome p450 enzymes, dangers of dietary supplements, diabetes mellitus, drug biomembrane transport, environmental toxins and hemostasis disorders.
3.5 credits

BIOC 1552 Biochemistry II
This course combines lectures and small group discussions of clinical case studies in workshops. Lectures address principles of human gene expression, chromosomal abnormalities, pharmacogenomics, multifactorial inheritance, and nutrition. Workshops feature clinical case studies to illustrate principles of clinical biochemistry and application to the principles of pharmacy.
4.5 credits
Prerequisite: BIOC 1551 Biochemistry I

BISC 0530 Professional Development
The purpose of this required pass/fail course is to provide students with skills that are necessary for professional development. The course will feature professionals from different disciplines who will discuss their professions and career paths. The course will also provide students training in interviewing, writing resumes/CVs, writing cover letters/personal statements, preparing posters and oral presentations, writing scientific manuscripts, and grant writing.
1 credit

BISC 0580 Pathophysiology
This course is designed to discuss the etiology, pathogenesis and pathophysiology of selected human disease conditions. A brief review of the normal physiology of each organ system will be discussed prior to presenting prominent disease conditions in each of the following areas: immune regulation; wound healing; hematologic, cardiovascular, respiratory, renal, endocrine, gastrointestinal, neural, and musculoskeletal systems. The information presented in this course will build on previous information obtained in Human Physiology I and II.
3 credits

CORE 1599 Healthcare Issues
Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. The various roles health care professionals play on a medical team will be introduced to first-year students via practitioner-patient demonstrations utilizing a surrogate patient. Additional lectures will introduce students to the Health Insurance Portability and Accountability Act (HIPAA), and the concept of biomedical research.
1 credit

MICR 0580 Medical Microbiology
This course introduces the student to the medical microbial world with those concepts that are basic to viruses, procaryotic and eukaryotic cells. In addition to the infectious diseases as the main topics covered in the lecture, in depth understanding of the molecular biology, genetics and virulence factors of microorganisms will be explained to gain a complete picture of bacterial pathogenesis.
3 credits

MICR 0599 Molecular Immunology
This didactic course will introduce students to the fundamental principles of immunology and delve into the molecular mechanisms behind these principles. It will focus
on the innate and adaptive immune responses, detailing signal transduction mechanisms responsible for leukocyte activation, epigenetic remodeling involved in leukocyte differentiation, and the molecular biology behind immune responses. Additionally, it will detail recent advances in immunoprophylaxis, and therapies. 3 credits

**PHAR 0584, 0585, 0586 Pharmacology I, II, III**
This course sequence introduces students to the general principles of drug action and the therapeutic uses and toxicities of drugs commonly used in humans. A drug's action is considered on an organ-system basis. Specific topics include drugs acting on the: autonomic and central nervous systems, cardiovascular and renal systems, gastrointestinal and genitourinary systems. In addition, discussions on chemotherapy of microbial and parasitic organisms, chemotherapy of neoplastic diseases, drugs acting on blood-forming organs, and hormones are presented. This course also includes discussions of environmental toxic agents and antidotes. 3 credits each course

**PHYS 1510, 1511 Human Physiology I, II**
Students are introduced to the physiological principles and regulatory processes that underlie the normal function of the human body, and develop an understanding of the physiologic responses to perturbation of homeostasis and of pathophysiologic alterations that occur in disease. Didactic lectures are supplemented with workshops that focus on application of physiological concepts. Topics include the properties of excitable cells and the functions of the neuromuscular, cardiovascular, pulmonary, renal, digestive, endocrine and reproductive systems. 3.5 credits each course

**ELECTIVES**

**BIOC 1447 Nutrition in Preventative Medicine**
This module presents the student with current concepts relating diet to the incidence, etiology, pathogenesis, and prevention of three chronic diseases (cardiovascular disease, cancer, and osteoporosis). 1 credit

**BISC 0512 Fundamentals of Research**
The purpose of this required course is to provide students with basic training in common laboratory techniques. The course will also introduce students to issues related to biosafety, radiation safety, and good practices in research. 2 credits

**BISC 0560 Research Elective**
The purpose of this course is to give students hands-on experience in a basic science research laboratory. Students will participate in an ongoing project in the laboratory of a research mentor where they will learn various research techniques and methodologies. 2 credits
Prerequisites: BISC 0512 Fundamentals of Research and approval of the course director.

**BISC 0850 Intestinal Bacteria in Health and Disease**
This course will discuss the role of intestinal bacteria in maintaining health and in the progression of disease states such as obesity, diabetes, and cardiovascular disease. Health benefits of probiotics, prebiotics, and exercise will be addressed with regards to their influence on intestinal bacteria. State-of-the-art techniques currently used to detect and characterize intestinal bacteria will be described. Course includes lectures by leaders in this area of investigation and active class discussion. Emphasis is on application of this information to clinical conditions. 2 credits
Prerequisites: PHYS 1510 Human Physiology I; PHYS 1511 Human Physiology II; BIOC 1551 Biochemistry I; BIOC 1552 Biochemistry II

**MICR 1304 Agents of Biological and Chemical Warfare and Terrorism**
The course is 20 hours of didactic lecture, but Web-based and video presentation is also used. Discussion sessions highlight the potential use of biological and chemical agents as agents of terrorism, when to suspect their use, signs and symptoms of each agent, the standard medical response to biological and chemical terrorism, and the factors involved in planning for and protecting against a biological and chemical weapons attack. In addition, historical and hypothetical case scenarios are also presented. 2 credits

**PHAR 1410 Pharmacological Aspects of Drug Abuse**
This elective is designed to provide the student with an in-depth understanding of the pharmacokinetics and pharmacodynamics of the common drugs of abuse, including alcohol, cocaine, stimulants, hallucinogens, and opioids. Current theories regarding the physiologic basis of drug-seeking behavior and the development of drug dependence are presented. In addition, various social, legal and ethical aspects of the drug abuse problem are considered. 2 credits

**PHAR 1420 Medical Spanish**
The elective provides medical, pharmacy, physician assistant and biomedical sciences students with the Spanish vocabulary necessary to understand and converse in the fields of medicine and healthcare. The course has been designed to enhance communicating with the Latino patient as well as understanding cultural attitudes, which may impact medical
care. Listening, comprehension, and conversational skills will be stressed through dialogues and oral presentations. Critical learning skills that students are encouraged to develop are cooperative learning and effective group dynamics.

2 credits
Prerequisite: Two years of high school Spanish or college Spanish

PHAR 1430 Cardiovascular Pharmacology
Cardiovascular (CV) disease is a national health problem of major consequence. Its treatment is one of the principal problems facing modern medicine. This elective is designed to familiarize the student with the most significant of all CV diseases, atherosclerosis; and potential anti-atherosclerotic effectiveness and mechanisms of various CV drugs and non-drug forms of therapy. This course is offered with Pass/Fail grading only.

2 credits

PSCI 1370 Pharmaceuticals and Personal Care Products in the Environment
This elective focuses on how the environment serves as a source for the development of pharmaceuticals and personal care products (PPCPs), and what can happen to the environment in the presence of PPCPs. Lectures focus on how PPCPs are introduced into the environment, mechanisms available to limit this type of pollution, actual and potential cause/effect relationships between specific products/byproducts and types of wildlife, and actual and potential cause/effect relationships between specific products/byproducts and humans (e.g. reproductive effects). While the environment is currently serving as a dumping ground for a variety of PPCPs, it’s also serves as a source of potential leads for novel PPCPs. Specific examples will be presented along with any relevant folklore.

1 credit

PSCI 1371 Alternative Therapies and Natural Products
Alternative therapies are being used by a growing percentage of the population and are becoming more visible to mainstream medical practice. Healthcare professionals should develop the knowledge and skills necessary to aid the patient in making rational decisions about the use of alternative therapies. This elective focuses on the utility of drugs from natural sources in today’s practice environment and surveys the products of animals, plants, microbes, and biotechnology that will impact future therapeutic strategies.

3 credits

PSCI 1375 Vitamins, Minerals and Nutritional Support
This module provides an overview of the mechanisms of action, therapeutic uses of fat- and water-soluble vitamins, antioxidants, macro- and micro-minerals, and enteral nutritional support products. Topics include the use of antioxidants, multi-vitamin choices, potential toxicity and drug interactions, and nutritional support/supplement selection for infants and adults. The mechanism-based approach used in this module allows the student to more easily identify, organize and recommend various therapeutic agents to a wide variety of patients.

2 credits

MASTER OF BIOMEDICAL SCIENCES PROGRAM

MISSION
The Midwestern University Master of Biomedical Sciences Program provides students with an in-depth education in the biomedical sciences and a significant experience in laboratory research.

DEGREE DESCRIPTION
The Master of Biomedical Sciences Program is a full-time, graduate level program that provides the student with a broad background in the biomedical sciences, laboratory experiences, and research skills. Successful completion of the program leads to a Master of Biomedical Sciences degree. The curriculum is designed to prepare and graduate students who have extensive knowledge, technical skills, and expertise to function in a variety of biomedical professions. These include careers in areas such as technicians and supervisors in the biotechnology and pharmaceutical industry, research personnel in biomedical science laboratories, employees in governmental and regulatory agencies, and undergraduate teaching. In addition, the curriculum will make the successful student a competitive candidate for admission to postbaccalaureate professional schools offering degrees in the health sciences.

The 72 quarter-hour curriculum is usually completed in 21 months. Students who need more than 21 months to complete the program will be required to enroll in a thesis continuation course. Students must complete the program within four years of matriculation, excepting approved leaves of absence. All students are required to complete a research project approved by the student’s thesis committee. The required curriculum includes six basic science courses, but allows the student to choose areas of emphasis, such as physiology, pharmacology, microbiology and immunology, or biochemistry. In addition to the basic science courses, the student must take a series of research courses that prepare the student for a research project and thesis that is the culmination of the degree program. The research courses include Research Design and Methodology, Principles of Biostatistics, Literature Review, Professional Development, Advanced Topics, Seminars in Biomedical Sciences, Fundamentals of Research, Ethics of Research and Experimentation, Thesis Proposal, Laboratory Research, and Thesis. A series of electives and independent studies are
available to complete the 72 quarter-hour requirement. The electives allow the student to further specify an area of interest to better prepare them for a career in their chosen field. A dual degree option is available to students who are accepted into another professional program.

The Master of Biomedical Sciences Program will also benefit students who wish to improve their credentials for application to medical school or other health professions programs. The Master of Biomedical Sciences Program allows students to demonstrate their ability to perform at a graduate level, improve their GPA, better prepare for the professional entrance exam and take courses that broaden their undergraduate coursework.

ADMISSIONS

Admission Requirements
To be considered for admission to the Master of Biomedical Sciences Program, an applicant must have:
1. A bachelor’s degree or higher from a regionally accredited college or university.
2. A minimum cumulative GPA of 2.75 on a 4.00 scale.
3. Test scores less than five years old from either:
   • Graduate Record Examination general test (GRE) using the institutional code for Midwestern University of 1769. Contact Educational Testing Services (ETS) at 866/473-4373 or visit www.ets.org/gre. OR
   • Medical College Admission Test (MCAT) scores. Contact the MCAT Program Office at 202/828-0690 or visit www.aamc.org/students/applying/mcat. OR
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   • Optometry Admissions Test (OAT) scores. Contact Optometry Admission Testing Program at 800/232-2159 or www.opted.org
4. Two letters of recommendation (or one committee letter).
5. Official transcripts from each college or university attended.
6. Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.
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• World Education Service (WES): 212/966-6311 or Fax 212/739-6100 (www.wes.org)
• Josef Silny & Associates International Education Consultants: 305/273-1616 or Fax 305/273-1338 (www.jsilny.com, email: info@jsilny.com)

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

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

Application Process and Deadlines
To be considered for admission into the Master of Biomedical Sciences Program, applicants must submit the following items to the Office of Admissions:
1. A completed Application for Admission to the Master of Biomedical Sciences Program
   • The application, forms and instructions are accessible at www.midwestern.edu; click on the IL Biomedical Sciences Program section.
2. A nonrefundable, nonwaivable application fee of $50
3. Two letters of recommendation (or one committee letter from the applicant’s college or university). The Office of Admissions will accept signed and sealed letters from prehealth advisors or committees, science professors, and health professionals
4. Official transcripts from each college or university attended. Applicants must enclose official transcripts from every undergraduate, graduate, or professional school that they have attended or are currently attending. These transcripts must be sealed and signed by the registrar at each institution.
5. Scores that are less than five years old from one of the following: the Medical College Admissions Test (MCAT), Pharmacy College Admissions Test (PCAT), Graduate Record Examination (GRE), Dental Admissions Test (DAT), or Optometry Admissions Test (OAT).

Send application materials to:
Midwestern University
Office of Admissions
555 31st Street
Downers Grove, IL 60515
800/458-6253
admissil@midwestern.edu

Please Note: Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address or e-mail address. All requests for applications withdrawal must be made in writing.

Selection Process
The Master of Biomedical Sciences Program currently uses a rolling admissions process. Completed applications are reviewed and decisions are made at regular intervals during the admissions cycle. Students matriculate into the full-time Program starting in the Fall Quarter. Admission is considered on a competitive basis for prospective students who hold a bachelor’s level or higher degree from regionally accredited programs. Multiple criteria are used to select the most qualified candidates from an applicant pool that exceeds the number of seats available.

Applications are reviewed by the Office of Admissions for completeness and referred to the Director of the Biomedical Sciences Program. Final acceptance into the Master of Biomedical Sciences Program is determined by the Biomedical Sciences Program Admissions Committee with the approval of the Director of the Program and the Dean of the College of Health Sciences. Decisions on acceptance are made until the maximum enrollment for each program is reached. Candidates are encouraged to submit their completed application early in the admissions cycle to maximize competitiveness.

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

1. Observation: The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. Communication: The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. Motor: Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.
4. Intellectual, Conceptual, Integrative and Quantitative Abilities: The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. Behavioral and Social Attributes: The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

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

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

1. Submit the matriculation agreement and required deposit monies by the date designated in the matriculation agreement. Deposits are applied towards the first quarter’s tuition.
2. Submit official final transcripts from all colleges attended post-high school by the deadline of two weeks (14 days) prior to the first day of classes. Students who are accepted to MWU less than one month prior to the first day of classes will have 30 calendar days from the date of their acceptance to submit all official transcripts to the Office of Admissions. Any special circumstances or requests for exceptions to this policy must be sent to and approved by the Office of the Dean of the college. Students who fail to submit all official final transcripts by the stated deadline may jeopardize their acceptance or continued enrollment in the College.
3. Submit completed medical files documenting completion of a physical exam, immunizations, tuberculosis and titer blood testing as instructed by the Office of Student Services and detailed in the Student Handbook.
4. Meet the Technical Standards for the college.
5. Submit proof of medical and disability insurance coverage. Students may select either a plan offered by an MWU-approved carrier or a comparable plan offered by an outside carrier of their choice, as determined by the Office of Student Services. Insurance must be maintained throughout the entire period of enrollment.
6. Submit additional documents as requested by the Office of Admissions or college.
7. Provide documentation verifying that sufficient funds have been deposited in a U.S. bank, or one of six major Canadian banks, to cover all expenses while attending the college (applies only to non-U.S. citizens or temporary residents who hold student visas). Additional details and application forms are available in the Office of Student Financial Services.
8. Submit a signed Credit Policy Statement.
9. Authorize and pass the MWU criminal background check and/or fingerprinting background check as required by the specific college/school/program.
10. Submit a signed MWU Drug-Free Workplace and Substance Abuse Policy Statement.

Students who fail to satisfy these matriculation requirements or who omit or falsify information required on official admission documents automatically forfeit their seat in the program. Any individual accepted for admission to the college/program who does not comply with stated timelines for submission of all required materials receives no further notification from the college regarding the forfeiture of their seat.

Dual Degree Options for Physician Assistant, Occupational Therapy, Physical Therapy, Pharmacy, and Osteopathic Medicine Students
The Biomedical Sciences Program offers an educational opportunity to current and incoming physician assistant (PA), occupational therapy (OT), physical therapy (PT), pharmacy, and osteopathic medical (D.O.) students. Students accepted into these programs may apply to the Biomedical Sciences Program as dual-degree candidates. The following policies apply:

1. The applicant must apply and be accepted into the clinical program and Biomedical Sciences Program separately. Only applicants meeting minimum entrance requirements for both degree programs will be given an option for the dual-degree program.
2. The clinical degree program will be considered the primary degree program and the Biomedical Sciences Program the secondary degree program. Continuity of the primary degree program must be maintained.
3. The length of the secondary program will be extended for a time period sufficient to complete the secondary degree program. This may take up to a year depending upon the primary program. Programs may be individualized to accommodate availability of desired courses, academic proficiency, and student preferences. As a secondary degree program the Biomedical Sciences Program degree must be completed within a total of five years from initial matriculation.
4. Students must maintain the minimum cumulative GPA requirements of each program. Failure to maintain the minimum cumulative GPA in either program will result in an academic action. This may result in deceleration or temporary suspension from the secondary degree program.
5. The number of credits required for completion of the Biomedical Sciences Program is 72 quarter hours. Some courses from dual degree students’ clinical degree program may be deemed suitable for credit in the Biomedical Sciences Program degree program. If approved, these courses may be substituted for credit in the Biomedical Sciences. No Biomedical Sciences Program tuition will be charged for these credits.
6. In addition to the established quarterly tuition for the primary degree program, students enrolled in the dual degree program shall pay tuition to the Master of Biomedical Sciences program on a per
credit basis. Dual degree students shall receive a 30% discount on the usual Master of Biomedical Sciences Program per credit hour charge for the full duration of their Master of Biomedical Sciences degree program. Master of Biomedical Sciences Program tuition is payable quarterly and determined by the number of credits for which the student is registered.

Transfer Credit
Students may request the transfer of previous graduate coursework taken at another accredited university to this degree program. However, no more than 14 credit hours can be accepted as transfer credit. Policies for course transfers can be found in the Midwestern University College of Health Sciences Catalog section titled Advanced Placement/Exemption from Coursework.

GRADUATION REQUIREMENTS
To qualify for graduation with a Master of Biomedical Sciences degree from the Biomedical Sciences Program, students must:

1. Follow an approved course of study acceptable to the student’s thesis committee, and complete a master’s thesis project;
2. Satisfactorily complete a maximum of 72 quarter hours, the required number of quarter hour credit master’s level courses with a 2.75 or higher cumulative grade point average;
3. Pass all required courses;
4. Receive a favorable recommendation from the Biomedical Sciences Program Student Academic Review Committee and the College of Health Sciences Student Promotion and Graduation Committee;
5. Be recommended for conferral of the master’s degree by the University Faculty Senate;
6. Settle all financial accounts with the University; and
7. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

CURRICULUM
Students must complete any three of the following course combinations:

Required Courses: Basic Science

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>BIOC</td>
<td>1551, 1552  Biochemistry I &amp; II</td>
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<tr>
<td>MICR</td>
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<td>Molecular Immunology</td>
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<td>PHAR</td>
<td>1641, 1642, 1643  Pharmacology I, II, &amp; III</td>
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Required Courses: Research and Thesis

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<th>Code</th>
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<tr>
<td>BISC</td>
<td>0512  Fundamentals of Research</td>
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<td>BISC</td>
<td>0520  Ethics of Research and</td>
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<td></td>
<td>Experimentation</td>
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<tr>
<td>BISC</td>
<td>0526  Research Design and Methodology</td>
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<td>BISC</td>
<td>0527  Principles of Biostatistics</td>
</tr>
<tr>
<td>BISC</td>
<td>0528  Literature Review</td>
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<td>0530  Professional Development</td>
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<td>BISC</td>
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<tr>
<td>BISC</td>
<td>0610  Thesis Proposal</td>
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<tr>
<td>BISC</td>
<td>0635  Advanced Topics/Journal Club</td>
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<td>BISC</td>
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<td>0680  Thesis</td>
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Elective Options

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<td>Enteral and Total Parenteral</td>
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<td>Medicine</td>
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<td>BISC</td>
<td>0580  Pathophysiology</td>
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<td>1304  Agents of Biological and</td>
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<td>Chemical Warfare and Terrorism</td>
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<td>PHAR</td>
<td>1410  Pharmacologic Aspects of Drug Abuse</td>
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<tr>
<td>PHAR</td>
<td>1420  Medical Spanish</td>
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<tr>
<td>PHAR</td>
<td>1430  Cardiovascular Pharmacology</td>
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<tr>
<td>PHYS</td>
<td>1637  Exercise Physiology</td>
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<tr>
<td>PPRA</td>
<td>1321  Medication Management in</td>
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<td>Primary and Secondary Schools</td>
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169
PSCI 1370 Pharmaceuticals and Personal Care Products in the Environment
PSCI 1371 Alternative Therapies and Natural Products
PSCI 1374 Advanced Topics in Medicinal Chemistry
PSCI 1375 Vitamins, Minerals and Nutritional Support
PSCI 1376 Development of Newly Approved Drug Therapies

Sample Curriculum
Total Credit Hours for Sample Curriculum: 88

First Year

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<tr>
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</tr>
<tr>
<td>BISC 0520 Ethics of Research and Experimentation</td>
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<tr>
<td>BISC 0528 Literature Review</td>
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<tr>
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<td>PHAR 1430 Cardiovascular Pharmacology</td>
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Second Year

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<td>BISC 0850 Intestinal Bacteria in Health and Disease</td>
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<td>PHAR 1410 Pharmacologic Aspects of Drug Abuse</td>
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<td>PHAR 1641 Pharmacology I</td>
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<td>PSCI 1371 Alternative Therapies and Natural Products</td>
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COURSE DESCRIPTIONS
Prerequisites are listed for those courses with such requirements. When no prerequisite is listed in a course description, it is implied that there is no prerequisite.

**BIOC 1551 Biochemistry I**
This course combines lectures and small group discussions of clinical case studies in workshops. Lectures address structure-function relationships in major biomolecules, human
metabolism and cell biology. Workshops feature clinical case studies to illustrate principles of clinical biochemistry and application to the practice of pharmacy. Workshop topics may include anemias, cytochrome p450 enzymes, dangers of dietary supplements, diabetes mellitus, drug biomembrane transport, environmental toxins and hemostasis disorders.

3.5 credits

BIOC 1552 Biochemistry II
This course combines lectures and small group discussions of clinical case studies in workshops. Lectures address principles of human gene expression, chromosomal abnormalities, pharmacogenomics, multifactorial inheritance, and nutrition. Workshops feature clinical case studies to illustrate principles of clinical biochemistry and application to the principles of biochemistry and to the practice of pharmacy.

4.5 credits
Prerequisite: BIOC 1551 Biochemistry I

BISC 0512 Fundamentals of Research
The purpose of this required course is to provide students with basic training in common laboratory techniques. The course will also introduce students to issues related to biosafety, radiation safety, and good practices in research.

2 credits

BISC 0520 Ethics of Research and Experimentation
This class is intended to give students a broad overview of research ethics and regulation, especially as it relates to human research. Students develop an understanding of the moral basis of research ethics including scientific integrity, research with human subjects, informed consent, vulnerable populations, privacy and confidentiality of records, conflicts of interest, and research on animals.

2 credits

BISC 0526 Research Design and Methodology
This course overviews the uses, values, and limitations of the scientific method. Quantitative, conceptual and model analysis, in-depth research techniques, current research of the literature, research design methods, and theory construction are presented. This is the foundational course for the Master's Project.

3 credits

BISC 0527 Principles of Biostatistics
This course covers elementary statistical techniques, introduction to probability, measurement theory, correlation and regression analysis, sampling, significance tests, and statistical inference.

3 credits

BISC 0528 Literature Review
The purpose of this required course is to teach students how to access and search the scientific literature for the purpose of writing a comprehensive literature review related to their thesis topic.

2 credits

BISC 0530 Professional Development
The purpose of this required pass/fail course is to provide students with skills that are necessary for professional development. The course will feature professionals from different disciplines who will discuss their professions and career paths. The course will also provide students training in interviewing, writing resumes/CVs, writing cover letters/personal statements, preparing posters and oral presentations, writing scientific manuscripts, and grant writing.

1 credit

BISC 0560, 0660 Laboratory Research for Thesis
This required independent laboratory research project is the main objective of the Master of Biomedical Sciences degree program. The project entails original research on a current basic science question. The intent of the project is to develop an appropriate research question, design the proper laboratory methodology to answer the question, and collect the appropriate data.

3 credits per quarter
Prerequisite: BISC 0512 Fundamentals of Research

BISC 0610 Thesis Proposal
This course is an independent study course designed to give students the opportunity to perform literature research and develop a thesis proposal necessary for completion of the Master of Biomedical Sciences degree.

3 credits

BISC 0635 Advanced Topics/Journal Club
The Advanced Topic Series is an opportunity for students to receive individualized or small group instruction on selected advanced topics in any of the basic science disciplines. Format for instruction includes mentoring by individual faculty, case study discussion, review of landmark publications, and class presentations. Students are expected to master major concepts specific to the discipline selected. The mentoring faculty individualize evaluation of the student. This course is repeatable.

3 credits

BISC 0653, 0654 Seminar in the Biomedical Sciences
These courses are designed to expose the student to a variety of scientific topics. This is accomplished by attendance at the research seminar series. The student is also expected to present a seminar on their thesis research and a seminar on a Biomedical Sciences topic of their choice.

1 credit each course
BISC 0680 Thesis
The research project culminates with the analysis of experimental data, development of appropriate conclusions based on the information gathered, and summarizing the research findings in publication format. The student will also make a public presentation of his/her work to the Midwestern University community. The Thesis Committee approves the proposal, oversees the research project, and approves the final research thesis. Students who do not complete all thesis requirements will be enrolled in thesis continuation for subsequent quarters.
4 credits

BISC 0690, 0691, 0692 Thesis Continuation
These courses are reserved for students needing additional quarters beyond the spring quarter of Year 2 for completion of the research project and thesis. Students take BISC 0690, 0691 and 0692 in the summer, fall and winter quarters of year 3, respectively. A fee is assessed with enrollment in these courses.
0.5 credit each course

CORE 1599 Healthcare Issues
Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. The various roles health care professionals play on a medical team will be introduced to first-year students via practitioner-patient demonstrations utilizing a surrogate patient. Additional lectures will introduce students to the Health Insurance Portability and Accountability Act (HIPAA), and the concept of biomedical research.
1 credit

MICR 0583 Medical Microbiology
This didactic course covers the physiology and molecular mechanisms of medically important microbes and their disease processes. The course includes experiential laboratory sessions that provide a hands-on experience in diagnostic, molecular laboratory procedures and experimental design.
4 credits

MICR 0599 Molecular Immunology
This didactic course will introduce students to the fundamental principles of immunology and delve into the molecular mechanisms behind these principles. It will focus on the innate and adaptive immune responses, detailing signal transduction mechanisms responsible for leukocyte activation, epigenetic remodeling involved in leukocyte differentiation, and the molecular biology behind immune responses. Additionally, it will detail recent advances in immunoprophylaxis, and therapies.
3 credits

PHAR 1641, 1642, 1643 Pharmacology I, II, III
Pharmacology studies the properties and effects of drugs and, in a more general sense, the interactions between chemical compounds and living systems. This series includes the general principles of pharmacology; the dynamics of absorption, distribution, metabolism, and elimination of drugs; drug testing in humans; and the role of official regulatory agencies. The student studies drugs affecting the autonomic nervous system; drugs acting on the central nervous system; cardiovascular drugs; chemotherapy of microbial, parasitic, and neoplastic diseases; drugs acting on blood and blood-forming organs; and hormones and hormone antagonists. Topics such as principles of toxicology, vitamins, gastric antacids, digestants, laxatives, antihistamines, antiserotonin agents, and drugs causing birth defects are included.
PHAR 1641: 4 credits
PHAR 1642: 4 credits
PHAR 1643: 2 credits

PHYS 1510, 1511 Human Physiology I, II
Students are introduced to the physiological principles and regulatory processes that underlie the normal function of the human body, and develop an understanding of the physiologic responses to perturbation of homeostasis and of pathophysiologic alterations that occur in disease. Didactic lectures are supplemented with workshops that focus on application of physiological concepts. Topics include the properties of excitable cells and the functions of the neuromuscular, cardiovascular, pulmonary, renal, digestive, endocrine and reproductive systems.
3.5 credits each course

ELECTIVES

ANAT 0565 Human Neurosciences
This is an integrated, interdisciplinary course in which students learn to identify and describe the principal structural components and corresponding functions of the human nervous system. Emphasis is given to correlating underlying lesions involving these structures with neurologic deficits and dysfunctions likely to be encountered in clinical practice. Integrated lectures are given by faculty in the Departments of Anatomy and Physiology, and the Physician Assistant Program.
4 credits

ANAT 1500 Human Anatomy
This course presents lectures and laboratory (human cadaver prosection, microscopy) sessions emphasizing the embryologic development of the human body, the relationship between body structure and function, and the use of gross human anatomy in physical diagnosis.
7 credits
**BIOC 0552 Clinical Biochemistry and Nutrition**
The objective of this course is to equip the physician assistant with the knowledge needed to apply nutritional principles to preventive medicine and various common pathologies. Additional topics include clinical problem solving skills, statistics in clinical decision making, blood clotting, the role of nutrition in different anemias, diabetes mellitus, the hyperlipidemias, and factors affecting blood chemistries.
3 credits

**BIOC 1445 Principles and Practices of Enteral and Total Parenteral Nutrition**
This course surveys the biochemical, metabolic, and nutritional sciences underlying the provision of nutritional support, and provides a basic introduction to the clinical practices involved in its implementation. During the course students apply information provided in lectures to the provision of nutrition support in selected clinical case studies.
1 credit
Prerequisites: BIOC 1551, 1552 Biochemistry I, II

**BIOC 1447 Nutrition in Preventative Medicine**
This module presents the student with current concepts relating diet to the incidence, etiology, pathogenesis, and prevention of three chronic diseases (cardiovascular disease, cancer, and osteoporosis).
1 credit
Prerequisites: BIOC 1551, 1552 Biochemistry I, II

**BISC 0580 Pathophysiology**
This course is designed to discuss the etiology, pathogenesis and pathophysiology of selected human disease conditions. A brief review of the normal physiology of each organ system will be discussed prior to presenting prominent disease conditions in each of the following areas: immune regulation; wound healing; hematologic, cardiovascular, respiratory, renal, endocrine, gastrointestinal, neural, and musculoskeletal systems. The information presented in this course will build on previous information obtained in Human Physiology I and II.
3 credits

**BISC 0850 Intestinal Bacteria in Health and Disease**
This course will discuss the role of intestinal bacteria in maintaining health and in the progression of disease states such as obesity, diabetes, and cardiovascular disease. Health benefits of probiotics, prebiotics, and exercise will be addressed with regards to their influence on intestinal bacteria. State-of-the-art techniques currently used to detect and characterize intestinal bacteria will be described. Course includes lectures by leaders in this area of investigation and active class discussion. Emphasis is on application of this information to clinical conditions.
2 credits

**Prerequisites:** PHYS 1510, 1511 Human Physiology I, II; BIOC 1551, 1552 Biochemistry I, II; and MICR 0583 Medical Microbiology

**MICR 1304 Agents of Biological and Chemical Warfare and Terrorism**
The course is 20 hours of didactic lecture, but Web-based and video presentation is also used. Discussion sessions highlight the potential use of biological and chemical agents as agents of terrorism, when to suspect their use, signs and symptoms of each agent, the standard medical response to biological and chemical terrorism, and the factors involved in planning for and protecting against a biological and chemical weapons attack. In addition, historical and hypothetical case scenarios are also presented.
2 credits
Prerequisite: MICR 0583 Medical Microbiology

**PHAR 1410 Pharmacological Aspects of Drug Abuse**
This elective is designed to provide the student with an in-depth understanding of the pharmacokinetics and pharmacodynamics of the common drugs of abuse, including alcohol, cocaine, stimulants, hallucinogens, and opioids. Current theories regarding the physiologic basis of drug-seeking behavior and the development of drug dependence are presented. In addition, various social, legal and ethical aspects of the drug abuse problem are considered.
2 credits

**PHAR 1420 Medical Spanish**
The elective provides medical, pharmacy, physician assistant and biomedical sciences students with the Spanish vocabulary necessary to understand and converse in the fields of medicine and healthcare. The course has been designed to enhance communicating with the Latino patient as well as understanding cultural attitudes, which may impact medical care. Listening, comprehension, and conversational skills will be stressed through dialogues and oral presentations. Critical learning skills that students are encouraged to develop are cooperative learning and effective group dynamics.
2 credits
Prerequisite: Two years of high school Spanish or college Spanish

**PHAR 1430 Cardiovascular Pharmacology**
Cardiovascular (CV) disease is a national health problem of major consequence. Its treatment is one of the principal problems facing modern medicine. This elective is designed to familiarize the student with the most significant of all CV diseases, atherosclerosis; and potential anti-atherosclerotic effectiveness and mechanisms of various CV drugs and non-drug forms of therapy. This course is offered with Pass/Fail grading only.
2 credits
PHYS 1637 Exercise Physiology
This course presents core concepts and terminology in exercise physiology. Emphasis is placed on the immediate and long-term physiologic compensatory adjustments to exercise, the role of exercise in promoting optimal health, and the role of exercise as a diagnostic or therapeutic modality in disease states. This is a lecture-based course that utilizes problem-based written assignments to foster application of material.
3 credits
Prerequisite: PHYS 1511 Human Physiology II

PPRA 1321 Medication Management in Primary and Secondary Schools
This course describes medication management in schools including transfer, storage, administration, use, and disposal. It addresses five important related issues: documentation, delegation of medication management responsibility, liability concerns, therapeutic issues, and the availability of information needed to adequately perform medication management. It reviews medication management guidelines and relevant conceptual frameworks, including rational drug therapy and polycentric authority, and provides a summary of the empirical literature. It shows that pharmacy has been involved very little in this problem in the past, and specifies ways that individual pharmacists and pharmacies, can get involved in medication management in schools and improve the situation.
2 credits

PSCI 1370 Pharmaceuticals and Personal Care Products in the Environment
This elective focuses on how the environment serves as a source for the development of pharmaceuticals and personal care products (PPCPs), and what can happen to the environment in the presence of PPCPs. Lectures focus on how PPCPs are introduced into the environment, mechanisms available to limit this type of pollution, actual and potential cause/effect relationships between specific products/byproducts and types of wildlife, and actual and potential cause/effect relationships between specific products/byproducts and humans (e.g. reproductive effects). While the environment is currently serving as a dumping ground for a variety of PPCPs, it’s also serves as a source of potential leads for novel PPCPs. Specific examples will be presented along with any relevant folklore.
1 credit

PSCI 1371 Alternative Therapies and Natural Products
Alternative therapies are being used by a growing percentage of the population and are becoming more visible to mainstream medical practice. Health care professionals should develop the knowledge and skills necessary to aid the patient in making rational decisions about the use of alternative therapies. This elective focuses on the utility of drugs from natural sources in today’s practice environment and surveys the products of animals, plants, microbes, and biotechnology that will impact pharmacy tomorrow.
3 credits

PSCI 1374 Advanced Topics in Medicinal Chemistry
This course provides an overview of several areas of current interest in the field of medicinal chemistry. Also presented in-depth will be certain specialized topics that received limited coverage in the required medicinal chemistry courses. Approval of the course director is required prior to registration.
1 credit

PSCI 1375 Vitamins, Minerals and Nutritional Support
This module provides an overview of the mechanisms of action, therapeutic uses of fat- and water-soluble vitamins, antioxidants, macro- and micro-minerals, and enteral nutritional support products. Topics include the use of antioxidants, multi-vitamin choices, potential toxicity and drug interactions, and nutritional support/supplement selection for infants and adults. The mechanism-based approach used in this module allows the student to more easily identify, organize and recommend various therapeutic agents to a wide variety of patients.
2 credits

PSCI 1376 Development of Newly Approved Drug Therapies
The FDA is constantly engaged in evaluating new drug treatments and approving them for marketing in the US. Each year, the FDA approves about 20 new drug therapies. This course will discuss the process involved in the development of new drug therapies for some clinical conditions and diseases, cover some of the business aspects of developing new drug therapies, and the impact of pharmaceutical innovations on society and the business community.
1 credit

FACULTY

Mae Ciancio, Ph.D.
Loyola University
Stritch School of Medicine
Assistant Professor

Michael J. Fay, Ph.D.
University of Mississippi
School of Pharmacy
Director and Associate Professor

Kathy J. LéPard, Ph.D.
Ohio State University
Program Coordinator of the Master of Arts in Biomedical Sciences Program and Associate Professor
MISSION
The Midwestern University Doctor of Psychology (Psy.D.) in Clinical Psychology Program educates students in the general practice of evidence-based clinical psychology serving a diverse population.

ACCREDITATION

NATIONAL REGISTER OF HEALTH SERVICE PROVIDER STATUS
This program meets the Association of State & Provincial Psychology Boards (ASPPB) National Register of Health Service Providers in Psychology "Guidelines for Defining 'Doctoral Degree in Psychology'." Therefore, graduates of this designated program who decide to apply for licensing as a psychologist typically will meet the educational requirements for licensing. However, in each jurisdiction, there are additional requirements that must be satisfied. For exact information, state or provincial licensing boards in the selected jurisdiction should be contacted.

Once licensed, graduates are eligible to apply for credentialing as a Health Service Provider in Psychology. Graduation from a designated program means that the program that was completed typically meets the educational requirements for credentialing by the National Register. However, there are additional requirements that must be satisfied prior to being credentialed by the National Register of Health Service Providers in Psychology. For further information, consult the National Register’s website: www.nationalregister.org.

DEGREE DESCRIPTION
The Doctor of Psychology degree is designed to be a professional degree similar to the doctoral degrees provided in medicine, law, pharmacy, physical therapy, and dentistry. The Psy.D. is considered the degree of choice for persons interested in becoming a practitioner scholar when pursuing a career in clinical psychology. The program emphasis is on the development of essential diagnostic, therapeutic, and consultative skills for the practice of clinical psychology.

The program of study follows the objectives of the training models endorsed by the American Psychological Association (APA) and the National Council of Schools and Programs of Professional Psychology (NCSPPP). Students are educated and trained in the core competency areas related to the current body of knowledge on the biological aspects of behavior, cognitive and affective aspects of behavior, social aspects of behavior, history and systems of psychology, psychological measurement, research methodology, techniques of data analysis, individual differences, human development, dysfunctional behavior and psychopathology, professional standards and ethics, theories and methods of assessment and diagnosis, effective interventions, consultation, supervision, efficacy of interventions, issues of cultural and individual diversity, and attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving. The program centers on the development of appropriate attitudes, knowledge, and skills reflected in the training competencies of relationship, assessment, intervention, research/evaluation, consultation/education, management/supervision, diversity, and professionalism.

The overall goal is to prepare students for careers in the practice of professional psychology. There are eight specific goals defined as competencies, and the program has key points in the curriculum targeted to assess progress in attaining competencies. These competencies are:

1. **Relationship Competency**: The relationship competency requires a demonstration of interpersonal skills. This includes the capacity to develop and maintain a constructive working alliance with clients. The ability to consult and collaborate with others, such as peers, colleagues, students, supervisors, and members of other
disciplines, consumers of services and community organizations, is considered part of relationship skills. The knowledge, skills, and attitudes related to this competency are: open-mindedness, belief in the capacity for change in human attitudes and behavior, appreciation of individual and cultural diversity, personal integrity and honesty, and belief in the value of self-awareness.

2. **Assessment Competency**: The assessment competency is grounded in the foundation of knowledge, skills, and professional attitudes in the areas of human development and psychopathology. The assessment competency requires an ability to acquire and synthesize multiple sources of data to develop appropriate diagnoses and treatment plans and to communicate that information in an effective manner. Students learn the importance of cultural factors in the assessment process. Competence in assessment is identified through the development of proficiency in the administration, scoring and interpretation of standard assessment instruments.

3. **Intervention Competency**: The intervention competency requires students to demonstrate an ability to intervene with clients from an identified theoretical perspective. Intervention is the ability to develop realistic formulations for understanding psychological issues using relevant theory and research while effectively implementing and revising treatment strategies; to evaluate the effectiveness of chosen intervention approaches; to recognize the limitations of different perspectives; and to adjust traditional models of treatment and intervention planning to effectively meet the needs of diverse populations. Students demonstrate knowledge, skills, and attitudes congruent with evidence-based practice rationales and can articulate them.

4. **Research and Evaluation Competency**: The research and evaluation competency rests on the student’s foundation of knowledge, skills, and professional attitudes in the areas of tests and measurements, statistics, and research design. This competency is the ability to organize, synthesize and interpret scholarly information; to integrate scholarly findings into clinical practice; to expand awareness of the limitations of clinical and scientific inquiry; to design and critique approaches of inquiry; to expand understanding of the foundations of scientific psychology; and to recognize the social, cultural, and political process in the production of scientific knowledge.

5. **Consultation and Education Competency**: The consultation and education competency is the ability and skill needed to teach others through oral and written presentations, to provide feedback regarding an individual or system to multiple sources; to facilitate and evaluate growth of knowledge, skills, and attitudes in a learner; to effectively provide peer consultation and constructive feedback; and to develop a productive relationship with service providers.

6. **Management and Supervision Competency**: The management and supervision competency relates to the ability to demonstrate an understanding of the business aspects of psychological practice; an awareness of the relevant laws and standards of practice; to effectively use supervision and professional review; to develop supervisory skills toward use in administration; to effectively manage cases; to have an awareness of contemporary issues related to the regulation and practice of psychology; and to integrate outcomes from scholarship while maintaining quality control.

7. **Diversity Competency**: The diversity competency is the ability to articulate one’s own cultural impact on values and world view; to understand the psychological impact of privilege, prejudice, cultural and sociopolitical structures; to identify individual variation across cultures and pathology; and to appreciate the impact of culture on the historical and philosophical foundations of psychology.

8. **Professionalism Competency**: The professionalism competency is defined by the ability to apply ethical and professional standards to interactions with clients and with others including peers, supervisors, faculty, and other professionals; to become acclimated to the profession through advisement, modeling and education; to engage in quality control; to be effective in various professional roles; and to have a commitment to life-long learning. Professionalism also includes the ability to maintain self-care, the ability to demonstrate self-reflection, the maintenance of appropriate boundaries, and a willingness to recognize errors and respond appropriately. Students must demonstrate a professional manner and follow the professional and university codes of ethics and conduct.

**Program Philosophy**

The Doctor of Psychology in Clinical Psychology Program follows the practitioner scholar model of preparation that was accepted by the American Psychological Association Program at the Vail Conference. This model recognizes the ongoing need in society for expertly trained practitioners in the field of clinical psychology. The practitioner scholar philosophy dictates that competent practitioners are required to have an extensive understanding of the theoretical principles in the clinical practice of psychology and the ability to utilize the knowledge in specific clinical situations. This program philosophy is to educate and train individuals to enter careers emphasizing the delivery of direct psychological services and consultation. Relevant theory, research, and field experiences are integrated toward the development of competent and ethical practitioners who are respectful of individual and cultural differences in the provision of psychological services.
Program Length
The Psy.D. Program is designed to be completed in four to five years. Full-time students will complete three years of coursework, clerkship, and practicum experiences. This is followed by a one-year full-time internship and the satisfactory completion of the Practitioner Scholar Project. A fourth year of advanced practicum experiences prior to internship is strongly recommended for all students. Some evening classes or weekend courses may be scheduled. The maximum allotted time for completion of the program is seven years.

Master of Arts in Clinical Psychology Degree
Students are only admitted into the Psy.D. Program. There is no separate Master of Arts degree program. Students electing to receive the M.A. degree must have successfully completed all of the 1500 and 1600 level courses, clerkship, and practicum experiences for a total of 97 credit hours.

Clerkship
The Psy.D. Program offers a number of supervised pre-practicum clinical training experiences in the first year of study. Under supervision of program faculty, students work at clinical training sites in a variety of clinical roles appropriate for their level of training. Students can elect clerkship experiences from a variety of opportunities. Final selection for participation in a particular clerkship rests with the Program Director in consultation with the clerkship supervisor.

Clinical Practicum
All students, including those with previous practicum experience, must successfully complete practicum experiences in the second and third year of study. Students enter practicum training if they are making satisfactory progress in the program and receive approval of the Program Director, Director of Training, and the Academic Review Committee. Practicum is a field experience at an off-campus clinical training site that can span either the academic or calendar year. Practicum training is completed at numerous hospitals, agencies, and organizations throughout the Chicago metropolitan area. The specific clinical focus of the experience varies according to the student’s needs, interests, services provided at the training site, and availability of practicum sites. Students complete a minimum of six quarters of practicum. Students typically work approximately 16 to 20 hours per week in a clinical setting (3 credit hours per quarter). The practicum experiences in psychodiagnostics and psychotherapy total approximately 1,000 hours over two years. Typically, the student completes a diagnostic practicum in the second year of study and a therapy practicum in the third year. Practicum placements may require work in the summer months, over holiday periods, and during breaks in the academic calendar. Advanced practicum training requiring an additional year of clinical experience is strongly recommended and may be elected in preparation for the internship. In general, the time to complete appropriate practica experiences may influence the total time needed to complete the program. The Director of Training assists students in the application process for practicum placements to facilitate an appropriate match between training site characteristics and students’ interests.

Internship
The predoctoral internship is a 2,000-hour requirement at an approved clinical training site full-time over a 12-month period or half-time over a 24-month period. Internship is typically a yearlong sequentially organized, full-time training experience. The student must successfully complete all four quarters of the internship at one site to receive credit for this full time training experience. Students completing half-time internships will need to successfully complete all eight quarters of the internship to receive credit for this training experience. The internship is designed to provide intensive advanced clinical training that builds upon the coursework and practicum experiences. The internship is a critical component of the Psy.D. Program and cannot be waived. A student can apply for an internship after successfully completing the Qualifying Examination. Students must satisfactorily complete all required coursework, clerkship, and practicum experiences, as well as the Practitioner Scholar Project proposal before beginning the internship. Students applying for an internship enter a national match process with training sites across the country. Students may expect to travel some distance during the internship interview process. The internship may or may not be a paid position.

Practitioner Scholar Project (PSP)
The successful completion of a PSP is required for graduation. This is intended as a scholarly work that permits students an opportunity to enhance their knowledge about a particular clinical area. A committee of faculty members, including a designated PSP Chair, will assist with this process. Students will be enrolled in a sequence of courses over the duration of the program to facilitate their development of the project. In the second year, students will initiate development of a proposal for their PSP. Students must present the proposal to their committee for approval before the PSP is implemented. The student then completes the project and submits a written document detailing the PSP. Each student must present an oral defense of the PSP upon its completion. Following a successful defense, the student must provide the program with copies of the final PSP for binding. The PSP takes a minimum of 9-12 months to complete. With the Program Director’s approval, students needing additional time beyond the internship year to complete the PSP must register for PSYC 1990-1999 PSP Post-Internship I - IX, as needed, a 0.5 credit hours course.
Disclosure of Education/Training Outcomes

Time to Completion:

Students complete the program in 3-7 years with a median of 4 years. Average time to completion of the program is 4.39 years. The majority of students (90.1%) complete the program in 5 years or less. Overall, 67.9% of students completed the program in less than 5 years; 23% completed in 5 years; 7.1% in 6 years and 1.7% in 7 years. For those graduates entering the program with a Bachelors degree, 61.2% completed the program in 4 years, 27.7% in 5 years, 8.5% in 6 years, and 2.1% in 7 years. 100% of those graduates entering the program with an advanced degree in psychology (16.1% of all graduates) completed the program in 4 years or less. The range of time to completion for these students was 3-4 years, with a mean time to completion of 3.77 years and a median and mode of 4 years.

Required Internship:


Internship Match Rate

Number and percentage who obtained paid internships
2006-(8) 100%; 2007-(13) 81.5%; 2008-(16) 88%; 2009-(13) 100%; 2010-(16) 94.1%; 2011-(19) 100%

Number and percentage who obtained APPIC internships
2006-(8) 100%; 2007-(14) 87.5%; 2008-(16) 88%; 2009-(9) 82%; 2010-(13) 76.5%; 2011-(20) 89%

Number and percentage who obtained APA internships
2006-(3) 37.5%; 2007-(0) 0%; 2008-(1) 6%; 2009-(2) 18%; 2010-(3) 17.6%; 2011-(0) 0%

Obtained 2-year internships in 2010-(1) 6%

Cost:

Tuition = $25,740 yearly (At the current rate, total program tuition is projected to be $102,960 on the four year plan and $128,700 on the five year plan). There is an additional fee of $255 the first year for testing material fees. A quarterly continuation fee (ranging from $500 to $1,000) is assessed for completion of the Practitioner Scholar Project beyond the internship year. Students taking less than 12 credit hours per quarter are considered to have a partial course load.

Tuition rate are subject to change each academic year. Historically, tuition has increased between 2% and 7% annually.

Attrition:

Number and percentage of students completing the program since inception in 2003.

<table>
<thead>
<tr>
<th>Year of Matriculation</th>
<th># Enrolled</th>
<th># Graduated with Doctorate</th>
<th># Still Currently Enrolled</th>
<th># No Longer Enrolled</th>
</tr>
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<tbody>
<tr>
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<td>8</td>
<td>8 (100%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2004</td>
<td>15</td>
<td>12 (80%)</td>
<td>2 (13%)</td>
<td>1 (7%)</td>
</tr>
<tr>
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<td>21</td>
<td>10 (48%)</td>
<td>8 (38%)</td>
<td>3 (14%)</td>
</tr>
<tr>
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<td>22</td>
<td>4 (18%)</td>
<td>16(73%)</td>
<td>2 (9%)</td>
</tr>
<tr>
<td>2007</td>
<td>24</td>
<td></td>
<td>24(100%)</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
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<td>19(73%)</td>
<td>7 (27%)</td>
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<tr>
<td>2010</td>
<td>12</td>
<td></td>
<td>11(91%)</td>
<td>1</td>
</tr>
<tr>
<td>2011</td>
<td>21</td>
<td></td>
<td>21(100%)</td>
<td>0</td>
</tr>
</tbody>
</table>

Number of graduates 2-10 years post-graduation (2007-2009) = 25
Number of graduates licensed as psychologists = 12

Percentage of graduates licensed = 48%

ADMISSIONS

The Clinical Psychology Program considers applicants who possess the academic and professional promise necessary for development as competent, caring members of the healthcare community. The program requires an interview with applicants before decisions are made concerning admission into the program.

Admissions Requirements

To be considered for admission within our competitive selection process, applicants must submit the following documented evidence:

1. Completion of a bachelor’s degree from a regionally accredited college or university.
2. A minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale.
3. Completion of 18 semester hours or equivalent of prerequisite coursework in psychology with a grade of B- or better including: Introduction to General Psychology, Human Growth & Development or Personality Theory, Abnormal Psychology, Statistics or Tests and Measurements.
4. Graduate Records Examination (GRE) general test scores using the Midwestern University institution code of 1769:
   - Scores will be accepted from tests taken no earlier than January 1, 2008.
   - For more information about the GRE, contact Educational Testing Services (ETS) at 610/290-8975 or visit www.ets.org/gre.
5. Demonstration of a people or service orientation through community service or extracurricular activities.
6. Motivation for and commitment to healthcare as demonstrated by previous work, volunteer work, or other life experiences.
7. Oral and written communication skills necessary to interact with patients and colleagues.
8. Commitment to abide by Midwestern University’s Drug-Free Workplace and Substance Abuse Policy.
9. Passage of the Midwestern University criminal background check.

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

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

- Education Credential Evaluators (ECE): 414/289-3400 or Fax 414/289-3411 (www.ece.org, e-mail: eval@ece.org)
- World Education Service (WES): 212/966-6311 or Fax 212/739-6100 (www.wes.org)
- Josef Silny & Associates International Education Consultants: 305/273-1616 or Fax 305/273-1338 (www.jsilny.com, email: info@jsilny.com)

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

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

Application Process and Deadlines
Admissions decisions will be made on a rolling basis. Applicants are advised to complete the application file as early as possible to ensure timely consideration.

To be considered for admission to the Clinical Psychology Program, students must submit the following to the Office of Admissions:

1. Completed Applications
   - The application, forms and instructions are available at www.midwestern.edu; click on the IL Clinical Psychology Program section. For questions about the application or admissions process, contact the Office of Admissions at 800/458-6253 or e-mail at admissil@midwestern.edu.
2. A nonrefundable, nonwaivable application fee of $50.
3. Letters of recommendation
   - Applicants must submit three properly signed and sealed letters of recommendation from professionals who know the applicant well (e.g. teachers, advisors, professional colleagues or supervisors).
4. A personal statement that reflects the educational and career goals of applicants and provides a self-appraisal of their qualifications for the program and profession. Applicants are encouraged to include explanations of any factors in their application materials that might impact evaluations of their application.
5. Current curriculum vitae.
6. Official transcripts from all postsecondary schools attended.
7. GRE general test scores. Applicants are required to submit official GRE general test scores directly to Midwestern University from the Educational Testing Service.

Send application materials to:
Midwestern University
Office of Admissions
555 31st St.
Downers Grove, IL 60515
800/458-6253
admissil@midwestern.edu

Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address or e-mail address. All requests for application withdrawal must be made in writing via e-mail, fax, or letter to the Office of Admissions at the above address.

Interview and Selection Process
Completed applications are reviewed to determine an applicant’s eligibility for interviews. Interviews are conducted on the Midwestern University campus during several days throughout the admissions cycle. The personal interview is the final step in the application process. The Admissions Committee reviews the completed file of interviewed candidates and submits recommendations for admission to the Dean for final approval. The Dean, via the Office of Admissions, notifies applicants of admissions decisions.
Transfer of Credit

To receive credit for coursework completed at other institutions prior to matriculation at Midwestern University, students must submit a Transfer of Credit Request Application Form prior to registration for the first quarter of the program. This form can be obtained from the Program Director. The transfer of credit has the following conditions:

1. A maximum of 40 quarter hours of credit for coursework completed prior to matriculation may be considered;
2. Transferred course credit is limited to graduate level courses from recognized, regionally accredited degree granting institutions;
3. Credit is not transferable for practica or internship;
4. Credit may be awarded for required courses completed from other doctoral programs;
5. Credit may only be awarded for courses in which a grade of B- or higher was attained;
6. The program may require a competency examination to determine satisfactory performance before awarding credit for a course; and
7. Credit can only be awarded for courses completed within a seven-year period before matriculation.

Technical Standards

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

1. Observation: A candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. Communication: A candidate must be able to communicate effectively, efficiently and sensitively with patients in both oral and written form and be able to perceive nonverbal communication.
3. Motor: Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the sense of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination.
4. Intellectual, Conceptual, Integrative, and Quantitative Abilities: The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely fashion. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. Behavioral and Social Attributes: A candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, and the consistent, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

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

Matriculation Process

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

1. Submit the matriculation agreement and required deposit monies by the date designated in the matriculation agreement. Deposits are applied towards the first quarter’s tuition.
2. Submit official final transcripts from all colleges attended post-high school by the deadline of two weeks (14 days) prior to the first day of classes. Students who are accepted to MWU less than one month prior to the first day of classes will have 30 calendar days from the date of their acceptance to submit all official transcripts to the Office of Admissions. Any special circumstances or requests for exceptions to this policy must be sent to and approved by the Office of the Dean of the college. Students who fail to submit all official final transcripts by the stated deadline may jeopardize their acceptance or continued enrollment in the College.
3. Submit completed medical files documenting completion of a physical exam, immunizations, tuberculosis and titer blood testing as instructed by the Office of Student Services and detailed in the Student Handbook.
4. Meet the Technical Standards for the college.
5. Submit proof of medical and disability insurance coverage. Students may select either a plan offered by an MWU-approved carrier or a comparable plan offered by an outside carrier of their choice, as determined by the Office of Student Services. Insurance must be maintained throughout the entire period of enrollment.
6. Submit additional documents as requested by the Office of Admissions or college.
7. Provide documentation verifying that sufficient funds have been deposited in a U.S. bank, or one of six major Canadian banks, to cover all expenses while attending the college (applies only to non-U.S. citizens or temporary residents who hold student visas). Additional details and application forms are available in the Office of Student Financial Services.
8. Submit a signed Credit Policy Statement.
9. Authorize and pass the MWU criminal background check and/or fingerprinting background check as required by the specific college/school/program.
10. Submit a signed MWU Drug-Free Workplace and Substance Abuse Policy Statement.

Students who fail to satisfy these matriculation requirements or who omit or falsify information required on official admission documents automatically forfeit their seat in the program. Any individual accepted for admission to the college/program who does not comply with stated timelines for submission of all required materials receives no further notification from the college regarding the forfeiture of their seat.

Reapplication Process
Students who receive either denial or end-of-cycle letters may reapply for the following year’s admissions cycle. Before reapplying, however, individuals contemplating reapplication should seek the advice of an admissions counselor. To initiate the reapplication process, prospective students must complete and submit a new application and proceed through the standard application process.

Graduation Requirements
The M.A. degree in Clinical Psychology is awarded if the following conditions are fulfilled by students in the Psy.D. Program:
1. Satisfactory completion of 97 credit hours including all required courses (82 credits), Healthcare Issues course (1 credit), clerkships (2 credits), and practica and practicum seminars (12 credits).
2. Attainment of a cumulative grade point average of 3.0 or higher; and a minimum of B- or P in all required courses, seminars and practica.
3. Favorable recommendation for conferral of master’s degree from the Clinical Psychology Program Academic Review Committee and the CHS Student Promotion and Graduate Committee.
4. Favorable recommendation for conferral of the master’s degree from the University Faculty Senate.
5. Settlement of all financial accounts with the institution.

To receive the Psy.D. in Clinical Psychology, the student must complete all requirements within seven calendar years of matriculation. To be eligible for graduation the student must meet the following requirements:

1. Satisfactory completion of a minimum of 199 credits consisting of the required courses (135 credits), diagnostic practicum (9 credits), therapy practicum (9 credits), diagnostic practicum seminars (3 credits), therapy practicum seminars (3 credits), Health Care Issues Core Course (1 credit), clerkships (2 credits), Practitioner Scholar Project (8 credits) and internship (50 credits);
2. Attainment of a cumulative grade point average of 3.0 or higher; and minimum of B- or P in all required courses, seminars and practica;
3. Satisfactory completion of the written Qualifying Examination and program-based competencies;
4. Satisfactory completion of an approved internship;
5. Satisfactory completion of a Practitioner Scholar Project, including a successful oral defense and the submission of a copy for binding;
6. Completion of all graduation clearance requirements as instructed by the Office of the Registrar.
7. Favorable recommendation for doctoral degree conferral from the Clinical Psychology Program Academic Review Committee and the CHS Student Promotion and Graduation Committee.
8. Settlement of all financial accounts with the institution.

Requirements for Full Time Study in Residence
A residency requirement must be satisfied as a condition of graduation. The requirement can be satisfied in either of the following ways:

- The successful completion with a minimum of twelve quarter hours of credit per term for three consecutive quarters, or
- The successful completion of 40 quarter hours within one twelve-month period including the summer quarter.

Doctoral Level Licensure Requirements
All clinical psychologists providing direct services to the public must be licensed or certified by the state or province in which they practice. Doctoral level licensure typically requires completion of postdoctoral supervised experience and successful completion of the Examination for Professional Practice of Psychology (EPPP) as well as state or provincial requirements. Licensure requirements vary from jurisdiction to jurisdiction. For more information see www.asppb.net.
**CURRICULUM 4 YEAR TRACK**

The following curriculum applies to all students who matriculate in Fall 2011 or thereafter.

Total quarter hour credits for Psy.D. (4 Year Track) 199-207

Total quarter hour credits for Psy.D. (5 Year Track) 217-229

Note: The Clinical Psychology Program reserves the right to alter its curriculum however and whenever it deems appropriate.

**First Year**

Total Quarter Credit Hours Required First Year: 46

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
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<tr>
<td>CORE 1599</td>
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<td>PSYC 1501</td>
<td>Professional Issues and Ethics 3</td>
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PSYC 1681 Practitioner Scholar Project Development 1
PSYC 1686 Diagnostic Practicum III 3
PSYC 1687 Diagnostic Practicum Seminar III 1
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**Third Year**

**Total Quarter Credit Hours Required Third Year:** 44-48

**Summer Quarter**
PSYC 1705 Systems Theory 3
PSYC 1710 Diversity in Clinical Psychology 3
PSYC 1720 Practicum (Optional) 3
PSYC 1721 Practicum Seminar (Optional) 1
Total 6-10

**Fall Quarter**
PSYC 1722 Professional Development and Lifelong Learning 1
PSYC 1730 Advanced Psychotherapy Practice 3
PSYC 1771 Advanced Psychopathology 3
PSYC 1781 Practitioner Scholar Project Seminar 1
PSYC 1782 Therapy Practicum I 3
PSYC 1783 Therapy Practicum Seminar I 1
Total 12

**Winter Quarter**
PSYC 1731 Supervision and Consultation 3
PSYC 1746 Advanced Social-Cultural Bases of Behavior 3
PSYC 1776 Health Psychology 3
PSYC 1784 Therapy Practicum II 3
PSYC 1785 Therapy Practicum Seminar II 1
Total 13

**Spring Quarter**
PSYC 1708 Advanced Ethics 3
PSYC 1760 Cognitive-Affective Bases of Behavior I 3
PSYC 1770 Human Sexuality 3
PSYC 1786 Therapy Practicum III 3
PSYC 1787 Therapy Practicum Seminar III 1
Total 13

**Fourth Year (4 Year Track):**

**Total Quarter Credit Hours Required Fourth Year:** 58

**Summer Quarter**
PSYC 1811 Practitioner Scholar Project I 2
PSYC 1900 Internship 12.5
Total 14.5

**Fall Quarter**
PSYC 1812 Practitioner Scholar Project II 2
PSYC 1901 Internship 12.5
Total 14.5

**Winter Quarter**
PSYC 1813 Practitioner Scholar Project III 2
PSYC 1902 Internship 12.5
Total 14.5

**Spring Quarter**
PSYC 1814 Practitioner Scholar Project IV 2
PSYC 1903 Internship 12.5
Total 14.5

**CURRICULUM 5 YEAR TRACK**

The following curriculum applies to all students who matriculate in Fall 2011 or thereafter.

**Total quarter hour credits for Psy.D. (4 Year Track)** 199-207

**Total quarter hour credits for Psy.D. (5 Year Track)** 217-229

Note: The Clinical Psychology Program reserves the right to alter its curriculum however and whenever it deems appropriate.

**First Year**

**Total Quarter Credit Hours Required First Year:** 46

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PSYC 1501 Professional Issues and Ethics 3
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**BRIDGE CURRICULUM**

The following curriculum applies to all students who matriculated in Fall 2008-2010.

**Note:** The Clinical Psychology Program reserves the right to alter its curriculum however and whenever it deems appropriate.

**First Year**

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<td>PSYC 1502 Life Span Development I</td>
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| Winter Quarter                                |    |
| PSYC 1506 Professional Development Seminar II | 1  |
| PSYC 1510 Statistics I                        | 3  |
| PSYC 1516 Tests and Measurements II           | 2  |
| PSYC 1524 Intelligence Testing I              | 3  |
| PSYC 1525 Intelligence Testing II             | 3  |
| PSYC 1530 Introduction to Psychotherapy       | 4  |
| PSYC 1582 Clerkship I                         | 1  |
| Total                                         | 17 |

| Spring Quarter                                |    |
| PSYC 1503 Life Span Development II            | 3  |
| PSYC 1526 Personality Assessment I: Objective Techniques | 3 |
| PSYC 1527 Personality Assessment II: Projective Techniques | 2 |
| PSYC 1550 Biological Bases of Behavior        | 3  |
| PSYC 1583 Clerkship II                        | 1  |
| Total                                         | 12 |

| Second Year                                   |    |
| Total Quarter Credit Hours Required Second Year: | 51-55 |
| **Summer Quarter**                            |    |
| PSYC 1600 Diagnostic Practicum (Optional)     | 3  |
| PSYC 1601 Practicum Seminar (Optional)        | 1  |
| Selectives                                    | 2-6|
| Total                                         | 6-10|

| Fall Quarter                                  |    |
| PSYC 1670 Psychopathology II: Mood and Psychotic Disorders | 3 |
| PSYC 1620 Advanced Assessment                 | 3  |
| PSYC 1611 Advanced Statistics and Research Methods | 3 |
| PSYC 1615 Theories of Learning                | 3  |
| PSYC 1682 Diagnostic Practicum I              | 3  |
| PSYC 1683 Diagnostic Practicum Seminar I      | 1  |
| PSYC 1565 History and Systems                 | 3  |
| Total                                         | 19 |

| Winter Quarter                                |    |
| PSYC 1632 Psychodynamic Approaches to Psychotherapy | 3 |
| PSYC 1636 Behavioral Therapy                   | 3  |
| PSYC 1640 Introduction to Neuropsychology      | 3  |
| PSYC 1684 Diagnostic Practicum II              | 3  |
| PSYC 1685 Diagnostic Practicum Seminar II      | 1  |
| Total                                         | 13 |

| Spring Quarter                                |    |
| PSYC 1631 Cognitive Theories & Approaches to Psychotherapy | 3 |
| PSYC 1650 Psychopharmacology                   | 3  |
| PSYC 1680 Research Seminar: Integration of Science and Practice | 2 |
| PSYC 1681 Practitioner Scholar Project Development | 1 |
| PSYC 1686 Diagnostic Practicum III             | 3  |
| PSYC 1687 Diagnostic Practicum Seminar III     | 1  |
| Total                                         | 13 |
**Third Year**

Class of 2013 will need to take PSYC 1565 History and Systems and PSYC 1611 Advanced Statistics and Research Methods in 2011-2012 Academic Year only.

Class of 2013 will have already taken PSYC 1610 and PSYC 1635 which will require them to take 6 selective credits during the summer of 2011.

**Total Quarter Credit Hours Required Third Year:** 49-53

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**Fourth Year (4 Year Track):**

**Total Quarter Credit Hours Required Fourth Year:** 58

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**Fourth Year (5 Year Track):**

**Total Quarter Credit Hours Required Fourth Year:** 24-28

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Spring Quarter

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**SELECTIVES**

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<td>Career Guidance and Counseling</td>
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<td>Counseling Modalities &amp; Chemical Dependency</td>
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<td>Theories and Approaches to Marriage Counseling and Therapy</td>
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<td>Group Dynamics: Applied Therapy and Counseling Techniques</td>
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<tr>
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**COURSE DESCRIPTIONS**

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

**CORE 1599 Healthcare Issues**

Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. The various roles health care professionals play on a medical team will be introduced to first-year students via practitioner-patient demonstrations utilizing a surrogate patient. Additional lectures will introduce students to the Health Insurance Portability and Accountability Act (HIPAA), and the concept of biomedical research.

1 credit

**PSYC 1501 Professional Issues and Ethics**

The legal, ethical, and professional issues are discussed in the context of the delivery of mental health services. These issues include American Psychological Association ethical standards, privacy issues, confidentiality, mental health codes, mental health law and legislation, licensure, ethical standards in research, confidentiality in insurance and managed care contexts, and ethical standards in private practice, schools, hospitals and clinics, community settings, and government.

3 credits

**PSYC 1502 Life Span Development I**

This course examines the major developmental issues from birth through adolescence. The topics include normal and abnormal development in the context of physical, biological, cognitive, social, and emotional functioning. Topics include a study of models of development including learning theory, cognitive theory (Piaget), and Freudian and neo-Freudian theories. Speech and language development are also examined as a basis for later human cognition. Developmental factors related to issues of culture, ethnicity, disabilities, and gender are addressed.

3 credits

**PSYC 1503 Life Span Development II**

This course examines the biopsychosocial factors in adult development and aging. Topics include physical, psychological, and social changes that occur from early adulthood through senescence, and normal and abnormal changes through this cycle including cognitive changes. The course examines the role of work, career, and retirement as it impacts on basic adult life processes. The prospect of death and dying is also covered. Individual diversity factors such as culture, gender, religion, ethnicity and cohort are emphasized.

3 credits

Prerequisite: PSYC 1502 Life Span Development I
PSYC 1504 Research Methods and Design
This course is a survey of the methods used in empirical and clinical research, program evaluation, and intervention outcome studies. Students will learn both experimental and quasi-experimental designs. Strategies for research design, subject selection, and statistical analysis will also be examined.
3 credits

PSYC 1505, 1506 Professional Development Seminar I, II
Each seminar reviews the professional development of entry level students. Students meet with faculty to discuss issues related to their professional development as they pursue education and training to become clinical psychologists. Each seminar is evaluated on a pass/fail basis.
1 credit each course

PSYC 1510 Statistics I
The course examines basic statistical measures including parametric and nonparametric tests at both the theoretical and applied levels. The course will allow the student to understand the statistical methods used in clinical research. Emphasis is placed on the preparation of the students for their own clinical dissertation research.
3 credits
Prerequisite: PSYC 1504 Research Methods and Design

PSYC 1515 Tests and Measurements I
This is the first course in a two course sequence about the measurement of individual differences designed for students in the clinical psychology program. This course examines the philosophical, historical, and methodological foundations of psychological testing, assessment, and measurement. The course focuses on the statistical basis of validity, reliability, tests of intelligence, personality assessment, counseling and assessment, neuropsychological assessment, computer-assisted assessment, and the assessment of persons with disabilities.
3 credits
Prerequisites: PSYC 1504 Research Methods and Design

PSYC 1516 Tests and Measurements II
This course continues the examination of the measurement of individual differences focusing on the measurement of behavior, affect, achievement, relationships, attitudes, traits, and self-concept that are appropriate in clinical practice. The practical decision making process for clinicians will be emphasized in the context of existing research findings to highlight measurements in various domains for individual change, adaptive testing, test bias, and understanding of cultural influences on test construction, outcome, and recommendations.
2 credits
Prerequisite: PSYC 1515 Tests and Measurements I

PSYC 1524 Intelligence Testing I
This course introduces the student to the theory, administration, scoring, and interpretation of standard intelligence tests. Intellectual assessment scales examined include the Stanford-Binet, and the various Wechsler Scales. Basic interpretation and report writing skills are developed. Biopsychosocial, cultural, ethnic, and disability factors affecting test validity and interpretation are also examined.
3 credits
Prerequisite: Concurrent enrollment in PSYC 1525 Intelligence Testing II

PSYC 1525 Intelligence Testing II
The purpose of this course is to emphasize the use of clinical instruments to assess cognitive functioning of children and adults. The course is designed to develop competency in administration, scoring, and report writing. It consists of lectures, demonstrations, practice administrations, and individual checkouts of competencies in test administration. The students receive constructive feedback in the areas of test administration, scoring, interpretation of results and report writing.
3 credits
Prerequisite: Concurrent enrollment in PSYC 1524 Intelligence Testing I

PSYC 1526 Personality Assessment I: Objective Techniques
This course introduces the student to the administration, interpretation, and scoring of the objective tests for personality assessment. Tests examined include the MMPI2, and Millon Scales. Basic interpretation and report writing skills are taught for the objective personality assessment instruments. Biopsychosocial, cultural, ethnic, gender, and disability factors affecting assessment validity and interpretation are also examined.
3 credits
Prerequisites: PSYC 1524 Intelligence Testing I; PSYC 1525 Intelligence Testing II; Concurrent enrollment in PSYC 1527 Personality Assessment II: Projective Techniques

PSYC 1527 Personality Assessment II: Projective Techniques
This course provides the clinical psychology student with instruction and practice in the administration, scoring, and interpretation of the projective techniques including the Rorschach, Thematic Apperception Test, Children's Apperception Test, and projective drawings. The course addresses relevant cultural, ethnic, gender, and disability factors in considering interpretation of results and in the development of integrative report writing.
2 credits
Prerequisites: PSYC 1524 Intelligence Testing I; PSYC 1525 Intelligence Testing II; Concurrent enrollment in PSYC 1526 Personality Assessment I: Objective Techniques
PSYC 1530 Introduction to Psychotherapy
From a historical basis, this course introduces the student to the various psychotherapeutic traditions. Treatment approaches examined include psychoanalytic, psychodynamic, Gestalt, behavioral, cognitive/behavioral, interpersonal, and others. Through both didactic and experiential means, the student will be exposed to the fundamental aspects of each treatment approach. Also reviewed is the current literature on empirically verified treatment approaches as well as issues related to culture, ethnicity, gender, and disabilities.
4 credits
Prerequisite: PSYC 1501 Professional Issues and Ethics

PSYC 1550 Biological Bases of Behavior
This course examines the historical and current understandings of the physical/neurological underpinnings of human behavior. Recent advances in imaging techniques are examined as they relate to our understanding of the structure and function of the neurological substrate in human functioning.
3 credits
Prerequisite: PSYC 1502 Life Span Development I

PSYC 1565 History and Systems
This course is a survey of the historical development of both experimental and clinical psychology. Major systems of psychology include sensory-perceptual psychology (Gestalt), Freudian, psychodynamic, behavioral, cognitive, social, family, humanistic, and existential. Major theorists such as Freud, Adler, Jung, Maslow, Skinner, Piaget, Beck, and Meichenbaum are examined.
3 credits

PSYC 1582, 1583 Clerkship I, II
The clerkship sequence is a supervised pre-practicum field experience for students, focusing on the development of clinical inquiry skills, assessment ability, knowledge of community resources, diversity issues, and consultation skills. A clerkship is a supervised experience that may take place at hospitals, clinics, human service agencies, schools, shelters, or faith-based institutions. Students participating in the clerkship are under the direct supervision of program faculty. A student must complete a minimum of 2 credits of clerkship.
1 credit each course
Prerequisite: Approval of Program Director

PSYC 1600, 1720, 1800 Practicum
Each practicum is designed to provide the practical experiences in psychodiagostics that are appropriate for the training of practitioners in clinical psychology. Each practicum is offered for students attending an externship in the summer quarter if required by the external site.
3 credits each course
Prerequisites: Approval of Director of Training and Program Director; Concurrent enrollment in PSYC 1601 Diagnostic Practicum Seminar, PSYC 1721 Diagnostic Practicum Seminar, or PSYC 1801 Diagnostic Practicum Seminar, respectively

PSYC 1601, 1721, 1801 Diagnostic Practicum Seminar
Students come together from various practicum sites for the purpose of supervision and discussion of the clinical experience. Students are supervised in order to maximize the learning experience in a typical clinical setting.
1 credit each course
Prerequisites: Approval of Director of Training, and Program Director; Concurrent enrollment in PSYC 1600 Practicum, PSYC 1720 Practicum, or PSYC 1800 Practicum

PSYC 1611 Advanced Statistics and Research Methods
This course is designed to promote additional statistical methods used to analyze and interpret quantitative data. Focusing on the implementation of statistical methods for experimentation, research, and data-driven decision-making. Appropriate statistical software packages will be reviewed.
3 credits
Prerequisites: PSYC 1504 Research Methods and Design; PSYC 1510 Statistics I

PSYC 1615 Theories of Learning
The basic theories of learning will be described and contrasted including the works of Hull, Thorndike, Pavlov, Skinner, Watson, Bandura, Eyezenck and Guthrie in regard to the clinical application of these theoretical and experimental works.
3 credits
Prerequisite: PSYC 1565 History and Systems

PSYC 1620 Advanced Assessment
This course concentrates on the development of knowledge, skills and attitudes needed in the interpretation and reporting of test findings. Emphasis is placed on a synergistic understanding of the contributions of various test findings to the formulation of a valid diagnostic impression. Formulating diagnostic conclusions, clinical report writing, research report writing, and examination of differential diagnoses are reviewed with consideration of diversity issues.
3 credits
Prerequisites: PSYC 1524 Intelligence Testing I; PSYC 1525 Intelligence Testing II; PSYC 1526 Personality Assessment I: Objective Techniques; PSYC 1527 Personality Assessment II: Projective Techniques

PSYC 1631 Cognitive Behavioral Theories and Approaches to Psychotherapy
Starting with the pioneering work of Beck and Ellis and progressing to the current theory and practice of such therapists as Meichenbaum and Freeman, this course
examines the major paradigm shift in clinical psychology with the so-called "Cognitive Revolution." The course reviews the impact of cognitive therapy on the development of empirically verified treatment approaches. It also reviews the current research supporting the use of a cognitive psychotherapy approach with certain diagnostic conditions and diverse populations.

3 credits

PSYC 1632 Psychodynamic Approaches to Psychotherapy
Beginning with the seminal work of Freud, this course examines psychodynamic theory and technique. Case studies are used to exemplify the various techniques used in the psychodynamic approach. The work of Freud, Klein, Kernberg, and Kohut among others will be reviewed illustrating the rich and diverse approaches within the psychodynamic tradition.

3 credits
Prerequisite: PSYC 1530 Introduction to Psychotherapy

PSYC 1636 Behavioral Therapy
Beginning with the work of the major learning theorists such as Pavlov, Hull, Thorndike and Skinner, the course examines the basic theories and techniques that underlie the behavioral therapy approach in clinical psychology. Using recent studies in empirical verification of therapeutic approaches, the course reviews the use of specific behavioral interventions with such disorders as anxiety, panic attack, phobia, and obsessive-compulsive disorder.

3 credits
Prerequisites: PSYC 1530 Introduction to Psychotherapy; PSYC 1615 Theories of Learning; PSYC 1660 Cognitive-Affective Bases of Behavior

PSYC 1640 Introduction to Neuropsychology
This course reviews the major systems and structures of the brain and central nervous system. In addition to examining normal neurological functioning, the course discusses common impairments in cognition, language, and perception with neurological bases. Topics covered include neurological syndromes such as cerebral vascular accidents (CVAs), head trauma and concomitant brain injury, seizure disorders, and various forms of dementia. Case studies and neuropsychological test data highlight each syndrome.

3 credits
Prerequisites: PSYC 1516 Tests and Measurements II; PSYC 1550 Biological Bases of Behavior

PSYC 1650 Psychopharmacology
This course examines the development and use of pharmacological agents in the treatment of psychopathology. Further, the course examines the use of medication with empirically verified therapy approaches. All classes of psychopharmacological agents are reviewed including neuroleptics, anxiolytics, mood stabilizers, and antidepressants.

3 credits
Prerequisites: PSYC 1530 Introduction to Psychotherapy; PSYC 1550 Biological Bases of Behavior

PSYC 1654 Social and Cultural Bases of Behavior
This course examines the influence of socioeconomic, diversity, and cultural influences on behavior. Normative behavior is examined in the biopsychosocial context. Also covered is the consideration of individual behavior in new, diverse, or unfamiliar sociocultural contexts.

3 credits
Prerequisite: PSYC 1502 Life Span Development I

PSYC 1660 Cognitive-Affective Bases of Behavior
Normative human functioning is examined in the context of various theories of learning, behavior and emotion. Application of the theories and models to an understanding of normal human behavior is reviewed. Historic and current research is examined in support of various perspectives in relation to gender, aging, cultural, ethnic and disability issues.

3 credits
Prerequisite: PSYC 1502 Life Span Development I

PSYC 1669 Psychopathology I: Anxiety and Personality Disorders
This course reviews the theory and research underlying the anxiety and personality disorders of infancy, childhood and adolescence. Topics include generalized anxiety disorder and variations, phobias, dissociative and somatoform disorders, personality disorders, and psychosexual disorders. Disorders are reviewed from a biopsychosocial perspective.

3 credits
Prerequisite: PSYC 1669 Psychopathology I: Anxiety and Personality Disorders

PSYC 1670 Psychopathology II: Mood and Psychotic Disorders
This course will provide students with an introduction to underlying mood and psychotic disorders. Other topics covered include suicide, delirium, dementia, amnestic, and other cognitive disorders, mental disorders due to general medical condition, eating disorders, and adjustment disorders. Clinical presentations, diagnostic differentiation, biopsychosocial understanding, and empirically supported assessment and therapy are presented and discussed. Case studies are used to present variations in symptom presentation. The roles of culture, gender, ethnic, age, and disability factors are also discussed.

3 credits
Prerequisite: PSYC 1669 Psychopathology I: Anxiety and Personality Disorders

PSYC 1680 Research Seminar: Integration of Science and Practice
This course provides an extensive review of the research process through examination of published empirical and
clinical research articles. Students are expected to become good consumers of the research literature in order to develop sound research habits and identify the empirical support for evidence based practice.

2 credits
Prerequisites: PSYC 1504 Research Methods and Design; PSYC 1510 Statistics I

**PSYC 1681 Practitioner Scholar Project Development**
This course focuses on the initial development of the Practitioner Scholar Project (PSP) proposal. Students identify an area of clinical or empirical interest and develop a related focus of study for the PSP. Students receive guidance from their chair and members of PSP committee.
1 credit
Prerequisites: PSYC 1504 Research Methods and Design; PSYC 1510 Statistics I; Approval of Program Director

**PSYC 1682, 1684, 1686 Diagnostic Practicum I, II, III**
This course sequence is designed to provide the practical experiences in psychodiagnostics that are appropriate for the training of practitioners in clinical psychology. Students complete a diagnostic practicum at an approved training site.
3 credits
Prerequisites: Approval of Director of Training, Program Director; Concurrent enrollment in PSYC 1683, 1685, or 1687 Diagnostic Practicum Seminar I, II, or III, respectively.

**PSYC 1683, 1685, 1687 Diagnostic Practicum Seminar I, II, III**
Students come together from various diagnostic practicum sites for the purpose of supervision and discussion of the clinical experience. Students are supervised in order to maximize the learning experience in a typical clinical setting.
1 credit
Prerequisites: Approval of Director of Training and Program Director; Concurrent enrollment in PSYC 1682, 1684, or 1686 Diagnostic Practicum I, II, or III, respectively.

**PSYC 1705 Systems Theory**
The family as a system will be reviewed by examining external and internal boundaries, internal hierarchy, self-regulation through feedback, and lifecycle changes. Theory and research will be discussed within the context of relevant cultural, age, gender, and ethnic factors.
3 credits
Prerequisites: PSYC 1502 Life Span Development I; PSYC 1503 Life Span Development II; PSYC 1530 Introduction to Psychotherapy

**PSYC 1708 Advanced Ethics**
This course will focus on practical application of ethical principles to examine ethical and legal dilemmas and issues from the perspective of a state board of psychology, utilizing a case-based format.
3 credits
Prerequisite: PSYC 1501 Professional Issues and Ethics

**PSYC 1710 Diversity in Clinical Psychology**
Using a biopsychosocial model, this course examines the impact of culture, race, ethnicity, gender, and religion on theory and practice in clinical psychology. The course looks at the interaction between the clinician’s own perceptions of culture and that of the patient. The impact of ethnicity, disability, gender, and race is also discussed as it affects the delivery of psychological and psychiatric services. The societal impact due to differential access to services is also examined along with possible solutions to this problem.
3 credits
Prerequisite: PSYC 1654 Social and Cultural Bases of Behavior

**PSYC 1722 Professional Development and Lifelong Learning**
This course addresses students’ professional development. Problem-solving exercises nurture students’ metacognitive abilities. Issues, problems, values, and beliefs are the point of entry to a subject and source of motivation for sustained inquiry.
1 credit
Prerequisite: PSYC 1501 Professional Issues and Ethics

**PSYC 1730 Advanced Psychotherapy Practice**
This course is designed to help students develop a personal approach to psychotherapy practice, based upon their training in theoretical models and treatment, and their individual personalities. The course focuses on using the student’s theoretical model to conceptualize client cases and to provide appropriate treatment modalities while considering significant biopsychosocial and diversity factors. Case management and ongoing evaluation are discussed.
3 credits
Prerequisites: PSYC 1631 Cognitive Theories and Approaches to Psychotherapy; PSYC 1632 Psychodynamic Approaches to Psychotherapy; PSYC 1636 Behavioral Therapy

**PSYC 1731 Supervision and Consultation**
This course examines the consultative and supervisory processes and reviews the pertinent theories and practice models for supervision and consultation in a variety of employment settings.
3 credits
Prerequisite: PSYC 1710 Diversity in Clinical Psychology

**PSYC 1746 Advanced Social-Cultural Bases of Behavior**
This course continues to the review the role of societal and environmental factors in the production and maintenance of human behavior. Socio-cultural individual differences are discussed in the context of diversity issues.
3 credits
Prerequisite: PSYC 1654 Social and Cultural Bases of Behavior

**PSYC 1760 Cognitive-Affective Bases of Behavior I**
This is an expanded discussion of topics related to the cognitive-affective bases of behavior. Specific cognitive
activities such as learning, perception, memory, mental representations and effective development are reviewed. In addition, the roles of motivation and emotion in behavior are discussed.

3 credits
Prerequisite: PSYC 1660 Cognitive-Affective Bases of Behavior

**PSYC 1770 Human Sexuality**
This course explores human sexuality as a central and multidimensional part of the human experience. Current theoretical approaches, research and empirically based interventions will be reviewed. Topics will include sexual behaviors, body image, vulnerability, sensuality, seduction, sexual function and dysfunction. The course will examine the role sexuality plays in psychotherapeutic relationships. Individual differences and cultural diversity will be addressed taking into account, age, ethnicity, gender, cultural, religious and social influences.

3 credits
Prerequisite: PSYC 1550 Biological Bases of Behavior

**PSYC 1771 Advanced Psychopathology**
This advanced course focuses on the clinical manifestations of psychopathology in children, adolescents, and adults as identified in empirical clinical research. The course examines the major differences noted for cultural groups, gender, and persons with disabilities. The wide range of disorders presented in the Diagnostic and Statistic Manual of Mental Disorders Fourth Edition Text Revision (DSM-IV-TR) are reviewed in the context of current research studies.

3 credits
Prerequisites: PSYC 1670 Psychopathology II: Mood and Psychotic Disorders; PSYC 1680 Research Seminar; PSYC 1710 Diversity in Clinical Psychology

**PSYC 1776 Health Psychology**
This course explores the relationship between stress, health and illness. Implementing a biopsychosocial approach, health factors are assessed for the severity and recovery from illness. Health maintenance behaviors and the role of psychologists on a multidisciplinary health team are addressed.

3 credits
Prerequisites: PSYC 1550 Biological Bases of Behavior; PSYC 1669 Psychopathology I: Anxiety and Personality Disorder

**PSYC 1781 Practitioner Scholar Project Seminar**
This seminar-based course focuses on the preparation for the completion and oral defense of the Practitioner Scholar Project (PSP) proposal. All aspects of the PSP are reviewed. Students receive consultation from their PSP chair and committee.

1 credit
Prerequisites: PSYC 1680 Research Seminar; Integration of Science and Practice; PSYC 1681 Practitioner Scholar Project Development

PSYC 1782, 1784, 1786 Therapy Practicum I, II, III
The therapy practicum sequence involves direct clinical experiences at an approved training location. Students are enrolled while completing the required therapy practicum.

3 credits each course
Prerequisites: PSYC 1682, 1684, 1686 Diagnostic Practicum I, II, III; Concurrent enrollment in PSYC 1783, 1785, or 1787 Therapy Practicum Seminar I, II, or III, respectively; Approval of Program Director and Director of Training

**PSYC 1783, 1785, 1787 Therapy Practicum Seminar I, II, II**
This seminar sequence reviews the progress of students enrolled in a therapy practicum at an approved training location. Students are required to meet on campus to review training experiences and present clinical cases to the attendees.

1 credit each course
Prerequisites: PSYC 1683, 1685, 1687 Diagnostic Practicum Seminar I, II, III; Concurrent enrollment in PSYC 1782, 1784, or 1786 Therapy Practicum I, II, or III, respectively; Approval of Program Director and Director of Training

**PSYC 1811, 1812, 1813, 1814 Practitioner Scholar Project I, II, III, IV**
Completion of the Practitioner Scholar Project during fourth year of program.

2-4 credits each quarter (8 total credit hours)
Prerequisites: PSYC 1781 Practitioner Scholar Project Seminar; Approval of Program Director

**PSYC 1882, 1884, 1886 Advanced Practicum I, II, III**
The advanced practicum involves the direct clinical experiences at an approved training location. Students are enrolled while completing the required advanced practicum.

3 credits per course
Prerequisites: PSYC 1782, 1784, 1786 Therapy Practicum I, II, III; Concurrent enrollment in PSYC 1883, 1885, or 1887 Advanced Practicum Seminar I, II, or III, respectively; Approval of Program Director and Director of Training

**PSYC 1883, 1885, 1887 Advanced Practicum Seminar I, II, II**
This seminar reviews the progress of students enrolled in an advanced practicum at an approved training location. Students are required to meet on campus to review training experiences and present clinical cases to the attendees.

1 credit each course
Prerequisites: PSYC 1783, 1785, 1787 Therapy Practicum Seminar I, II, III; Concurrent enrollment in PSYC 1882, 1884, or 1886 Advanced Practicum I, II, or III, respectively; Approval of the Program Director and Director of Training

**PSYC 1900, 1901, 1902, 1903 Internship**
The internship is a 12 month full-time commitment (2,000 hours) that is designed to provide an intensive clinical
experience expanding upon the required didactic coursework, clerkship, diagnostic practicum and therapy practicum experiences. In some approved circumstances students may complete the requirement in 24 months.

12.5 credits each quarter (50 total credit hours)
Prerequisites: PSYC 1582, 1583 Clerkship I, II; PSYC 1682, 1684, 1686 Diagnostic Practicum I, II, III; PSYC 1782, 1784, 1786 Therapy Practicum I, II, III; Successful completion of all coursework, PSP proposal, and Qualifying Examination; Approval of Program Director and Director of Training

PSYC 1921, 1922, 1923, 1924 Practitioner Scholar Project Continuation I, II, III, IV
This course sequence is reserved for students on internship needing additional time for completion of the required Practitioner Scholar Project. 
0.5 credits each course
Prerequisites: PSYC 1814 Practitioner Scholar Project IV; Concurrent enrollment in PSYC 1900 Internship; Approval of Program Director

PSYC 1910-1913 Internship Continuing
This course is reserved for students requiring additional time for completing internship requirements beyond the initial term of the internship. A continuation fee is assessed for enrollment in this course. The fee increases in the third continuation quarter and beyond.
0.5 credits each course
Prerequisites: PSYC 1900 Internship; Approval of Program Director and Director of Training

PSYC 1990 - 1999 Practitioner Scholar Project Post-Internship I - IX
This course is reserved for students needing additional time after internship for completion of the required Practitioner Scholar Project. A fee will be assessed for students who are registered for this course beyond year 5 of the program.
0.5 credits each course
Prerequisite: Approval of Program Director

SELECTIVES

PSYC 1332 Theories of Counseling and Psychotherapy
This course provides an extensive review of the theories and models forming the foundation and rationale for counseling and psychotherapy. The content expands upon previous coursework to include counseling techniques and psychotherapies associated with Adlerian, analytical, existential, reality, family, person-centered, multicultural, and multimodal approaches. A minimum enrollment of 5 students is required for this course to be offered.
3 credits
Prerequisite: PSYC 1530 Introduction to Psychotherapy

PSYC 1338 Theories of Vocational Counseling
This course reviews the significant theories associated with vocational counseling including prominent career counseling models. Career counseling in schools, institutions of higher learning, and other work settings are reviewed. Issues affecting culture, gender, and special populations will be addressed. A minimum enrollment of 5 students is required for this course to be offered.
3 credits
Prerequisite: PSYC 1516 Tests and Measurements II

PSYC 1437 Career Guidance and Counseling
This course focuses on the significant aspects of psychological assessment and counseling techniques that are used in the process of career formation and guidance. Procedures for effective assessment and counseling techniques are considered in the context of diversity issues. The use of decision trees, career counseling checklists, and multicultural career assessment and counseling issues are discussed. A minimum enrollment of 5 students is required for course to be offered.
3 credits
Prerequisite: PSYC 1338 Theories of Vocational Counseling

PSYC 1447 Advanced Group Therapy and Counseling
This course is an advanced study of the techniques associated with group counseling therapy. The course explores appropriate group interventions for a variety of life situations, emotional concerns, health care needs, and psychiatric conditions. This course examines the uses of group techniques for diverse populations. A minimum enrollment of 5 students is required for this course to be offered.
3 credits
Prerequisite: PSYC 1647 Group Dynamics: Applied Therapy and Counseling Techniques

PSYC 1478, 1479 Directed Readings in Clinical Psychology I, II
This course permits exploration of an approved topic in clinical or professional psychology. With the consultation of a program faculty member, a reading list is developed around some relevant topic. The readings focus on the interchange between theory, research, diversity issues, and professional practice. This course can include a variety of topics, including clinical issues related to special populations (e.g. geriatric), areas of professional specialization (e.g. health psychology), or other areas of interest (e.g. human sexuality).
1-3 credits each course
Prerequisite: PSYC 1647 Group Dynamics: Applied Therapy and Counseling Techniques

PSYC 1488, 1489 Advanced Independent Study I, II
This course permits the student to pursue individualized study in foundational psychology, empirical research, clinical psychology or a related topic under the direct supervision of a faculty member. A comprehensive study plan with methods for evaluation of performance is developed in consultation.
with program faculty and the approval of the Program Director. Each course can include a variety of topics, including clinical issues related to special populations (e.g. geriatric), areas of professional specialization (e.g. health psychology), or other specific areas of interest (e.g. human sexuality).

1-3 credits each course
Prerequisite: Approval of Program Director

**PSYC 1639 Counseling Modalities & Chemical Dependency**
This course details the various models used in the treatment of alcohol and chemical abuse/dependency. Topics include psychopharmacologic interventions, group therapy, detoxification, Alcoholics Anonymous, cognitive therapy, and other empirically supported treatment approaches. Minimum enrollment of 5 students.
3 credits
Prerequisite: PSYC 1530 Introduction to Psychotherapy

**PSYC 1645 Theories and Approaches to Marriage Counseling and Therapy**
This course examines the basic theories and assumptions underlying marriage therapy while considering the biopsychosocial perspective. Using case studies, films, and videotapes the course examines fundamental techniques of both therapy and diagnostic evaluation such as the use and development of the genogram. Minimum enrollment of 5 students.
3 credits
Prerequisite: PSYC 1530 Introduction to Psychotherapy

**PSYC 1647 Group Dynamics: Applied Therapy and Counseling Techniques**
Based on the historic and contemporary use of group counseling techniques, this course uses both didactic and experiential methods in introducing the students to the use and understanding of group dynamics and techniques. Students will learn not only the theoretical basis of group therapy, but will also be exposed to counseling applications appropriate for diverse populations. Minimum enrollment of 5 students.
3 credits
Prerequisites: PSYC 1530 Introduction to Psychotherapy; PSYC 1654 Social and Cultural Bases of Behavior

**PSYC 1740 Advanced Issues in Substance Abuse**
This course provides an extended examination of chemical dependence and other addictive behaviors begun in PSYC 1639. Major theories of etiology, dynamics, and psychopathology of substance abuse are critically reviewed. Assessment, treatment, and case management are explored within the context of diversity issues and the biopsychosocial perspective.
3 credits
Prerequisites: PSYC 1639 Counseling Modalities and Chemical Dependency; PSYC 1640 Introduction to Neuropsychology

**PSYC 1775 Psychology of Rehabilitation**
This course examines the neuropsychiatric and neurobehavioral disorders in the practice of clinical neuropsychology and behavioral medicine. Various disorders are reviewed from neuroanatomical, medical, neuropsychological, rehabilitation, and practical clinical viewpoints. The spectrum of disorders, includes such conditions as traumatic brain injury, right hemisphere syndromes, dementia, aphasias, seizure disorders, arteriovenous malformations, and neurotoxic disorders.
3 credits
Prerequisite: PSYC 1550 Biological Bases of Behavior

**PSYC 1790 Forensic Psychology**
The science and practice of clinical psychology will be applied to the assessment and treatment of offender populations. Examples will include cultural, social and economic issues in working with forensic populations in inpatient, legal and institutional settings.
3 credits
Prerequisite: PSYC 1501 Professional Issues and Ethics

**PSYC 1792 Family Therapy and Counseling**
This course will focus on the multidimensional nature of family treatment. Family dynamics and behavior will be addressed using systemic, dynamic and Cognitive Behavioral Therapy perspectives. Assessment, conceptualization, treatment planning, implementation, and evaluation of treatment will be described and discussed.
3 credits
Prerequisite: PSYC 1705 Systems Theory

**PSYC 1794 Special Topics**
This course permits exploration of an approved topic in clinical or professional psychology. With the consultation of a program faculty member, a reading list is developed around some relevant topic. The readings focus on the interchange between theory, research, diversity issues, and professional practice. This course can include a variety of topics, including clinical issues related to special populations (e.g. geriatric), areas of professional specialization (e.g. health psychology), or other areas of interest (e.g. human sexuality). Prerequisite: Approval of Program Director
1-3 credits
Prerequisite: Approval of Program Director

**ACADEMIC AND ADMINISTRATIVE POLICIES**

**Academic Standards**
A student enrolled in the Clinical Psychology Program must pass all Psy.D. courses with a minimum grade of B- or P and maintain a cumulative grade point average (GPA) of 3.00 or higher to achieve satisfactory academic progress.
In addition to academic grades, competency checkpoints are assessed throughout the program related to the specific training competency areas of the practitioner-scholar model of training. Failure to demonstrate required satisfactory performance on a program competency that is part of a course will lead to a course failure (grade of F). All program competency exams must be passed with a minimum grade of B- on a graded exam or a P on a Pass/Fail exam (See Program-Based Competencies section for additional information).

If a student fails a Psy.D. course (grade of C+, C, F), the student may be required by the Program’s Academic Review Committee to retake that course. Students will not be required to retake an elective course, but may be permitted to do so. Students will only be able to retake a failed course once. To successfully retake the course, the student needs to achieve a grade of B- or better in a graded course or a P in a Pass/Fail course. If a student fails the retaken course it will be considered by the Clinical Psychology Academic Review Committee and will be addressed accordingly in conjunction with the College of Health Sciences (CHS) academic policies.

Program-Based Competencies
As mentioned, students are required to demonstrate evidence of competency throughout the program related to the specific training areas of the practitioner-scholar model of training. Satisfactory performance on each program-based competency is required (equivalent to at least a B- on a graded exam or P on a Pass/Fail exam). If a student does not perform satisfactorily on a program based competency, one retest for that competency may be allowed. Retest of the competency must be completed within 10 calendar days starting from the first Monday following the end of the quarter.

To satisfactorily pass a competency retest, students will need to obtain the equivalent of a minimum grade of B- on a graded exam or a grade of P on a Pass/Fail exam. In cases where demonstration of competency is part of a course, students who satisfactorily pass the competency retest may only receive the minimal passing course grade (B- in graded course, P in Pass/Fail course). Failing a competency retest indicates that the student is unable to demonstrate the required competency during the course and will result in a course grade of F.

Failures in courses containing these program-based competencies will be addressed by the Clinical Psychology Academic Review Committee according to the College of Health Sciences academic policies.

Satisfactory Progress
Once students have matriculated, they must be enrolled in the program for fall, winter, spring and summer quarter until graduation. Credit hours can be earned during any academic quarter: fall, winter, spring, or summer. At the conclusion of each quarter, the Clinical Psychology Academic Review Committee assesses student progress based on academics, clinical performance, scholarly activity, professionalism, demonstration of satisfactory completion of all required program competencies, and other faculty evaluations. Students must demonstrate satisfactory achievement levels in all of the program’s education and training competency areas throughout their time in the program. Students are provided feedback about their progress periodically throughout the year.

If a student fails to make satisfactory progress in completing her or his prescribed course of study, these circumstances will be addressed by the Clinical Psychology Academic Review according to the College of Health Sciences academic policies.

Advancement to Doctoral Candidacy
At the conclusion of the second year of study, advancement to candidacy will be determined by the faculty upon review of the student’s progress in the following areas:

1. Academic progress
2. Clinical performance
3. Scholarly activity
4. Professionalism
5. Demonstration of satisfactory performance for required program competencies in the first two years of the program
6. Faculty evaluation
7. Qualifying Examination

Successful completion of the Qualifying Examination and satisfactory progress in one through six listed above signals the official acceptance of the matriculated student as a doctoral candidate.

Unsatisfactory progress in any of the above areas will lead to review by the Academic Review Committee and may result in dismissal from the program.

Qualifying Examination
The purpose of the Qualifying Examination is to permit students to demonstrate their ability to integrate the core clinical and non-clinical course material from the first two years of study into comprehensive responses demonstrating organizational skills, analysis, synthesis, and differential thinking. The examination is given annually and is scheduled after the first two years of study with the approval of the Academic Review Committee and the Program Director. It is evaluated on a Pass/Fail basis.

FACULTY
Wendell W. Carpenter, Ph.D.
Illinois Institute of Technology Counseling Psychology Program Clinical Associate Professor
Karen E. Farrell, Psy.D.
Argosy University Illinois School of Professional Psychology Director of Training and Professor
Arthur Freeman, Ed.D., Sc.D., ABPP
Babes-Bolyai University
International Institute for the Advanced Studies of Psychotherapy and Applied Mental Health
Director and Professor

Sarah E. Getch, Ph.D.
Illinois Institute of Technology
College of Psychology
Assistant Professor

Nathaniel D. Krumdick, Ph.D.
Loyola University of Chicago
The Graduate School
Assistant Professor

Michelle M. Lee, Ph.D.
Case Western Reserve University
School of Graduate Studies
College of Arts and Sciences
Associate Professor

Richard C. Ney, Ph.D.
Loyola University of Chicago
The Graduate School
Professor

Ann M. Sauer, Ph.D.
Loyola University of Chicago
The Graduate School
Associate Professor

Diana J. Semmelhack, Psy.D.
Argosy University
Illinois School of Professional Psychology
Associate Professor

Ja'net M. Seward, Psy.D.
Argosy University
Illinois School of Professional Psychology
Assistant Professor
MISSION
The Midwestern University Speech-Language Pathology Program is dedicated to the education of speech-language pathologists with the knowledge and skills to serve the communication and swallowing needs of individuals and the community through responsive, compassionate, ethical, and evidence-based practice.

ACCREDITATION
Midwestern University’s Speech-Language Pathology Program has applied for candidacy status with the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) located at 2200 Research Blvd., Rockville, MD 20850-3289; Phone: 301-296-5700.

DEGREE DESCRIPTION
The Speech-Language Pathology Program provides academic and clinical experiences that culminate in the Master of Science (M.S.) in Speech-Language Pathology degree. The curriculum is designed to prepare students for a professional role as a speech-language pathologist (SLP). Graduates of this program will be poised to assume positions as entry-level clinicians as part of a healthcare or educational team. The Speech-Language Pathology degree program is a continuous, full-time program of study that spans seven quarters, or 21 months from admission to graduation. The maximum allotted time for completion of the program is 31.5 months.

The Speech-Language Pathology Program offers a balanced curriculum to prepare future SLPs to work with both children and adults with communication disorders. Course elements are designed to imbue students with the knowledge base pertinent to the field, while simultaneously fostering the critical thinking, problem solving, and self-confidence that contributes to effective independent clinical practice. Further, students will develop empathy and compassion, which are hallmark traits of a master clinician.

The Speech-Language Pathology Program curriculum incorporates academic, research, and clinical experiences. The curriculum includes basic science and research coursework, in addition to courses that focus on specific communication disorders. Each student will explore the evidence base of speech-language pathology and related professions, and will apply knowledge gained to clinical practices. All students will learn about basic research methods within the discipline, and can elect to complete research that culminates in a master’s thesis. Students may alternatively elect to pursue a capstone non-thesis track. Students will engage in clinical practice at the Midwestern University Clinic and at local schools and healthcare facilities. Each student will complete two internships, each of which is 10 weeks in duration, including one in an educational facility and one in a hospital or clinic. Students will gain clinical experiences with a wide variety of clients with communication impairment.

The Speech-Language Pathology Program is designed to prepare entry-level speech language pathologists. Graduates will be able to demonstrate evidence of all knowledge and skill requirements to begin a Clinical Fellowship Year (CFY). At the completion of the CFY, graduates will be eligible to apply for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association. Students will also be eligible to apply for state licensure through the Illinois Department of Financial and Professional Regulation (IDFPR), and teacher certification (Type 73) through the Illinois State Board of Education.

Program Objectives
The Master of Science in Speech-Language Pathology Program seeks to:

1. Foster a humanistic learning environment for students;
2. Foster a holistic and compassionate approach to patient care;
3. Graduate competent speech-language pathologists who possess the levels of clinical judgment, understanding, empathy, technical skills, and independence to begin professional practice;
4. Instill a philosophy of lifelong learning in speech-language pathology students;
5. Promote research and scholarly activity among the faculty and students;
6. Develop a clinical practice in the Midwestern University Clinic that provides a broad range of evidence-based experiences for speech-language pathology students;
7. Contribute to the overall growth and academic excellence of Midwestern University by supporting its Mission and Vision.
ADMISSIONS
The College of Health Sciences Speech-Language Pathology Program considers admission of those applicants who demonstrate academic and clinical aptitude coupled with professionalism. A competitive admissions framework is implemented to select program candidates. Each file is evaluated by a faculty committee using a specific program rubric.

The Midwestern University Speech-Language Pathology Program uses the Communication Sciences and Disorders Centralized Application Service (CSDCAS) for students applying to the program. Applicants should submit all materials by March 1, 2013 in order to be considered (http://www.capcsd.org/csdcas). Please refer to the CSDCAS website for instructions on submission of application materials.

The Speech-Language Pathology Program operates on a rolling admissions cycle. Completed applications are reviewed throughout the cycle to determine applicant eligibility for interviews. Interviews are typically conducted during the winter and spring quarters. Admissions decisions are generally made within one month of the interview.

Admission Requirements
Individuals applying for admission to the College of Health Sciences Speech-Language Pathology Program must submit documentation for the following minimum requirements before the academic year commences for the incoming class:

1. Completion of a baccalaureate degree from a regionally-accredited institution in Communication Sciences and Disorders, inclusive of the courses listed below, or
2. Completion of a baccalaureate degree from a regionally-accredited institution in an area other than Communication Sciences and Disorders with completion of a specified sequence of prerequisite coursework including all of the following:
   - Anatomy and Physiology of Communication Mechanisms
   - Phonetics
   - Articulation Development
   - Language Development
   - Speech and Hearing Science
   - Introduction to Audiology
   - Statistics
   - Coursework in biological sciences, physical sciences, and social sciences
3. Minimum undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Grades of C or better for prerequisite courses; grades of C- are not acceptable.
4. Oral and written communication skills necessary to interact with patients and colleagues
5. Scores on the general and writing sections of the Graduate Record Examination (GRE) using the Midwestern University institution code of 1769
   - The test must have been taken no earlier than January 1, 2008
   - For more information about the GRE contact Educational Testing Services (ETS) at 866/473-4373 or visit www.ets.org/gre
6. Three letters of recommendation from individuals who can comment on academic, clinical, and professional experiences of the applicant
7. A completed CSDCAS application
8. Participate in an interview with faculty (invitation only)
9. Write an essay given a clinical writing prompt
10. Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy
11. Passage of the Midwestern University criminal background check

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

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

- Education Credential Evaluators (ECE): 414/289-3400 or Fax 414/289-3411 (www.ece.org, e-mail: eval@ece.org)
- World Education Service (WES): 212/966-6311 or Fax 212/739-6100 (www.wes.org)
- Josef Silny & Associates International Education Consultants: 305/273-1616 or Fax 305/273-1338 (www.jsilny.com, e-mail: info@jsilny.com)

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

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

**Application Process and Deadlines**

To be considered for admission to the Speech-Language Pathology Program, applicants must submit the following to the Office of Admissions:

1. **CSDCAS Application**
   Applicants are required to submit their applications to CSDCAS at http://www.capcsd.org/csdcas by March 1, 2013. Please refer to the CSDCAS application instructions for specific details about completing the application, required documents, and processing time. Due to the large number of applications and the limited number of seats available, applicants are encouraged to complete their CSDCAS application early in the cycle. One advantage of a centralized application service is that students can monitor the status of their applications online.

2. **Letters of Recommendation**
   Applicants are required to submit a minimum of three letters of recommendation to CSDCAS(http://www.capcsd.org/csdcas). The Office of Admissions will accept only letters of recommendation received via CSDCAS. Letters should be contributed from professors, speech-language pathologists, or other professionals with whom the applicant has interacted. They should address academic, clinical and professional qualities that will contribute to the applicant's readiness for graduate study. Please refer to the CSDCAS application instructions for specific guidelines and requirements for submitting letters of recommendation.

3. **GRE Scores**
   Applicants are required to submit official GRE general test and writing scores directly to Midwestern University. The MWU institutional code for submitting scores is 1769. Only scores earned during the previous five years (no earlier than January 1, 2008) and sent directly from the Educational Testing Service (ETS) will be accepted.

4. **Completed Applications**
   The Office of Admissions will send letters verifying receipt of completed CSDCAS applications to applicants who meet the minimum cumulative GPA requirement of 3.00. The letters will include instructions for checking the status of the required application materials online. Applicants are responsible for tracking the receipt of their application materials and ensuring the submission of all required documents. Only applicants who submit complete application packages will be considered for potential entrance into the Program.

**Please note:** Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address or email address. All application withdrawal requests must be made in writing via e-mail, fax, or letter to:

Midwestern University
Office of Admissions
555 31st St.
Downers Grove, IL 60515
Fax: 630/971-6086
admissil@midwestern.edu

**Interview and Selection Process**

When applicants are considered eligible for interviews after review of their completed files they will be notified of available interview dates and invited by the Office of Admissions to schedule an on-campus interview.

A typical interview day involves participation in the following activities coordinated by the Office of Admissions: an interview with two department faculty, lunch with current Midwestern University students, a campus tour, and consultations with counselors from the Office of Admissions and the Office of Financial Aid.

During interview sessions, department faculty will question applicants about their academic, personal, and professional aspirations and preparedness for admission to the Speech-Language Pathology Program. Interview responses will be evaluated using a rubric established for this purpose. Rubric analyses are included in applicant files for review by the Speech-Language Pathology Admissions Committee. The Speech-Language Pathology Admissions Committee reviews the full application files for applicants who were interviewed. They determine admission recommendations and submit them to the Dean of the College of Health Sciences for action. The Dean, via the Office of Admissions, notifies each applicant in writing of the admission action/decision.

**Technical Standards**

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

1. Observation: The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.

2. Communication: The candidate must be able to communicate effectively, efficiently and sensitively
in both oral and written form and be able to perceive nonverbal communication.

3. Motor: Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks (for example, the physical therapy program requires a candidate to be able to move at least 50 pounds vertically and horizontally).

4. Intellectual, Conceptual, Integrative and Quantitative Abilities: The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.

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

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

Matriculation Process

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

1. Submit the matriculation agreement and required deposit monies by the date designated in the matriculation agreement. Deposits are applied towards the first quarter’s tuition.

2. Submit official final transcripts from all colleges attended post-high school by the deadline of two weeks (14 days) prior to the first day of classes. Students who are accepted to MWU less than one month prior to the first day of classes will have 30 calendar days from the date of their acceptance to submit all official transcripts to the Office of Admissions. Any special circumstances or requests for exceptions to this policy must be sent to and approved by the Office of the Dean of the college. Students who fail to submit all official final transcripts by the stated deadline may jeopardize their acceptance or continued enrollment in the College.

3. Submit completed medical files documenting completion of a physical exam, immunizations, tuberculosis and titer blood testing as instructed by the Office of Student Services and detailed in the Student Handbook.

4. Meet the Technical Standards for the college.

5. Submit proof of medical and disability insurance coverage. Students may select either a plan offered by an MWU-approved carrier or a comparable plan offered by an outside carrier of their choice, as determined by the Office of Student Services. Insurance must be maintained throughout the entire period of enrollment.

6. Submit additional documents as requested by the Office of Admissions or college.

7. Provide documentation verifying that sufficient funds have been deposited in a U.S. bank, or one of six major Canadian banks, to cover all expenses while attending the college (applies only to non-U.S. citizens or temporary residents who hold student visas). Additional details and application forms are available in the Office of Student Financial Services.

8. Submit a signed Credit Policy Statement.

9. Authorize and pass the MWU criminal background check and/or fingerprinting background check as required by the specific college/school/program.

10. Submit a signed MWU Drug-Free Workplace and Substance Abuse Policy Statement.

Students who fail to satisfy these matriculation requirements or who omit or falsify information required on official admission documents automatically forfeit their seat in the program. Any individuals accepted for admission to the
college/program who do not comply with stated timelines for submission of all required materials receive no further notification from the college regarding the forfeiture of their seat.

**Reapplication Process**

Students who receive denial or end-of-cycle letters may reapply for the following year’s admissions cycle. Before reapplying, however, individuals contemplating reapplication should seek the advice of an admissions counselor. To initiate the reapplication process, prospective students must complete and submit a new application and proceed through the standard application process.

**EVALUATION OF STUDENT PERFORMANCE**

Students in the Speech-Language Pathology Program will be evaluated based upon academic and clinical performance at regular intervals during each quarter of study and throughout their program. Both formative and summative assessment techniques will be applied. Summative assessment will include traditional grades and written feedback for individual assignments, and final course grades at the end of a term or practicum experience. Formative assessment will include regular evaluation of student performance relative to learning objectives that reflect entry-level knowledge and skills as outlined by the American Speech-Language-Hearing Association. The use of both summative and formative assessment media across academic and clinical curricula will ensure student learning and preparation to enter the field of speech-language pathology.

**GRADUATION REQUIREMENTS**

To qualify for graduation, students must:

1. Satisfactorily complete all courses with a minimum cumulative grade point average of 3.0;
2. Satisfactorily complete the required minimum number of 105 credit hours in the curriculum;
3. Pass a comprehensive examination administered by the Program;
4. Receive a favorable recommendation for master’s degree conferral from the Speech-Language Pathology Academic Review Committee and the CHS Student Promotion and Graduation Committee;
5. Receive a favorable recommendation for master’s degree conferral from the University Faculty Senate;
6. Settle all financial accounts with the University; and
7. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

**LICENSURE REQUIREMENTS**

Speech-language pathologists must hold a master's or doctoral degree to be eligible for certification, licensure, and practice as a speech-language pathologist. National certification is obtained through the Council for Clinical Certification (CFCC) of the American Speech-Language Hearing Association (ASHA), which establishes the standards for certification. The CFCC awards the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), a nationally recognized professional credential.

In addition to program coursework and practicum requirements, the standards for the CCC-SLP include passing the Praxis® Exam in Speech-Language Pathology and completing the equivalent of 36 weeks (full time) professional experience (the "Clinical Fellowship") post graduation. The Praxis Exam is administered by the Educational Testing Service (ETS).

Speech-language pathologists must be licensed to practice in Illinois pursuant to the requirements of the Illinois Speech-Language Pathology and Audiology Practice Act (225 ILCS 110). Passing the Praxis® Exam is a requirement for licensure in most states, including Illinois.

The Illinois State Board of Education (ISBE) offers the School Service Personnel certificate (Type 73) for Speech-Language Pathology. This credential is necessary to work in Illinois public schools. The requirements of the program include a school-based practicum that will prepare students to meet the requirements for this additional credential.

**CURRICULUM**

The professional master’s curriculum is composed of 50 required course credits (quarter hours) for the first calendar year, 55 to 58 required course credits for the second calendar year for a total of 105 to 108 quarter credits. Clinical practica are scheduled in the third, fourth, and fifth quarters of the curriculum and internships are placed in the last two quarters of the curriculum.

The Midwestern University College of Health Sciences Speech-Language Pathology Program reserves the right to alter its curriculum as appropriate for the essential professional preparation of its students.

**First Professional Year**

<table>
<thead>
<tr>
<th>Total Credit Hours Required</th>
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<tbody>
<tr>
<td><strong>Fall Quarter</strong></td>
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<tr>
<td>CORE 1599 Healthcare Issues</td>
<td>1</td>
</tr>
<tr>
<td>SLPI 1501 Neurological Bases of Communication Disorders</td>
<td>4</td>
</tr>
<tr>
<td>SLPI 1502 Research Methods in Communication Sciences and Disorders</td>
<td>4</td>
</tr>
<tr>
<td>SLPI 1520 Disorders of Articulation and Phonology</td>
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### Clinical Methods in Speech-Language Pathology I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SLP 1540</td>
<td>Clinical Methods in Speech-Language Pathology I</td>
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Total: 16

### Winter Quarter

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<th>Course Code</th>
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<tbody>
<tr>
<td>SLP 1521</td>
<td>Child Language Disorders I</td>
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</tr>
<tr>
<td>SLP 1524</td>
<td>Augmentative and Alternative Communication</td>
<td>4</td>
</tr>
<tr>
<td>SLP 1525</td>
<td>Voice and Resonance Disorders</td>
<td>4</td>
</tr>
<tr>
<td>SLP 1541</td>
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<tr>
<td>SLP 1503</td>
<td>Evidence-Based Practice in Communication Sciences and Disorders</td>
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Total: 17

### Fall Quarter

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<tr>
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<tr>
<td>SLP 1620</td>
<td>Aural Rehabilitation</td>
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<tr>
<td>SLP 1621</td>
<td>Dysphagia</td>
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<tr>
<td>SLP 1622</td>
<td>Fluency Disorders</td>
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<tr>
<td>SLP 1650</td>
<td>Clinical Practicum III</td>
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<tr>
<td>SLP 1651</td>
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<tr>
<td>SLP 1613</td>
<td>Thesis III</td>
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Total: 17

### Second Professional Year

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<td>SLP 1614</td>
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Thesis track only

### Summer Quarter

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<tr>
<td>SLP 1528</td>
<td>Motor Speech Disorders</td>
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<tr>
<td>SLP 1527</td>
<td>Adult Language and Cognitive Disorders II</td>
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<tr>
<td>SLP 1504</td>
<td>Professional Issues and Ethics in Speech-Language Pathology</td>
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<tr>
<td>SLP 1552</td>
<td>Clinical Practicum II</td>
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<td>SLP 1553</td>
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Total Credit Hours Required: 55-58

### Winter Quarter

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Thesis track only

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<th>Course Title</th>
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<tbody>
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AND

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<tbody>
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OR

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</thead>
<tbody>
<tr>
<td>SLP 1662</td>
<td>Internship in Speech-Language Pathology: Medical/Healthcare Facility</td>
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AND

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<td>SLP 1663</td>
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Total: 12-13

### Spring Quarter

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Thesis track only

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<tbody>
<tr>
<td>SLP 1661</td>
<td>Internship Seminar I</td>
<td>2</td>
</tr>
</tbody>
</table>

OR
COURSE DESCRIPTIONS

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

**CORE 1599 Healthcare Issues**
Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. The various roles healthcare professionals play on a medical team will be introduced to first-year students via practitioner-patient demonstrations utilizing a surrogate patient. Additional lectures will introduce students to the Health Insurance Portability and Accountability Act (HIPAA), and the concept of biomedical research.
1 credit

**SLPI 1501 Neurological Bases of Communication Disorders**
This course covers the neurological and physiological bases of normal and disordered communication. Embryological development of the central nervous system, and neuroanatomy and neurophysiology of the motor and sensory systems, including vision and audition are covered. Brain dissection laboratory experiences enhance mastery of neurological concepts introduced in the course.
4 credits

**SLPI 1502 Research Methods in Communication Sciences and Disorders**
This course introduces students to research methods, including basic research concepts, common research designs, and methods of data analysis commonly used in the field of speech-language pathology. Students will learn to critically read and evaluate research manuscripts.
4 credits

**SLPI 1503 Evidence-Based Practice in Communication Sciences and Disorders**
In this course, students will gain experience critiquing professional literature relevant to their clinical and/or research practices. They will complete a literature review on a topic of interest, and prepare it in the form of a professional manuscript.
2 credits

**SLPI 1504 Professional Issues and Ethics in Speech-Language Pathology**
This course focuses on the scope of practice for the speech-language pathology profession. Students will explore expectations for professional behavior based upon standards of practice and the ASHA Code of Ethics. Ethical dilemmas will be debated in preparation for a variety of clinical experiences. Procedures for obtaining the ASHA Certificate of Clinical Competence, state licensure, and school certification will be reviewed.
2 credits

**SLPI 1520 Disorders of Articulation and Phonology**
This course covers speech disorders of developmental or linguistic origin. Students will learn to assess and treat articulation and phonological impairment. Highlights include practice collecting and analyzing comprehensive speech samples, administering standardized tests, and planning therapeutic interventions specific to individual cases.
4 credits

**SLPI 1521 Child Language Disorders I**
This course covers assessment and treatment of children with language disorders, focusing on the period from birth to age five. Language disorders experienced by children with cognitive challenge, hearing impairment, autism, other developmental disorders or traumatic brain injury will be addressed. The course will address special considerations for high-risk infants, emergent literacy, and how to work collaboratively with families to improve language and learning in the young child.
4 credits

**SLPI 1522 Child Language Disorders II**
This course explores language disorders of school-age children and adolescents. Students will study the social, cognitive and linguistic aspects of language impairment. The interplay of language and literacy and its implications for intervention in this age group will be examined. Students will practice conversational and narrative analysis. Other formal and informal assessment methods will be reviewed, along with intervention models commonly used in school and private settings.
4 credits
Prerequisites: SLPI 1521 Child Language Disorders I

**SLPI 1523 Communication Disorders in Autism**
This course provides insight into the world of autism, including description of the various autism spectrum disorders and examination of etiological theories and controversies. Procedures used for differential diagnosis of autism spectrum disorders are covered, and a variety of intervention models will be discussed. The role of the SLP in working with educators and families will be addressed. Students will design comprehensive assessment and
intervention plans for persons of all ages with autism.  
3 credits  
Prerequisites: SLPI 1521 Child Language Disorders I, SLPI 1522 Child Language Disorders II

SLPI 1524 Augmentative and Alternative Communication  
This course will acquaint students with various types of assistive technologies used for augmentative and alternative communication (AAC). Participants will learn how to address the complex communication needs of individuals with severe physical, sensory, and/or communication impairment. The course will cover cognitive, educational, physical, psychosocial, and linguistic aspects of human behavior that impact AAC selection and implementation. AAC assessment and intervention will be addressed, including interdisciplinary contributions from physical and occupational therapists.  
4 credits  
Prerequisites: SLPI 1540 Clinical Methods in Speech-Language Pathology I

SLPI 1525 Voice and Resonance Disorders  
This course teaches evaluative and therapeutic aspects of voice and resonance disorders. Students examine the anatomical and physiological correlates of phonation and oral/nasal resonance. Embryology of the vocal mechanism is reviewed, including nasal, oropharyngeal, laryngeal, and pulmonary regions. Assessment and intervention of a variety of common voice/resonance disorders will be covered, including laryngectomy, cleft lip/palate, vocal fold hyperfunction, and therapies associated with a variety of neurogenic communication disorders.  
4 credits  
Prerequisites: SLPI 1501 Neurological Bases of Communication Disorders

SLPI 1526 Adult Language and Cognitive Disorders I  
This course examines communication disorders that result from acquired conditions, such as left or right hemisphere strokes or other acquired brain pathologies. Etiologies of these conditions, including neurological correlates for presenting symptoms, will be reviewed. Assessment and intervention models will be discussed, with attention to the cognitive, linguistic, and social aspects of resulting communication disorders.  
4 credits  
Prerequisites: SLPI 1501 Neurological Bases of Communication Disorders; SLPI 1526 Adult Language and Cognitive Disorders I

SLPI 1528 Motor Speech Disorders  
This course covers assessment and treatment of neurogenic speech disorders, including the various types of dysarthria and apraxia. The complex process of differential diagnosis of these conditions will be addressed, along with numerous treatment approaches designed to target respiration, phonation, articulation, resonance and prosodic components of motor speech disorders.  
4 credits  
Prerequisites: SLPI 1501 Neurological Bases of Communication Disorders; SLP 1520 Disorders of Articulation and Phonology; SLPI 1525 Voice and Resonance Disorders

SLPI 1540 Clinical Methods in Speech-Language Pathology I  
This course covers the basics of clinical evaluation and treatment. It reviews methods of observation, data collection and analysis, and behavior management for the clinic setting. Basics of clinical writing are covered, including preparation of lesson plans and other reports. The course is supplemented by supervised observation and/or shadowing experiences in the Midwestern University Clinic.  
3 credits

SLPI 1541 Clinical Methods in Speech-Language Pathology II  
This course reviews procedures for diagnostic evaluations, including techniques for administering and interpreting formal and informal measures of communicative behavior. In-depth instruction in clinical writing is incorporated throughout the course. This course is supplemented by supervised observation and/or shadowing experiences in the Midwestern University Clinic.  
3 credits  
Prerequisites: SLPI 1540 Clinical Methods in Speech-Language Pathology I

SLPI 1550 Clinical Practicum I  
This is the first of three supervised speech-language pathology practicum experiences in the Midwestern University Clinic or other community-based sites. Working with a faculty member who is a licensed speech-language pathologist, students will plan and conduct assessment and intervention sessions for clients with communication disorders. First clinical experiences are targeted toward management of individuals with articulation, phonology, or disorders.  
3 credits
SLPI 1551 Practicum Seminar I
This seminar provides an opportunity for students to discuss practicum experiences with other student clinicians to foster collaboration. Students will present clinical cases to attendees in grand rounds fashion, at times including participants from other health science professions. Essential functions for clinical performance will be covered, in addition to standards for ethical practice.
1 credit
Prerequisites: Concurrent enrollment in SLPI 1550 Clinical Practicum I

SLPI 1552 Clinical Practicum II
This is the second of three supervised speech-language pathology practicum experiences at the Midwestern University clinic or other community-based sites. Working with a faculty member who is a licensed speech-language pathologist, students will plan and conduct assessment and intervention sessions for clients with communication disorders. Clinical experiences are targeted toward management of individuals with a variety of communication disorders, including articulation, language, fluency, voice, or multiple disorders.
3 credits
Prerequisites: SLPI 1550 Clinical Practicum I

SLPI 1553 Practicum Seminar II
This seminar provides an opportunity for students to discuss practicum experiences with other student clinicians to foster collaboration. Students will present clinical cases to attendees in grand rounds fashion, at times including participants from other health science professions. Working independently and as a member of an interdisciplinary team will be explored.
1 credit
Prerequisites: Concurrent enrollment in SLPI 1552 Clinical Practicum II

SLPI 1620 Aural Rehabilitation
This course will teach basic methods for addressing the communication needs of individuals with hearing impairment and/or central auditory processing disorders. Students will learn how to read and interpret basic audiometric test results in order to recommend appropriate communication therapy. Communication modalities for individuals with hearing loss, and a variety of therapy methods to enhance language comprehension and production will be covered. Maintenance of amplification devices, collaboration with families and educators, and counseling for individuals with hearing loss will also be included.
3 credits

SLPI 1621 Dysphagia
This course reviews the anatomy and physiology of swallowing, and disorders that impact this vital function in children and adults. Etiologies of swallowing disorders, as well as their evaluation and management will be addressed. Students will appreciate the concomitant conditions that typically accompany dysphagia, and learn to prioritize treatment objectives. Ethical considerations in swallowing intervention will also be incorporated.
4 credits
Prerequisites: SLPI 1501 Neurological Bases of Communication Disorders

SLPI 1622 Fluency Disorders
This course describes the nature and proposed etiologies of stuttering and associated disorders. Assessment and treatment of children and adults with fluency disorders will be addressed, including the need for counseling and ongoing management across the lifespan.
4 credits

SLPI 1650 Clinical Practicum III
This is the third of three supervised speech-language pathology practicum experiences at the Midwestern University Clinic or other community-based sites. Working with a faculty member who is a licensed speech-language pathologist, students will plan and conduct assessment and intervention sessions for clients with communication disorders. Clinical experiences are targeted toward management of individuals with a variety of communication disorders, including articulation, language, fluency, voice, or multiple disorders. Diagnostic evaluation will be emphasized in this experience.
3 credits
Prerequisites: SLPI 1550 Clinical Practicum I; SLPI 1552 Clinical Practicum II

SLPI 1651 Practicum Seminar III
This seminar provides an opportunity for students to discuss practicum experiences with other student clinicians to foster collaboration. Students will present clinical cases to attendees in grand rounds fashion, at times including participants from other health science professions. Addressing the needs of complex cases will be one focus of this seminar.
1 credit
Prerequisites: Concurrent enrollment in SLPI 1650 Practicum III

SLPI 1660 Internship in Speech-Language Pathology: Public School
This is a supervised clinical experience in speech-language pathology in a public school setting. Students will acquire experience in individual and group therapy, assessment, and consultation. This course consists of a 10-week, full-time school site placement. May be taken before or after SLP 1662 Internship in Speech-Language Pathology: Medical/Healthcare Facility.
10 credits
**SLPI 1661 Internship Seminar I**
This seminar is designed to assist students in the successful completion of their public school internships. Students will meet to discuss training experiences and present clinical cases to attendees.
2 credits
Prerequisites: Concurrent enrollment in SLPI 1660 Internship in Speech-Language Pathology: Public School

**SLPI 1662 Internship in Speech-Language Pathology: Medical/Healthcare Facility**
This is a supervised clinical experience in speech-language pathology in a healthcare setting. Students will acquire experience in individual and group therapy, assessment, consultation, and interdisciplinary staffing. It consists of a 10-week, full-time clinical site placement. Note: May be taken before or after SLP 1661 Internship in Speech-Language Pathology: Public School.
10 credits

**SLPI 1663 Internship Seminar II**
This seminar reviews the progress of students serving healthcare internships. Students will meet to discuss training experiences and present clinical cases to attendees.
2 credits
Prerequisites: Concurrent registration in SLPI 1662 Internship in Speech-Language Pathology: Medical/Healthcare Facility

**ELECTIVE COURSE DESCRIPTIONS**

**SLPI 1505 Capstone I**
This course is required for any student not electing the thesis track. It will include a one-hour class meeting in which students will brainstorm research ideas, develop research questions or other creative projects, and work together to plan projects. It will also include a one-hour meeting with a faculty research mentor to design an appropriate research-based capstone project. By the end of this quarter, students should have part of their capstone project complete, as agreed upon by their faculty research mentor. Students should have designed an appropriate study and collected data by the end of this term.
2 credits
Prerequisites: SLPI 1502 Research Methods in Communication Sciences and Disorders; SLPI 1503 Evidence-Based Practice in Communication Sciences and Disorders

**SLPI 1506 Capstone II**
This course is required for all capstone-track students. Working with their faculty research mentor, students will complete their capstone project this term. This will involve data analysis and preparation of a research document or creative project. Students will present their findings in poster form at a program-sponsored research seminar at the end of the term.
2 credits
Prerequisites: SLPI 1505 Capstone I

**SLPI 1511 Thesis I**
This course is required by all students electing the thesis track. It involves one hour of class attendance in which thesis students will work together to develop their research questions and methods, and one hour of independent study. Students will work with the Program Director to secure a Thesis Chair and two other faculty members to comprise their thesis committee. Students will meet with their Thesis Chair to devise an original research project, timeline, and budget. Completion of a literature review, rationale for research, and research plan is expected this term.
2 credits
Prerequisites: SLPI 1502 Research Methods in Communication Sciences and Disorders; SLPI 1503 Evidence-Based Practice in Communication Sciences and Disorders

**SLPI 1512 Thesis II**
This course is required of all students completing a master’s thesis. It again involves one hour per week of class attendance in which students will review the technicalities of writing and formatting a professional manuscript. One hour of independent study with the Thesis Chair is also incorporated into this thesis experience. Completion of the first three chapters of a five chapter manuscript is expected, along with a timeline for collection of data.
2 credits
Prerequisites: SLPI 1511 Thesis I

**SLPI 1513 Thesis III**
This course is for all students on the thesis track. It involves one hour per week of independent study with the Thesis Chair. Completion of data collection is expected this term.
1 credit
Prerequisites: SLPI 1512 Thesis II

**SLPI 1614 Thesis IV**
This course is required of all students completing a master’s thesis. It involves one hour per week of independent study with the Thesis Chair. Completion of data analysis and a draft of the final two chapters of a five chapter manuscript is expected.
1 credit
Prerequisites: SLPI 1613 Thesis III

**SLPI 1615 Thesis V**
This course is required of all students on the thesis track. It involves one hour per week of independent study with the Thesis Chair and committee. Final editing and formatting of
the thesis document and a successful defense of master’s thesis is required this term.
1 credit
Prerequisites: SLPI 1614 Thesis IV

**SLPI 0800 Independent Study**
This course is designed to facilitate scholarly inquiry into a topic related to a specific component of speech-language pathology theory and practice. Course content, assignments and learning outcomes are developed in collaboration with the faculty mentor and the student, and the Program Director must approve the plan. Course credit is variable depending on the scope of work to be accomplished.
1-3 credits
Prerequisites: Permission of the Instructor

**FACULTY**

**Tina K. Veale, Ph.D., CCC-SLP**
University of Cincinnati
Director and Professor
MISSION
The Midwestern University College of Dental Medicine-Illinois is dedicated to the education of dentists who will demonstrate excellence in comprehensive oral healthcare and the discovery and dissemination of knowledge.

VISION
The College of Dental Medicine-Illinois is recognized as the leader of oral healthcare in the state of Illinois through its commitment to

- Patient-centered, comprehensive oral care founded on the principles of ethical practice, scientific research, and evidence-based decision making
- An integrated educational program utilizing state-of-the-art resources and practices
- Engagement in collaborative research, scholarly activity, and translational scholarship for the improvement of overall health
- The graduation of highly qualified, empathetic oral healthcare professionals who possess the knowledge, skills, judgment, and respect for patients that is required for independent ethical practice

CORE VALUES
The College of Dental Medicine-Illinois will achieve its Mission and Vision through emphasis on the following Goals:

1. Patient-centered, comprehensive care that holistically considers the entire person in relation to their environment
2. Innovative educational programs that prepare students for ethical clinical practice of the highest quality
3. Scholarly achievement and research that emphasizes discovery and the expansion of knowledge in education, learning, and healthcare delivery
4. Lifelong learning that emphasizes professional development and continuous change, based on science and evidence
5. Provision of oral healthcare to challenged populations and communities
6. Leadership in the provision of oral healthcare that is developed among students, faculty, and staff through integrity, innovation, responsibility, and service to the community
7. Mutual respect and professionalism, modeled by the faculty, that engenders an atmosphere of cooperation, teamwork, shared knowledge, and collegial respect
8. Diversity that is highly valued and visible among students, staff, faculty, and patients
9. Development of an interdisciplinary model that prepares practitioners for the healthcare team of the future

ACCREDITATION
The Midwestern University College of Dental Medicine-Illinois is accredited by the Commission on Dental Accreditation (CODA) and has been granted the accreditation status of "initial accreditation." The Commission is a specialized body recognized by the United States Department of Education. The Commission can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission’s web address is: http://www.ada.org/117.aspx.

Midwestern University is accredited by The Higher Learning Commission/A Commission of the North Central Association of Colleges and Schools (HLC/NCA), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413.

DEGREE DESCRIPTION
Upon graduation from the College of Dental Medicine-Illinois, the Doctor of Dental Medicine (D.M.D.) degree is granted. The usual length of the course of study is 4 academic years. The curriculum consists of 2 years of primarily didactic and preclinical instruction with clinical introductory experiences followed by 2 years of primarily clinical experiences and rotations including the applicable didactic material. Upon graduation with the D.M.D. degree, the graduate is eligible to sit for board licensing examinations in the USA and Canada. The graduate is also eligible for postdoctoral residency training in all fields of dentistry.

ADMISSIONS
The Midwestern University College of Dental Medicine-Illinois (CDMI) considers for admission those students who possess the academic, professional, and personal qualities necessary for development as exemplary dental professionals. To select these students, the College uses a rolling admissions process within a competitive admissions framework.
Admission Requirements
To be eligible for enrollment, an applicant must earn a bachelor’s degree from a regionally accredited college or university and must possess a science and cumulative GPA over 2.75 (although 3.20 will generally be competitively necessary) on a 4.00 scale. A minimum biology/chemistry/physics (BCP) science and cumulative GPA of 2.75 on a 4.00 scale, as calculated by AADSAS, is required to receive a supplemental application. A bachelor’s degree must be completed before starting the program.

Prerequisite Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology with lab</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry with lab</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry with lab</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy with lab</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology with lab</td>
<td>3</td>
</tr>
<tr>
<td>Physics with lab</td>
<td>8</td>
</tr>
<tr>
<td>Physiology</td>
<td>3</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>English Composition/Technical Writing</td>
<td>6</td>
</tr>
</tbody>
</table>

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

No grade lower than a C will be accepted for any prerequisite courses (i.e., a grade of C- will not be acceptable).

1. Completion of a bachelor’s degree from a regionally accredited college or university prior to matriculation
2. Completion of the prerequisite coursework
   - Grades of C or better (grades of C- are not acceptable)
   - To receive a supplemental application, students must have minimum cumulative and BCP science GPAs of 2.75 on a 4.00 scale, as calculated by AADSAS
3. Competitive exam scores on the Dental Aptitude Test (DAT)
   - Scores on the DAT must be submitted directly to AADSAS
   - Scores in the area of 18 or higher will be expected for the Academic Average, Reading Comprehension, and Perceptual Ability section
   - Only DAT exam scores earned from tests taken no more than 3 years prior to matriculation are acceptable
4. Two letters of recommendation
   - One must be from either a predental advisory committee or a science professor
   - The CDMI prefers other letters from either someone with a D.O./M.D. or D.D.S./D.M.D. degree and/or professionals who can testify to the integrity and ethical standards of the applicant
   - Letters written by immediate family members are not acceptable
   - All letters of evaluation must be submitted directly by the evaluators to AADSAS
5. Demonstration of a sincere understanding of, and interest in, the humanitarian ethos of healthcare and particularly dental medicine
6. Demonstration of a people or service orientation through community service or extracurricular activities
7. Motivation for and commitment to health care as demonstrated by previous salaried work, volunteer work, or other life experiences
8. Oral and written communication skills necessary to interact with patients and colleagues
9. Agreement to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy
10. Passing the Midwestern University fingerprinting and criminal background check

Competitive Admissions
Within its competitive admissions framework, the College uses multiple criteria to select the most qualified, diverse group of candidates from an applicant pool that greatly exceeds the number of seats available. Applicants are evaluated on academic coursework, performance on the Dental Aptitude Test (DAT), their application (AADSAS) essays, letters of evaluation, and interviews. Demonstrated community service through volunteerism or service-oriented employment is preferred.

Rolling Admissions
Midwestern University College of Dental Medicine-Illinois uses a rolling admissions process. Applications are reviewed and decisions to interview individual candidates are made at regular intervals during the admissions cycle. Interviews are conducted and the selection process of each candidate for College admission is made until the class is filled. Applicants
are notified of their selection status as soon as possible after their interview date, but not prior to December 1 of the year preceding matriculation which is the earliest date the U.S. and Canadian dental schools have agreed to extend a position in the class.

International Applicants
Note: The Canadian DAT can be substituted for the U.S. DAT.

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

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

- Education Credential Evaluators (ECE): 414/289-3400 or Fax 414/289-3411 (www.ece.org, e-mail: eval@ece.org)
- World Education Service (WES): 212/966-6311 or Fax 212/739-6100 (www.wes.org)
- Josef Silny & Associates International Education Consultants: 305/273-1616 or Fax 305/273-1338 (www.jsilny.com, email: info@jsilny.com)

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

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

Application Process and Deadlines
Prospective applicants should submit all of their required application materials as early as possible. Typically 75% of all admissions offers will be made by the end of December of the year prior to matriculation. The College of Dental Medicine-Illinois uses a two-step application process. Applicants must submit both a completed AADSAS application and an MWU supplemental application.

1. AADSAS Application: To initiate the application process, all applicants must apply online via the AADSAS centralized application service at https://portal.aadsasweb.org. The AADSAS application is typically available in June. Please refer to the AADSAS instructions for specific application requirements and procedures. The deadline for submission of the AADSAS application with all required application materials is January 1.

2. DAT Scores: Applicants must arrange for scores from the DAT to be sent directly to AADSAS. Only official test scores earned within three years prior to matriculation and received directly from AADSAS are acceptable.

3. Letters of Recommendation: Applicants must submit two letters of recommendation from academic sources and professionals to AADSAS. The Office of Admissions will only accept letters of recommendation received directly from AADSAS. Letters sent directly to the Office of Admissions will not be accepted. Please refer to the AADSAS application instructions for specific guidelines and requirements for submitting letters of recommendation. The letters must be received by the Office of Admissions from AADSAS on or before March 1.

4. Supplemental Application: After receiving AADSAS applications from the application service, the Office of Admissions will email supplemental applications to all applicants who meet the minimum cumulative and BCP science GPA requirements of 2.75 on a 4.00 scale, as calculated by AADSAS. Applicants must complete and submit their supplemental applications with the required information and their application fee to the Office of Admissions on or before March 1.

5. Completed Applications: All application materials, including the AADSAS application, official DAT scores (as reported to AADSAS), two letters of recommendation (as submitted to AADSAS), and supplemental application materials with the application fee must be received in the Office of Admission on or before March 1. Only completed applications received by the Office of Admissions on or before the deadline date will be reviewed for potential entrance into the program.

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

Midwestern University
Office of Admissions
555 31st Street
Downers Grove, IL 60515
630/515-7200 or 800/458-6253
admissil@midwestern.edu
After the Office of Admissions receives all of the required application materials, applicant files are reviewed to determine whether applicants merit interviews based on established criteria of the Admissions Committee. The Chair of the Admissions Committee, with the approval of the Dean, may also place a large number of students on an interview “wait list” pending possible interview openings toward the end of the interview cycle.

When an applicant accepts an invitation for an interview, he/she joins several other interviewees for a day on the CDMI campus. The Multiple Mini Interview (MMI) is utilized as the interview format. The MMI is a circuit of 6-12 timed independent interview stations. Each interview station is unique and chosen for its relevance for assessing a candidate’s overall acceptability for admission into the program. MMI interviewers are selected from a volunteer group of basic scientists, administrators, and dental faculty. At the conclusion of the interviews, MMI score sheets for each applicant are processed and forwarded to the Admissions Committee. The committee may recommend to accept applicants for admission, to deny admission, or to place applicants on either the hold or alternate list. Recommendations are then forwarded to the Dean for final approval. The Dean, via the Office of Admissions, notifies applicants of their status as soon as possible after the interviews, but not before December 1 of the year preceding matriculation, which is the date that all dental schools have agreed would be the first notification date.

The interview process typically begins in the late summer prior to matriculation and ends in March or April of the matriculation year.

**Technical Standards**

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

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.

2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.

3. **Motor:** The candidate must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.

4. **Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.

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

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

**Matriculation Process**

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

1. Submit the matriculation agreement and required deposit monies by the date designated in the matriculation agreement. Deposits are applied towards the first quarter’s tuition.

2. Submit official final transcripts from all colleges attended post-high school by the deadline of two weeks (14 days) prior to the first day of classes. Students who are accepted to MWU less than one month prior to the first day of classes will have 30 calendar days from the date of their acceptance to submit all official transcripts to the Office of Admissions. Any special circumstances or requests for exceptions to this policy must be sent to and
approved by the Office of the Dean of the college. Students who fail to submit all official final transcripts by the stated deadline may jeopardize their acceptance or continued enrollment in the College.

3. Submit completed medical files documenting completion of a physical exam, immunizations, tuberculosis and titer blood testing as instructed by the Office of Student Services and detailed in the Student Handbook.

4. Meet the Technical Standards for the college.

5. Submit proof of medical and disability insurance coverage. Students may select either a plan offered by an MWU-approved carrier or a comparable plan offered by an outside carrier of their choice, as determined by the Office of Student Services. Insurance must be maintained throughout the entire period of enrollment.

6. Submit additional documents as requested by the Office of Admissions or college.

7. Provide documentation verifying that sufficient funds have been deposited in a U.S. bank, or one of six major Canadian banks, to cover all expenses while attending the college (applies only to non-U.S. citizens or temporary residents who hold student visas). Additional details and application forms are available in the Office of Student Financial Services.

8. Submit a signed Credit Policy Statement.

9. Authorize and pass the MWU criminal background check and/or fingerprinting background check as required by the specific college/school/program.

10. Submit a signed MWU Drug-Free Workplace and Substance Abuse Policy Statement.

Students who fail to satisfy these matriculation requirements or who omit or falsify information required on official admission documents automatically forfeit their seat in the program. Any individual accepted for admission to the college/program who does not comply with stated timelines for submission of all required materials receives no further notification from the college regarding the forfeiture of their seat.

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

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

Transfer Admission
Midwestern University College of Dental Medicine-Illinois may elect to accept transfer students from other dental schools as long as these students remain in good academic standing and provide an acceptable reason(s) for seeking transfer. Typically, transfers are only granted to students desiring to transfer between the second and third years of the dental program.

To be considered for transfer, students must meet the College's general requirements for admission. Students must also observe the following transfer procedures:

1. All inquiries for transfer to Midwestern University College of Dental Medicine-Illinois must be submitted to the Office of Admissions.

2. Completed applications must be returned to the Office of Admissions and must include transcripts from the previous dental school, class rank (must be in top 50%), a statement of the reason for transfer, a Dean’s letter verifying “Good Academic Standing,” and a letter of reference from the Dean of Students.

3. Completed applications are forwarded to the Dean.

4. The Dean reviews applications and conducts interviews with transfer applicants.

5. Applicants are notified by the Dean of final transfer admission decisions.

6. Students applying for transfer must not have been previously rejected for admission to the MWU-CDMI through the standard admissions process.

**GRADUATION REQUIREMENTS**
Students usually complete the Doctor of Dental Medicine (D.M.D.) degree in fifteen consecutive quarters (45 months). To qualify for the D.M.D. degree, students must:

1. Follow an approved course of study leading to the completion of all D.M.D. requirements;

2. Satisfactorily complete all professional courses with a minimum cumulative grade point average of 2.0 and have no course grade below a "C" or "Pass";

3. Receive a favorable recommendation for conferral of the D.M.D. degree from the Student Academic Progress Committee 2 and the Dean of CDMI;

4. Be recommended for conferral of the D.M.D. degree by the University Faculty Senate;

5. Settle all financial accounts with the University; and

6. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

**LICENSURE REQUIREMENTS**
Dental graduates of U.S. Dental Schools can obtain full practice rights in all 50 states as well as many foreign countries. To obtain licensure, dental clinicians must meet the requirements established by individual states. Typically, states grant licensure in one of two ways:

1. The state accepts a certificate issued by the National Board of Dental Examiners and the state accepts a certificate issued by the Regional Board of Dental Examiners

2. The state honors formal or informal reciprocity agreement with another state(s) or issues a license by credentialing the certificate from another state
Postdoctoral requirements vary among states. For further information concerning licensure, please contact the American Dental Association or the specific state’s licensing board.

**CURRICULUM**
The Midwestern University College of Dental Medicine-Illinois reserves the right to alter its curriculum whenever it deems appropriate.

**Total Quarter Credits in the Professional Program:** 300.5

**First Professional Year:**

| **Total Quarter Hours Required:** | 55 |
| **Fall Quarter** | |
| CORE 1599 | Healthcare Issues | 1 |
| DENT 1510 | Oral Facial Complex in Health | 8 |
| IBSS 1501 | Foundations of Cell Function for Dental Students | 4.4 |
| IBSS 1502 | Genetics and Immunology for Dental Students | 4.8 |
| Total | 18.2 |

| **Winter Quarter** | |
| DENT 1520 | Risk Assessment, Diagnosis, and Preventive Care of Oral Diseases | 9.5 |
| IBSS 1503 | Infectious Disease, Skin, and Blood Disorders for Dental Students | 3.5 |
| IBSS 1504 | Neural and Musculoskeletal Systems for Dental Students | 4.5 |
| IBSS 1505 | Cardiovascular System for Dental Students | 2.9 |
| FMED 1500 | Healthcare Communication | 1 |
| Total | 21.4 |

| **Spring Quarter** | |
| DENT 1530 | Treatment Planning and Initial Therapeutic Interventions | 8 |
| IBSS 1506 | Head and Neck Anatomy for Dental Students | 3.3 |
| IBSS 1507 | Respiratory and Urogenital Systems for Dental Students | 4.1 |
| Total | 15.4 |

**Second Professional Year:**

| **Total Quarter Credit Hours Required:** | 71.5 |
| **Summer Quarter** | |
| DENT 1600 | Patient Assessment and Diagnosis of Head and Neck Disorders | 2 |
| DENT 1610 | Management of Complex Oral Conditions | 8.2 |
| IBSS 1608 | Clinical Neuroscience for Dental Students | 3.5 |
| IBSS 1609 | Endocrine and Reproductive Systems for Dental Students | 2.5 |
| Total | 16.2 |

| **Fall Quarter** | |
| DENT 1620 | Diagnosis and Rehabilitative Dentistry | 11 |
| DENT 1625 | Dental Pharmacotherapeutics (1.5 total CH, 0.5 in the Fall Quarter) | 0.5 |
| IBSS 1610 | Gastrointestinal System for Dental Students | 3 |
| IBSS 1620 | An American Family: Clinical Integration Course (6.0 total CH, 2.0 in the Fall Quarter) | 2 |
| PHAR 1640 | Pharmacology for Dental Students (5.0 total CH, 2.0 in the Fall Quarter) | 2 |
| Total | 18.5 |

| **Winter Quarter** | |
| DENT 1625 | Dental Pharmacotherapeutics (1.5 total CH, 1.0 in the Winter Quarter) | 1 |
| DENT 1630 | Comprehensive Oral Healthcare | 11 |
| IBSS 1620 | An American Family: Clinical Integration Course (6.0 total CH, 4.0 in the Winter Quarter) | 4 |
| PHAR 1640 | Pharmacology for Dental Students (5.0 total CH, 3.0 in the Winter Quarter) | 3 |
| Total | 19 |

| **Spring Quarter** | |
| DENT 1650 | Oral Health Sciences | 17.8 |
| Total | 17.8 |
Third Professional Year:

Total Quarter Credit Hours Required: 90

Summer Quarter
DENT 1710 Oral Health Sciences 3.1 21
Total 21

Fall Quarter
DENT 1730 Oral Health Sciences 3.2 23
Total 23

Winter Quarter
DENT 1750 Oral Health Sciences 3.3 23
Total 23

Spring Quarter
DENT 1770 Oral Health Sciences 3.4 23
Total 23

Fourth Professional Year:

*Only 25% of students will be registered in each quarter

Total Quarter Credit Hours Required: 84

Summer Quarter
DENT 1810 Oral Health Sciences 4.1 10-20
DENT 1890 Community Oral Health* 0-10
Total 20

Fall Quarter
DENT 1830 Oral Health Sciences 4.2 12-22
DENT 1890 Community Oral Health* 0-10
Total 22

Winter Quarter
DENT 1850 Oral Health Sciences 4.3 12-22
DENT 1890 Community Oral Health* 0-10
Total 22

Spring Quarter
DENT 1870 Oral Health Sciences 4.4 10-20
DENT 1890 Community Oral Health* 0-10
Total 20

Electives
DENT 1500 Dental Research I 6

DENT 1501 Dental Research II 6
DENT 1899 Externship 0.1 credits/week

Sections
Organizationally, the College of Dental Medicine-Illinois is divided into two sections, Preclinical Dentistry and Clinical Dentistry.

Course Descriptions
These descriptions are for new classes, some of which will be taught with new faculty not yet hired. Thus, there will likely be changes in content and course descriptions prior to the delivery of the courses.

Healthcare Issues

CORE 1599 Healthcare Issues
Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. The various roles health care professionals play on a medical team will be introduced to first-year students via practitioner-patient demonstrations utilizing a surrogate patient. Additional lectures will introduce students to the Health Insurance Portability and Accountability Act (HIPAA), and the concept of biomedical research.
1 credit

Healthcare Communication

FMED 1500 Healthcare Communication
This course is taught by behavioral scientists and introduces students to the fundamental principles for the effective communication with patients, families, and significant others of the patient. Using material gleaned from the empirical and clinical domains of behavioral medicine, the course focuses on patient-centered approaches for promoting, improving, and maintaining dialogue with patients. Effective communication has been shown to be central to patient satisfaction, professional satisfaction, patient adherence to treatment plans, and positive outcomes for the patient.
1 credit

Integrated Basic Sciences
The Integrated Basic Science Sequence (IBSS) is an interdisciplinary sequence of 11 courses that presents the basic science foundation for the practice of dentistry. Didactic lectures covering the normal structure and function of cell and body systems and the relevant immunology, infectious disease and pathological disease processes are supplemented with active learning exercises in a small-group environment. The active learning exercises are designed to apply basic science concepts within a clinical scenario.
IBSS 1501 Foundations of Cell Function for Dental Students
IBSS 1501 spans three modules that cover cell structure and function; molecular biology of the cell and intermediary metabolism; and relevant cell pathology, and that serve as essential foundational material for the discussion of immunology and body systems which follow in future IBSS courses. Module 1: Cell Biology. The disciplines of histology, biochemistry, and physiology cover general cell structure and function. Topics include cell structure, metabolic fuels, cell transport mechanisms, signal transduction, osmosis and regulation of cell volume, and the cell cycle. Module 2: Molecular Biology and Metabolism. The molecular biology of the cell and intermediary metabolism are covered in this module, which is presented by the Biochemistry faculty. Topics include DNA repair and replication, transcription, translation, and control of gene expression, as well as the processes of carbohydrate, amino acid, triglyceride, lipoprotein and cholesterol synthesis and metabolism. Module 3: Epithelium/Connective Tissue/ Blood. The disciplines of histology, biochemistry, and pathology cover the structure and function of epithelium, connective tissue and blood. Topics include cell and tissue structure and function, hematopoiesis, hemostasis, and mechanisms of cell adaptation, injury and death.
4.4 credits

IBSS 1502 Genetics and Immunology for Dental Students
IBSS 1502 spans two modules that provide an overview of cancer, human genetics, the lymphatic system and immunology. Module 4: Genetics and Cancer. The disciplines of pathology and biochemistry present the fundamentals of human genetics, cancer and relevant genetic disorders. Topics include: molecular biology and pathology of cancer, genetic diseases, autosomal dominant and recessive, sex-linked, mitochondrial and multifactorial genetic disorders and diseases, cytogenetics and an introduction to genetic risk assessment. Module 5: Lymphatics/Immune System. The disciplines of histology, gross anatomy, immunology, and pathology cover the basic structure and function of the lymphatic system and the composition and function of the immune response system. Topics include gross anatomy and histology of the lymphatic system, innate and adaptive immunity, hypersensitivity, inflammation, tissue repair, immune responses to infectious agents, transplantation immunology, autoimmune disease, immunodeficiency disorders and HIV/AIDS.
4.8 credits

IBSS 1503 Infectious Disease, Skin, and Blood Disorders for Dental Students
IBSS 1503 spans two modules that present principles of infectious disease, followed by a discussion of skin and blood disorders and disease. Module 6: Introduction to Infectious Disease. Fundamentals of infectious disease are covered in this module, presented by the microbiology and immunology discipline. Topics include taxonomy, structure, identification and virulence determinants of infectious agents, and principles of infection control, antimicrobial agents and laboratory diagnostics. Module 7: Integument and Blood Disorders. The disciplines of microbiology, biochemistry, and pathology cover mechanisms and the clinical course of relevant integumentary and blood-borne disorders and disease. Topics include bacterial, fungal, viral, and other blood-borne pathogens, dermopathy, anemia, and red and white blood cell disorders.
3.5 credits

IBSS 1504 Neural and Musculoskeletal Systems for Dental Students
IBSS 1504 contains two interdisciplinary modules that cover the structure, function, and relevant pathology of the peripheral nervous system and the musculoskeletal system. Module 8: Nervous System. The disciplines of embryology, gross anatomy, histology, physiology, and pathology cover the basic structure and function of the nervous system with an emphasis on the peripheral nervous system. Topics include the embryological development, histology and structure of the nervous system, physiology of nerve and neuromuscular transmission and peripheral neuromuscular disease. Module 9: Musculoskeletal System. The disciplines of histology, gross anatomy, physiology, biochemistry, and pathology cover the basic principles of musculoskeletal structure and function. Topics include histology of muscle and bone, gross anatomy of the upper extremity, physiology of skeletal muscle, and muscle metabolism. In addition, non-neoplastic bone diseases and diseases of muscle and joints are presented. In addition, there are three 1.5 hour gross anatomy laboratory sessions focused on the upper extremity.
4.5 credits

IBSS 1505 Cardiovascular System for Dental Students
IBSS 1505 presents an interdisciplinary approach to the cardiovascular system. Module 10: Cardiovascular System. The disciplines of histology, gross anatomy, physiology, microbiology, and pathology cover the basic structure and function of the cardiovascular system. Topics include gross anatomy and histology of the cardiovascular system, cardiac function, systemic and microcirculatory hemodynamics, control of blood pressure, infective endocarditis and cardiac disease.
2.9 credits

IBSS 1506 Head and Neck Anatomy for Dental Students
IBSS 1506 provides a detailed study of head and neck anatomy relevant to dental medicine. Module 11: Head and Neck Anatomy. Using didactic lectures and dissection laboratory activity, this module covers gross anatomy and function of the head and neck fascia, musculoskeletal, nervous and organ systems. Three-dimensional relationships...
IBSS 1607 Respiratory and Urogenital Systems for Dental Students
IBSS 1607 spans two interdisciplinary modules that study the respiratory system and urogenital systems. Module 12: Respiratory System. The disciplines of gross anatomy, histology, physiology, microbiology, and pathology cover the structure and function of the respiratory system. Topics include the gross anatomy and histology of the respiratory system, pulmonary mechanics, gas exchange, and control of ventilation, as well as infections and diseases of the respiratory system. Module 13: Urogenital System. The disciplines of gross anatomy, histology, physiology, microbiology, and pathology cover the structure and function of the urinary system. Topics include the gross anatomy and histology of the reproductive and urinary systems, renal and acid base physiology, sexually transmitted disease and common pathologies of the urinary system.
4.1 credits

IBSS 1608 Clinical Neuroscience for Dental Students
IBSS 1608 presents an interdisciplinary approach to clinical neuroscience with an emphasis on cranial nerve distribution and function. Module 14: Clinical Neuroscience. The disciplines of anatomy, physiology, microbiology, and pathology cover the gross anatomy and function of the central nervous system (CNS). Topics include central neuroanatomy with emphasis on cranial nerve distribution and function, somatosensory function, special senses, CNS infectious disease, the motor system, higher cortical function and relevant CNS pathology. Clinical case studies are incorporated into the module to provide practice in applying basic science knowledge in clinical problem-solving scenarios.
3.5 credits

IBSS 1609 Endocrine and Reproductive Systems for Dental Students
IBSS 1609 spans two interdisciplinary modules that provide a basic overview of the endocrine system, human reproduction, somatic growth and aging. Module 15: Endocrine Systems. The disciplines of gross anatomy, histology, physiology, microbiology, and pathology cover the basic structure and function of the endocrine system. Topics include gross anatomy, histology and physiology of the endocrine system and common disorders and diseases of the endocrine system, with an emphasis on diabetes. Module 16: Reproduction. The disciplines of anatomy, physiology and pathology survey the structure, function and pathology of the male and female reproductive systems. In addition, the physiology of somatic growth and development, pregnancy, menopause and aging are presented.
2.5 credits

IBSS 1610 Gastrointestinal System for Dental Students
IBSS 1610 presents an interdisciplinary approach to the gastrointestinal system. Module 17: Gastrointestinal System. The disciplines of histology, gross anatomy, physiology, microbiology and pathology cover gastric, intestinal, and hepatic and pancreatic structure, function and common pathology. Additional topics include chewing, swallowing and esophageal function, gastric infections, hepatitis and infectious diarrheas. This course will conclude in the 4th week of the Fall Quarter Y-2.
3 credits

IBSS 1620 An American Family: Clinical Integration Course
In this capstone course in the basic science curriculum, students will apply knowledge and concepts learned previously in the basic sciences to real-life clinical and behavioral situations. By focusing on “An American Family”, students will learn to apply these concepts across generations from geriatric (the grandparents), middle-aged (the parents), and pediatric (infant, adolescent, and younger-adult) patients. IBSS 1620 is taught almost entirely using team-based learning (TBL). In TBL, students work in their team of 5-7 individuals during three class sessions and one team discussion per week (total of 6 hours/week). Each week, a new clinical problem will be introduced and studied by the teams. Each in-class session is facilitated by one or more instructors from dental medicine and the basic science disciplines. This course begins in Week 5 of the Fall Quarter of Year 2 and continues through the Winter Quarter.
6 credits

PHAR 1640 Pharmacology for Dental Students
The various classes of drugs will be considered on the basis of both therapeutic use and organ systems. Drug classes most relevant to general dental practice, such as analgesics, drugs that affect the autonomic nervous system, sedatives, anxiolytics and muscle relaxants, local and general anesthetics, and antimicrobial therapy are considered in detail. Students will receive basic instruction on additional drug classes used in the treatment of allergies and asthma, osteoporosis, and cardiovascular, metabolic, gastrointestinal, psychiatric and immune system disorders. In addition, there is coverage of related topics such as general principles of drug action, pharmacokinetics, toxicology, and drugs of abuse. This course begins in the 5th week of the Fall Quarter Y-2 (20 hours) and continues for an additional 30 hours in the Winter Quarter Y-2. This course is taught during the Fall and Winter quarters with a single grade given at the completion of the course.
5 credits
DENT 1510 Oral Facial Complex in Health
This course concentrates on the anatomy structure and function of the healthy oro-facial complex. The foundational knowledge of dental sciences is introduced including dental anatomy and morphology, dental terminology, dental health risk factors for prevalent dental diseases, and disease prevention. Students begin psychomotor skill development combined with the principles of ergonomic practice and infection control. Ethics, professionalism, and behavioral aspects of patient care are introduced in case-based scenarios, small-group discussions, and with standardized patient interactions. 8 credits

Prerequisite: DENT 150 Oral Facial Complex in Health

DENT 1520 Risk Assessment, Diagnosis, and Preventive Care of Oral Diseases
This course will continue the development of foundational knowledge with an emphasis on the assessment of the patient using various techniques required for patient assessment, diagnosis, and the determinants for early intervention. The development of psychomotor skills and ergonomic practice continues relative to cariology, periodontal disease management, and operative dentistry. 9.5 credits

Prerequisite: DENT 1510 Oral Facial Complex in Health

DENT 1530 Treatment Planning and Initial Therapeutic Interventions
This interdisciplinary course concentrates on operative dentistry with regard to occlusal and proximal direct restorations in the anterior and posterior in both permanent and primary dentition, pulpal response to restorative procedures, and periodontal disease. The course will continue with the principles of occlusion and introduce factors contributing to malocclusion. There will be emphasis on how these areas relate to each other, and students will be introduced to the rationale and process for patient centered comprehensive treatment planning. 8 credits

Prerequisite: DENT 1520 Risk Assessment, Diagnosis, and Preventive Care of Oral Diseases

DENT 1600 Patient Assessment and Diagnosis of Head and Neck Disorders
This course is co-taught by faculty of the College of Dental Medicine and the Chicago College of Osteopathic Medicine and will provide a systematic process for students to learn the evaluation, diagnosis, and management of diseases, disorders, and conditions of the head and neck. 2 credits

Prerequisite: DENT 1530 Treatment Planning and Initial Therapeutic Interventions

DENT 1610 Management of Complex Oral Conditions
This multidisciplinary course will introduce endodontic therapy and indirect restorations for the child and adult patient. The assessment, diagnoses, and treatment planning aspects of this care will be delivered in the context of patient care situations located in the electronic patient record. Critical analysis of findings and decision making will be a mainstay of the course, predating and leading into simulated patient care. The learner will be trained in the evaluation of patients for oral pathology and provided opportunities to practice her/his developing diagnostic skills. Additionally, assessment of the oro-facial growth and development of the child patient will be incorporated as well as variations in treatment considerations for the elderly patient. 8.2 credits

Prerequisite: DENT 1530 Treatment Planning and Initial Therapeutic Interventions

DENT 1620 Diagnosis and Rehabilitative Dentistry
This course concentrates on the restoration of oral facial function resulting from advanced disease. During oral pathology and rehabilitative dentistry fixed and removable prosthodontics and the associated periodontal concerns will be covered as well as related ethical concerns, practice management, and occupational hazards. Oral pathology will be addressed at a level that prepares the student to manage infection, cysts, tumors, fibro-osseous lesions and traumatic injury. This course is taught during the Fall and Winter quarters with a single grade given at the completion of the course. 11 credits

Prerequisite: DENT 1610 Management of Complex Oral Conditions

DENT 1625 Dental Pharmacotherapeutics
Dental Pharmacotherapeutics is taken concurrently with Pharmacology for Dental Students (PHAR 1640) in the Fall and Winter Quarters of Y-2. The primary goal of this course is to discuss the most current clinical application of therapeutic agents commonly used in general dentistry, such as analgesics, antibiotics, sedatives and anxiolytics, local and general anesthetics and vasoconstrictor agents, in preparation for entry into clinic training in Spring Quarter of Y-2. Additional topics for discussion to be determined by the course director may include the pharmacotherapy of smoking cessation, alternative medicine products, and emerging trends in drug therapy. Clinical problem solving and management is
emphasized, with reference to issues associated with the pediatric and geriatric populations, pregnancy and breastfeeding, poly-pharmacy and drug-drug interactions. The basics of prescription writing and prescribing regulations relevant to dentistry are covered. This course is taught during the Fall and Winter quarters with a single grade given at the completion of the course.

1.5 credits

**DENT 1630 Comprehensive Oral Healthcare**
This course concentrates on the restoration of the patient’s oral facial function in cases of advanced disease. During Comprehensive Oral Healthcare, fixed and removable prosthetics and the associated periodontal concerns are continued from the previous term. Fixed partial dentures are emphasized as well as related ethical concerns, practice management, and communications. The indications and options for pain and anxiety control are addressed, as is hard/soft tissue trauma, urgent care, medical emergencies, TMD, and oral surgery. Topics in oral pathology continue from the previous quarter.

11 credits
Prerequisite: DENT 1620 Diagnosis and Rehabilitative Dentistry

**DENT 1650 Oral Health Sciences 2.4**
This course will begin with an orientation to the clinical facilities, including the policies and procedures, the dental unit, the electronic dental record, sterilization and distribution, radiological equipment and other components and equipment of the patient care facility. The course will progress through clinical activities that will assist the Student Dentist in transitioning from a simulated patient care environment to working with a patient in a clinical setting. The Student Dentist will begin to develop skills to provide comprehensive oral healthcare to patients. A portion of this course will concentrate on geriatric patients and special needs individuals with physical, psychological, and medical concerns. There will be a focus on dental care and the unique needs, both behavioral and clinical, which arise when working with aged and confined individuals. Student Dentists will develop the knowledge and skills needed to render comprehensive oral healthcare to the geriatric and special needs populations. They will also gain an understanding of the complexities of aging, learn about adaptive devices, and study the role of dentistry in comprehensive patient care while learning to manage patients with medical, physiological, and physical disabilities. Student Dentists will be provided greater detail on indications and options for pain and anxiety control, hard/soft tissue trauma, urgent care, medical emergencies, TMD, and oral surgery. Within this course is also an oral health seminar, Ground Rounds, in which the Student Dentist will participate in cases that may include treatment planning, evidence-based dentistry, critical thinking, and other topics of interest as defined by the current patient population and the Clinical Care Coordinators.

17.8 credits
Prerequisite: DENT 1630 Comprehensive Oral Healthcare

**DENT 1710, 1730, 1750, 1770 Oral Health Sciences 3.1, 3.2, 3.3, 3.4**
Student Dentists will experience clinical treatment of patients in four consecutive quarters. Student Dentists will have patient care experiences with all age groups from children to geriatrics and with patients of varying treatment difficulty under the supervision of the clinical faculty. Student Dentists will provide clinical care (restorative dentistry, endodontics, and periodontics) to patients within comprehensive care group practices. Student Dentists will also rotate through clinical experiences in oral radiology, oral medicine, oral surgery, screening and diagnosis, urgent care, and pediatric dentistry/orthodontics. Student Dentists will also participate in didactic coursework, small group learning experiences and Grand Rounds presentations. In Urgent and Surgical Care sessions, students will continue to learn more advanced local anesthesia procedures, and will be introduced to mild and moderate sedation modalities and the associated risk management strategies. Issues related to hard and soft tissue trauma, management of medical emergencies, TMD, and oral surgery will also be addressed.

DENT 1710 - 21 credits
DENT 1730, DENT 1750, DENT 1770 - 23 credits
Prerequisite for DENT 1710 Oral Health Sciences 3.1: DENT 1630 Comprehensive Oral Healthcare

**DENT 1810, 1830, 1850, 1870 Oral Health Sciences 4.1, 4.2, 4.3, 4.4**
Student Dentists will experience clinical treatment of patients in four consecutive quarters. Student Dentists will have patient care experiences with all age groups from children to geriatrics and with patients of varying treatment difficulty under the supervision of the clinical faculty. Student Dentists will provide clinical care (advanced restorative dentistry, advanced endodontics, and advanced periodontics) to patients within comprehensive care group practices. Student Dentists will also rotate through clinical experiences in screening and diagnosis, urgent care, and pediatric dentistry/orthodontics. Student Dentists will also participate in didactic coursework, small group learning experiences and Grand Rounds presentations. Within each course will be coursework designed to prepare Student Dentists for the practice of dentistry in a private practice setting. The coursework will first concentrate on developing the leadership, management, and business skills necessary to operate a successful dental practice. It will also prepare Student Dentists for their first job in dentistry, their role as an associate, and then their purchase of a dental practice. This coursework will provide a review for National Boards.
Dental Examination Part II and for the Regional Dental Testing Examination.
DENT 1810, DENT 1870 - 20 credits
DENT 1830, 1850 - 22 credits

DENT 1890 Community Oral Health
Student Dentists will accumulate a broad experience of most age groups and with patients of different treatment difficulty under the supervision of the clinical faculty in rotations through extramural treatment experiences as part of the final four quarters of clinical experience. Most of these experiences will be in community health centers and clinics that focus on underserved populations. Student Dentists will register for this course only once in Y-4.
3 credits

Electives

DENT 1500 Dental Research I
During the Summer Quarter prior to the start of the Doctor of Dental Medicine program, participating students will be registered as students of the CDMI and will actively engage in research with selected Midwestern University faculty members.
6 credits

DENT 1501 Dental Research II
Students may participate in this research elective throughout the four-year DMD program. Students must engage in research an average of one half-day per week for three consecutive quarters. Release time will be made available for students who enroll in this elective.
6 credits

DENT 1899 Externship
Students that wish to participate in an externship offered at various dental specialty and other training programs may register for this course with the approval of the Associate Dean for Academic Affairs.
0.1 credits/week

Student Academic Policies
The following academic policies apply to all students who matriculate during the academic year of this catalog publication. These policies will apply throughout the entire time a student is enrolled in the college. In the event that these policies need to be revised as the result of new accreditation requirements, mandates by the United States Department of Education, or other unforeseen circumstances, students will be notified in writing prior to the effective date of the new policy.
Faculty and students should also refer to the University Academic Policy section for additional policies that apply to all students at Midwestern University.

Academic Review and Progression
Two faculty committees of CDMI will review the academic performance of students: the Student Academic Progress Committee 1 for the first two years and the Student Academic Progress Committee 2 for the third and fourth years.

Student Academic Progress Committees 1 and 2
Student Academic Progress Committees 1 and 2, chaired by the Associate Dean for Academic Affairs, meet as needed to review academic and professional progress of dental students. Students with one or more academic failure(s) are required to meet with the committee. Notification of the date, time, and place of the committee meeting is sent to the student at least 48 hours in advance by priority e-mail and/or telephone. Students may be invited to the meeting to provide a statement; they may be asked to teleconference into the meeting by telephone or through e-mail; or they may communicate their statement by writing to the committee. The committee will consider course failure(s) (F) and withdrawal failure(s) (W/F) in recommending action regarding student academic progress in the curriculum. Decisions of the committees are forwarded to the Dean and e-mailed or mailed to the students. The right of appeal exists and is described elsewhere in this catalog. Appeals must be filed with the Dean within three working days following official notification of the committee decision.

Academic Review and Probation represents notice that continued inadequate academic performance might result in dismissal.
If students on academic probation successfully complete their probationary quarter, their academic status reverts to academic warning. To return to good academic standing, students must correct deficiencies and incur no further failures. When students are placed on academic probation, it is noted in their academic files. Subsequently, when students return to good academic standing, this is also noted in their academic files. Academic probation is not noted on transcripts. Students on academic probation are ineligible to hold student organizational offices. Students on probation are also formally assigned a faculty member to mentor them through the period of probation (to be arranged through the appropriate Associate Dean).

**Advanced Standing**

All requests for advanced standing by admitted, transfer, or enrolled students are processed on a course-by-course basis by the Office of the Dean. Courses must be at the graduate level to be considered for advanced standing. Students should submit a letter to the Office of the Dean listing the course(s) under consideration. Students must provide an official course description, transcript, and syllabus for each course previously taken. It is expected that a minimum grade equal to a B would have been achieved in the petitioned class. The decision to grant or deny advanced standing will be made by the department in consultation with the CDMI Dean’s Office.

**Appeal Process**

Following notification of a decision of the Student Academic Progress Committee (I or II), a student may appeal the decision to the Dean of the CDMI in writing within three (3) working days from the decision. The Dean’s decision is final. The Dean may grant an appeal only if a student can demonstrate one of the following:

1. Bias of one or more committee members
2. Material information not available to the Committee at the time of its initial decision
3. Procedural error

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

**Attendance Policy**

Midwestern University College of Dental Medicine-Illinois encourages students to attend all lectures and requires attendance for all laboratory activities and clinical assignments.

**Course Credit**

Course credits are generally determined according to the following formulation: one credit is assigned to a course for 3-4 laboratory contact hours per week; two contact hours per week involving interactive group problem-solving or discussion sessions; or one contact hour of formal lecture per week. One credit is given for each week of clinical rotations.

**Course Prerequisites**

Prerequisites for courses may be established by the course director who administers the course. Prerequisites are recommended to the Curriculum Committee for approval and are listed with the course description in the University Catalog. On a case-by-case basis, prerequisites may be waived upon approval by the Associate Dean for Academic Affairs or the Dean.

**Disciplinary Warning/Probation**

Disciplinary warning/probation occurs for student acts of professional misconduct as defined in Appendices 2 and 4 of the Student Handbook. Disciplinary probation is not noted on transcripts, but it is kept in student disciplinary files. Disciplinary probation information may be shared with clinical sites that are affiliated with Midwestern University’s educational programs.

**Dismissal**

Students who fail three or more courses in a single academic year during Y-1 and Y-2, or students who fail two or more courses in a single quarter, usually receive a recommendation for an academic leave of absence or dismissal. During Y-3 and Y-4, students that fail one course will usually be given a recommendation for remediation and students who fail two or more courses usually receive a recommendation for dismissal.

Matriculation and participation in dental school is a privilege, not a right. Therefore, students can be dismissed for the following reasons:

1. Failure to achieve minimum academic standards (Student Academic Progress Committees 1 and 2)
2. Failure to exhibit the personal qualifications and ethical standards necessary to the practice of dentistry (student judicial process)
3. Violation of Midwestern University College of Dental Medicine-Illinois rules and regulations that are grounds for dismissal (student and administrative judicial process)

**Course Retake**

Students who accumulate three failures over more than a single academic year, or two failures in a single quarter, may be recommended for an academic leave of absence. They are required to retake failed courses during the regular academic year and are not eligible for summer remediation courses either at CDMI or at any other dental school. The grade for a failed course, repeated at an outside institution or at Midwestern University and passed, is recorded as a grade of “C”. The previous “F” course grade remains on the official transcript but does not calculate into the overall Grade Point Average.

**NOTE:** Students will be assessed tuition and related fees for any additional years.

**Faculty Advisor Program**

The advisor program plays an important role at Midwestern University College of Dental Medicine-Illinois. Students and faculty work closely together in the academic arena. This kind of educational interaction permits students to get to
know their faculty and vice versa. Students are encouraged to use the advice, expertise, and help of the faculty. Upon matriculation all students will be assigned a faculty member advisor through the Office of the Associate Dean for Academic Affairs.

**Failure Policy for First-and Second-Year Students**

The faculty provides didactic programs and measures student performance in subject areas deemed necessary for dental practitioners. Students who do not demonstrate minimum competencies assume the obligation and responsibility to make up academic failures. First-year students must successfully pass all failed courses before they can be promoted to the second year. Likewise, second-year students can only begin clinical rotations and be promoted to the third year if they pass all requirements of the preclinical curriculum, and National Boards Part I.

**Grade Point Average**

The grade point average (GPA) is a weighted average computed using the number of credits assigned to each course and the quality points corresponding to the letter grade earned in each course. It is determined by calculating the total number of quality points earned and dividing them by the total number of credits carried. The total quality points earned for each course is determined by multiplying the quality points earned per credit (corresponding to the letter grade) by the number of credits assigned to the course. The student’s cumulative grade point average is computed and recorded by the Office of the Registrar. It is calculated beginning at the end of the first quarter of enrollment, and it does not include any grades or credits for courses audited or accepted for transfer, or courses with a grade of withdrawal (W), withdrawal failing (W/F), pass (P) or failed (F) that were later repeated.
Grading System

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent (%)</th>
<th>Quality Points (per credit)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td>4.00</td>
<td>—</td>
</tr>
<tr>
<td>A–</td>
<td>90–92</td>
<td>3.67</td>
<td>—</td>
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<tr>
<td>B+</td>
<td>87–89</td>
<td>3.33</td>
<td>—</td>
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<tr>
<td>B</td>
<td>83–86</td>
<td>3.00</td>
<td>—</td>
</tr>
<tr>
<td>B–</td>
<td>80–82</td>
<td>2.67</td>
<td>—</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
<td>2.33</td>
<td>—</td>
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<tr>
<td>C</td>
<td>70–76</td>
<td>2.00</td>
<td>—</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70</td>
<td>0.00</td>
<td>For professional programs</td>
</tr>
<tr>
<td>I</td>
<td>—</td>
<td>0.00</td>
<td>An Incomplete (I) grade may be assigned by a course director when a student’s work is of passing quality but incomplete, or if a student qualifies for reexamination. It is the responsibility of the student to request an extension from the course instructor. By assigning an “I” grade, it is implied that an instructor agrees that the student has a valid reason and should be given additional time to complete required coursework. To resolve an incomplete grade, an instructor must fill out and submit a Change of Grade form to the Registrar. All incomplete grades must be resolved within 10 working days starting from the first Monday following the end of the quarter unless there is written authorization by the Dean to extend the deadline. If an incomplete grade remains beyond the 10 days, it may be converted to a grade of “F,” which signifies failure of the course.</td>
</tr>
<tr>
<td>IP</td>
<td>—</td>
<td>0.00</td>
<td>An In Progress (IP) grade may be assigned by a course director when a student qualifies for reexamination. It is the responsibility of the student to request an extension from the course instructor. By assigning an &quot;IP&quot; grade, it is implied that an instructor agrees that the student has a valid reason and should be given additional time, up to one month, to complete required coursework. The &quot;IP&quot; in progress is used when extenuating circumstances make it necessary to extend the grade completion period past 10 days (e.g., illness, family death). The completion period should not exceed one quarter with notification to the Registrar.</td>
</tr>
<tr>
<td>P</td>
<td>—</td>
<td>0.00</td>
<td>Pass; designation indicates that the student has made satisfactory progress or completed required coursework satisfactorily. Grade of ‘P’ is counted toward credit hour accruals for graduation but is not counted in any GPA calculations.</td>
</tr>
<tr>
<td>W</td>
<td>—</td>
<td>0.00</td>
<td>Withdrawal is given during the third to the eighth weeks of the quarter. There is no penalty and no credit.</td>
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<tr>
<td>W/F</td>
<td>—</td>
<td>0.00</td>
<td>Withdrawal/Failing is given after 50% of a course is completed and the average grade indicates that the work completed up to the time of withdrawal was unsatisfactory. This grade is not counted in any GPA calculations and is not counted in credit hour accruals for graduation. “W/F” may be considered as a failure by a Student Academic Progress Committee 1 or 2. Students are not allowed to withdraw from a course after the end of the eighth week of class.</td>
</tr>
<tr>
<td>AU</td>
<td>—</td>
<td>0.00</td>
<td>This designation indicates an audited course, that is, a student registered for a course with the understanding that neither academic credit nor a grade is earned. The possibility does not exist to change the course status from audit to full credit after the start of the quarter. The designation AU is not counted in the GPA calculation.</td>
</tr>
<tr>
<td>AP</td>
<td>—</td>
<td>0.00</td>
<td>This designation indicates the decision of a college to award academic credit that precludes a student from taking required course work. The designation of Advanced Placement (AP) is applied toward credit hour accruals, but is not counted in the GPA calculation.</td>
</tr>
</tbody>
</table>

*These grading scales apply to all courses unless otherwise noted in the course syllabus.*
Immunization Policy for CDMI
Full-time students are required to have all immunizations as outlined in the general policy section of this catalog.

National Boards Policy
All students are required to pass the NBDE Part I examination before the first day of the fall quarter of Y-3. If students encounter a catastrophic event that prevents them from taking the examination during that timeframe, the Dean may allow them to enter Y-3 and take the examination at a later date (mutually agreed upon by the student and Dean).

Students who fail to pass the NBDE Part I on their first attempt will be allowed to continue as registered students as noted below. Students:
- Must meet with the Dean of Basic Sciences, the Dean of Students, and the Associate Dean, MWU CDMI to develop an individualized course of study focused toward retaking and passing the NBDE Part I. This will include recommendations to the student to uncover potential test-taking challenges and develop a structured study schedule.
- Will be provided with a list of available resources in order to adequately prepare for a repeat examination. Students will be advised to take a formalized board review course. Any associated expenses and arrangements are the responsibility of students.

Students who fail to pass the NBDE Part I on their second attempt will be allowed to continue as registered students as noted below. Students:
- Will meet with the Dean of Basic Sciences, the Dean of Students, the Associate Dean, MWU CDMI, and selected Basic Science course directors to discuss a strategy for retaking and passing the NBDE Part I. Students will be required to retake the examination at a date approved by the Dean upon recommendation of the above individuals.
- May be required to take an Independent Study elective or leave of absence in order to prepare for the retake of NBDE Part I at the date specified by the Dean. The Independent Study elective may include a long-term board preparation course. Tuition, related expenses, and arrangements are the responsibility of students.
- Are required to sit for the NBDE Part I (third attempt) and if successful, are then eligible to continue in Y-3.

Students who fail to pass NBDE Part I for the third time need to wait one full year prior to retaking the examination per National Board rules, and they will be required to appear before the Student Academic Progress Committee 1. The committee may recommend a further remediation plan or recommend dismissal for failure to meet the academic requirements of MWU CDMI. These students will be charged tuition on a prorated basis for additional months of education.

Passing any portion of a licensing examination is not a substitute for passing a Midwestern University course.

Satisfactory Academic Progress
As required by Federal law, reasonable standards of satisfactory academic progress have been established by Midwestern University College of Dental Medicine-Illinois for the Doctor of Dental Medicine degree program. These standards apply to all students applying for or currently receiving financial assistance. The policy and procedure for assessing financial aid status is noted in the Student Financial Services section of this catalog.

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<thead>
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