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CATALOG 2017-2018

DOWNERS GROVE, ILLINOIS CAMPUS



MIDWESTERN UNIVERSITY

Tomorrow's Healthcare Team

MIDWESTERN UNIVERSITY COURSE CATALOG 2017-2018

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MIDWESTERN UNIVERSITY

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, the College of Dental Medicine-Illinois, or the Chicago College of Optometry, 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. Goepfinger, Ph.D.
President and Chief Executive Officer

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MISSION

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

VISION

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

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

HISTORY

Midwestern University: A Legacy of Growth and Development

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

Dr. Littlejohn hired talented faculty that enabled the College to establish a reputation as a leader in medical education, research, and clinical practice. The early faculty mentored their students in the art and science of osteopathic medicine while teaching surgery, principles and practices of osteopathy, anatomy, and basic science. The growth of our osteopathic

college is intertwined with that of the osteopathic medical profession itself. Ever since 1874 when a country doctor, Andrew Taylor Still, announced his new theory of osteopathy and began the first college in 1892, the profession has grown in reputation and acceptance around the country and many international settings.

Today 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 graduate, and postgraduate education in the health sciences. We are dedicated to the education and development of our students, faculty, and staff in an environment that encourages learning and personal development.

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

The Downers Grove, Illinois, Campus was purchased in 1986, and the Chicago College of Osteopathic Medicine (CCOM) moved from its prior home in Hyde Park, Illinois, to this western suburb. Following the relocation of the College, the Board of Trustees voted to begin the development of new academic programs within the health sciences. The Chicago College of Pharmacy (CCP) began in 1991, the College of Health Sciences (CHS) began in 1992, the College of Dental Medicine - Illinois (CDMI) in 2009, and the Optometry Program in 2014. In 1993, the Board of Trustees unanimously approved a single, educational mission for the institution, and 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 University also opened the MWU Medical Campus in Spring 2013.

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

center, student housing, a Multispecialty Clinic, the Dental and Eye Institutes, and the Companion Animal Clinic.

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 educating tomorrow's healthcare team.

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.

Minnesota Registration

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

Texas Workforce Commission

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

State Authorization Reciprocity Agreement (SARA) Initiative

Midwestern University is an institutional participant in the SARA Initiative.

ARTICULATION AGREEMENTS

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

CONFERRAL OF DEGREES

The 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, gender, sexual orientation, religion, national or ethnic origin, citizenship status, disability, status as a veteran, age, or marital status.

RIGHT TO CHANGE REQUIREMENTS

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

FACILITIES

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 five-story academic building with modern classrooms, research laboratories, dental simulation clinic, student testing center, and faculty offices.
- Cardinal Hall, the 137,000 square-foot building includes a large auditorium space that can be used for campus-wide ceremonies and also be divided into five large lecture halls. The building also includes additional classrooms, a simulation center, and academic office space.
- The Midwestern University Multispecialty Clinic provides a state-of-the-art educational experience for Midwestern students while also meeting the community demand for a wide-range of patient care. The clinic is located approximately 10 minutes from the Downers Grove campus at 3450 Lacey Road, Downers Grove, IL. The six-story building includes the Dental Institute, Family Medicine, Eye Institute, Speech-Language Institute, and Physical Therapy Institute.

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.

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

It is the policy of Midwestern University that all accepted students must submit to a criminal background check prior to matriculation. In addition, students who remain enrolled must submit to a criminal background check as needed to remain eligible for continued participation and/or to participate in clinical rotations. A criminal background check may necessitate one or more of the following: 1) a standard criminal background check conducted through an approved background check agency, 2) a fingerprint background check conducted by an approved agency, in which the prints are submitted to both State Police and the FBI database and/or 3) an International Police Clearance. The procedure utilized to conduct the background check will be based upon the individual's residency status, country of origin, time in residence in the United States and specific program requirements. In accordance with the laws of the State of Illinois, CCOM students are required to undergo fingerprinting as part of the criminal background check process. Students in other programs may also be required to

undergo fingerprinting. The criminal background check involves obtaining an authorization from a matriculating or current student that allows the University to obtain the student's individual criminal history. The results of the background check are reviewed by the Dean of Students to determine whether or not there is a record of misdemeanor and/or felony convictions. If there is a positive record, the Dean of Students will inform the appropriate College Dean and the Director of University Risk Management so the University can make a determination whether the criminal history will negatively impact the student's admission status or ability to complete the practical training/rotation requirements of the degree program. Criminal background checks are conducted through the Office of Student Services as part of the initial student matriculation process and on an as-needed basis thereafter while a student is actively enrolled at Midwestern University.

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

are admitted close to their matriculation date, or for students whose situation may necessitate an extension, the criminal background check must be completed by the end of the first month of the first quarter of enrollment for their program. Failure to complete the background check within the stated timeframe jeopardizes their continued enrollment, and the student may be required to take a mandatory leave of absence.

- The Office of Student Services will contract with a professional service to conduct the criminal background check.
- The Dean of Students will review all criminal background reports and determine whether or not a misdemeanor or felony conviction record exists. If a felony or misdemeanor conviction exists, the Dean of Students will conduct a criminal background investigation. The investigation may include any of the following components:
 1. Request for additional detailed information about the positive criminal background check report. This may entail one or more meetings with the student.
 2. Collection of additional data, e.g., Federal Bureau of Investigation fingerprints and report, concerning the positive criminal background check report. Following the criminal background investigation, the Dean of Students, in consultation with the Academic Dean (or their designees), will determine whether or not the student should be disqualified from matriculation or continued enrollment. A record of criminal activity will not automatically disqualify a student from enrollment or continued enrollment. The University will consider such factors as (but not limited to) the nature of the crime, the age of the individual at the time the crime was committed, length of time since the criminal activity, any fines, sanctions or convictions, the nature of the clinical program and the relatedness of the conviction, and whether the University will be able to provide appropriate professional clinical training to the student. Students who are permitted to matriculate with a positive criminal background check are required to sign a waiver stating their understanding of the possible negative impact of their background check on their education, postgraduate training and licensure.
- Failure to disclose criminal activity or material misrepresentation of information by an incoming student is deemed to be falsification of the

application and may result in denial of admission, matriculation and/or dismissal from the program and University. Failure to disclose criminal activity or material misrepresentation of information by an enrolled student is deemed to be a violation of the student Code of Conduct and may result in dismissal from the program and University. Incoming and enrolled students must disclose any criminal activity, including misdemeanor or felony charges/convictions to their Academic Dean and the Dean of Students.

- Failure of the student to present appropriate forms to the Office of Student Services for the purpose of conducting criminal background checks when requested will bar the student from initial matriculation and/or continued enrollment.
- Students with a positive criminal background check are individually responsible for checking the licensing and certification requirements in any state where the student is interested in participating in a postgraduate residency training to determine whether or not their criminal background will be a barrier to participation.
- Students are required to disclose to the Dean of Students and appropriate Academic Dean any arrests, criminal charges, or convictions against them during their entire period of enrollment as a student at Midwestern University. Disclosure must be made immediately after the incident that resulted in charges so the University can assess the impact of the incident on the student's academic progression. Such arrests, criminal charges, or convictions may negatively impact a student's ability to obtain and/or complete clinical rotations or preceptorships, post-graduate residency placement or licensure.
- Midwestern University does not guarantee clinical rotations, post-graduate residency placement or licensure for students who have a positive criminal history. Clinical rotation placement, post-graduate residency placement, and licensure are governed by separate entities who use their own specific set of standards that may be different than those used by Midwestern University. In such cases, the University confidentially shares information about the student's positive criminal history with potential preceptors and practice site representatives as necessary and on a need-to-know basis. This may include releasing a copy of the original Criminal Background Check report for their review. This gives the preceptor and site representatives an opportunity to decide whether the student is acceptable to the site. For this reason, scheduling and completion of practical training/rotations and graduation may be delayed. In some instances, it will not be possible to arrange for practical training/rotations at specific sites. Under these circumstances, the college/program will work with the student to find a possible clinical rotation site

that will accept a student with a positive criminal background check.

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

HARASSMENT/UNLAWFUL DISCRIMINATION

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

This policy applies to all members of the University community, each of whom is expected to report promptly complaints about violations. Students found to be in

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

Definitions

Unlawful Discrimination: Unlawful discrimination refers to unfair or unequal treatment of an individual or group based on protected status, such as race, color, gender, gender identity, sex, sexual preference, sexual orientation, religion, national origin, ethnic origin, disability, status as a veteran, marital status, pregnancy status, age or other protected group status as defined by law.

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

Complaint Process

Informal Complaint Resolution

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

undertaken with the person alleged to have violated this harassment policy. An informal complaint may also be elevated to a formal complaint by the Dean of Students because of the severity of the factual allegations made by the complainant or because of the frequency of allegations against the alleged offender (see section below).

Formal Complaint Resolution

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

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

- Harassment/unlawful discrimination has occurred;
 - Harassment/unlawful discrimination did not occur; or
 - There is inconclusive evidence as to whether harassment/unlawful discrimination occurred.
6. Upon review, the college dean/department or division head/program director or Vice-president of Human Resources responsible for receiving the report will recommend or take appropriate disciplinary action, if applicable.
 7. Notification of the findings and disposition as recommended by the college dean/department or division head/program director or Vice-president of Human Resources shall be provided, confidentially, in writing, to both the complainant and the alleged offender.
 8. The complainant or the alleged offender may appeal the decision of the college dean/department or division head/program director or Vice-president of Human Resources or Dean of Students.
 9. All complaints and associated resolutions will be kept on file in the Office of the President in accordance to HLC/NCA accreditation requirements and in the Office of the Dean of Students when complaints/resolutions involve students.

Appeal by a Student

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

Protection Against Retaliation

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

SEXUAL MISCONDUCT

The University is committed to ensuring the safety and security of all its members. Sexual misconduct is a serious violation of the standards set by the University community since it creates an atmosphere of distrust and inequality and will not be tolerated. Sexual misconduct includes sexual harassment, sexual abuse, sexual assault or rape, domestic violence, dating violence and stalking. This policy/procedure

establishes a protocol whereby those who believe they have been subjected to sexual misconduct may obtain redress promptly and equitably through the policies and procedures of the University.

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

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

Title IX

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

Confidentiality

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

violation. Evaluations of requests for confidentiality will be made by the Title IX coordinator on each campus.

Illinois - Sexual Misconduct Definitions

Consent

Consent is freely given agreement to the act of sexual penetration or sexual conduct in question. Lack of verbal or physical resistance or submission by the victim resulting from the use of force or threat of force by the accused shall not constitute consent. Silence is not consent. The absence of refusal is not consent. The manner of dress of the victim at the time of the offense shall not constitute consent. A person who initially consents to sexual penetration or sexual conduct is not deemed to have consented to any sexual penetration or sexual conduct that occurs after he or she withdraws consent during the course of that sexual penetration or sexual conduct. An individual who is impaired due to alcohol or drug ingestion cannot give consent.

Dating Violence

Dating violence means violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.

Domestic Violence

Domestic violence includes asserted violent misdemeanor and felony offenses committed by the victims current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law.

Force or threat of force

Force or threat of force means the use of force or violence or the threat of force or violence, including, but not limited to, (1) when the accused threatens to use force or violence on the victim or on any other person, and the victim under the circumstances reasonably believes that the accused has the ability to execute that threat; or (2) when the accused overcomes the victim by use of superior strength or size, physical restraint, or physical confinement.

Sexual Abuse

A person commits criminal sexual abuse if that person: (1) commits an act of sexual conduct by the use of force or threat of force; or (2) commits an act of sexual conduct and knows that the victim is unable to understand the nature of the act or is unable to give knowing consent.

Sexual Assault

Sexual assault is:

An act of sexual penetration under the use or threat of force; or

An act of sexual penetration where the accused knows that the victim is unable to understand the nature of the act or is unable to give knowing consent; or

An act of sexual penetration in which the accused delivers (by injection, inhalation, ingestion, transfer of possession, or any

other means) any controlled substance to the victim without the victim's consent or by threat or deception for other than medical purpose; or

An act of sexual penetration on a victim under the age of consent by Illinois definition.

Sexual Conduct

Sexual conduct means any knowing touching or fondling by the victim or the accused, either directly or through clothing, of the sex organs, anus, or breast of the victim or the accused or any part of the body of a child under 13 years of age or any transfer or transmission of semen by the accused upon any part of the clothed or unclothed body of the victim, for the purpose of sexual gratification or arousal of the victim or the accused.

Sexual Harassment

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

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual's welfare; or
3. Such conduct has the purpose or effect of substantially interfering with an individual's welfare, academic or work performance, or creates an intimidating, hostile, offensive, or demeaning education or work environment.

Sexual Penetration

Sexual penetration means any contact, however slight, between the sex organ or anus of one person and an object or the sex organ, mouth, or anus of another person, or any intrusion, however slight, of any part of the body of one person or of any animal or object into the sex organ or anus of another person, including, but not limited to, cunnilingus, fellatio, or anal penetration. Evidence of emission of semen is not required to prove sexual penetration.

Stalking

A person commits stalking when he or she knowingly engages in a course of conduct directed at a specific person, and he or she knows or should know that this course of conduct would cause a reasonable person to: (1) fear for his or her safety or the safety of a third person; or (2) suffer other emotional distress.

Reporting Sexual Misconduct:

All complaints will result in a formal investigation with a

subsequent resolution. Students reporting violations have the right to file complaints with external law enforcement agencies as well as the University. University and law enforcement investigations will usually be conducted independently and simultaneously. The University standard for determining the validity of a complaint is the 'preponderance of evidence' standard. Investigations of student complaints that involve another student or students will be undertaken by the Dean of Students- Title IX coordinator; however, investigations involving student complaints against a MWU employee(s) or employee(s) complaints against a student are undertaken jointly by the Dean of Students-Title IX coordinator and the Director of Human Resources. Student complaints concerning non-sexual harassment and unlawful discrimination are governed under the Student Handbook's section on Harassment and Unlawful Discrimination, which can be found in the Policies Section of the Student Handbook. Students who are charged with sexual misconduct are in violation of the University's "Code of Responsibilities of the Students of Midwestern University" as stated in Appendix 1 and of the University's "Bylaws and Regulations of the Code of Responsibilities and Rights of the Student of Midwestern University" stated in Appendix 2 of this handbook and can be disciplined under the judicial proceedings stated in Appendix 2, Section 4 of the Student Judicial System. Disciplinary sanctions imposed by the University on students may include, but are not limited to, disciplinary warning, disciplinary probation, suspension, or dismissal. Students charged with violations may also be prosecuted under Illinois or Arizona criminal statutes. Employees will be disciplined according to University Human Resources guidelines.

Procedure:

Initiating an investigation of sexual misconduct:

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

1. Nature of the act and related circumstances are to be reported in written detail and submitted to:
 - a. The involved student(s) or employee(s),
 - b. The appropriate College Dean, and
 - c. The Dean of Students.
2. The written statement must include the name of the involved student or employee, the name and status of the reporting person, and the nature of the alleged act. The confidentiality of the student reporting the violation will be maintained if possible. The written statement may be sent to the involved student via the University email/mail system or delivered in person. Should a student so involved refuse or fail to accept delivery of the statement after a bona fide attempt is made to deliver, the requirement of notification will be considered to have been met. All correspondence related to the proceedings is considered to be

confidential material. Correspondence to employees will be handled via Human Resources.

3. Temporary suspension: Should a student action be of such a nature that it is felt that he/she must be relieved of his/her right to attend Midwestern University, the student may be temporarily suspended from the college on recommendation of the Dean of Students. Any temporary suspension may continue until such time as the issue in dispute is resolved under the process outlined below. Suspension of employees will be handled by Human Resources.

Resolution of conduct matter

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

Method of resolution

1. Upon receipt of the written complaint lodged against the student, the Title IX Coordinator will set a time to meet with the student charged with the violation regarding the issue. The interview will preferably be conducted in person, although a phone interview is acceptable if the student is at a distant location. The Title IX Coordinator has the right to interview other parties in relation to the incident to determine the validity of the complaint. The student filing the complaint will also be interviewed. Both the student filing the complaint and the accused student have the right to have an advisor present during all meetings/interviews/proceedings.
2. After interviewing the student accused of the violation, the student filing the complaint and other involved persons, the Title IX Coordinator will render a decision regarding the validity of the complaint. The validity will be based upon whether it was more likely than not that the incident occurred (preponderance of the evidence standard). If the complaint is deemed valid, the Title IX Coordinator will recommend disciplinary action for the accused student (s) to the appropriate Academic Dean. The Academic Dean will be notified of the recommendation within 5 school days of the

forementioned interview unless prevented by extenuating circumstances. A copy of the Title IX Coordinator's investigation into the complaint, including all supporting evidence, will be submitted to the Office of the President in Glendale and the Office of Accreditation in Downers Grove.

3. In a joint investigation with Human Resources, a copy of the investigation and all supporting evidence will be submitted to the VP of Human Resources. If the complaint is determined to be valid and the perpetrator is an employee, the Human Resources Department will impose the appropriate sanction per HR policy. If the complaint is determined to be valid, and the perpetrator is a student, the process outlined above in subsection b in which the appropriate Academic Dean determines sanctions will be followed. A copy of the joint investigation into the complaint, including all supporting evidence, will also be submitted to the Office of the President in Glendale and the Office of Accreditation in Downers Grove.
4. Typically, within 5 school days after receiving the recommendation of the Title IX Coordinator, the Academic Dean will notify the accused student in(s) writing of his/her decision including, if applicable, any disciplinary action. Any disciplinary action must conform to Appendix 1, Section Five of the Code of Responsibilities and Rights of Students of Midwestern University. A copy of the Academic Dean's decision must be sent to the Title IX Coordinator and the Office of the President in Glendale and the Office of Accreditation in Downers Grove for inclusion in the student's disciplinary file. The student or employee reporting the violation will also be notified, in writing, of the outcome of the investigation.
5. In a joint investigation with Human Resources, the VP of Human Resources will notify the accused employee in writing of disciplinary action. The student reporting the violation will also be notified, in writing, of the outcome of the investigation.
6. If the student/employee does not accept the Academic Dean/VP of Human Resources' decision, the student/employee may appeal to the President within 5 school days of notification of college dean/VP's decision, by submitting a written statement containing the basis and reasons for the appeal including all relevant facts. The President will request a copy of the Title IX Coordinator's findings and decision, as well as all relevant information from the investigation. Meetings with the President will be audio recorded with the permission of the student. The student may request a copy of the recording. The President will act upon the appeal by (a) confirming the original decision, (b) altering any penalties imposed, or (c) requesting the student/employee, the Coordinator, and/or the applicable college dean/VP of Human

Relations to submit additional information prior to rendering a decision. Both the student/employee reporting the incident and the accused student/employee have the right of appeal utilizing the guidelines listed above. Both the student/employee reporting the violation and the accused student/employee must be notified of the outcome of the appeal in writing.

7. The final decision rests with the President. A copy of the President's decision must be sent to the Academic Dean, Coordinator and the Office of the President in Glendale and the Office of Accreditation in Downers Grove for inclusion in the student's disciplinary file.

Record keeping in conduct matters

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

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

Procedures for Reporting a Sexual Assault on Campus

Any student who is involved in or witnesses a sexual assault should contact Campus Security immediately (Downers

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

Downers Grove Campus

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

Glendale Campus

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

Counseling Services for Sexual Assault Victims and Witnesses

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

In Illinois:

University Personnel

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

Community Resources

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

In Arizona:

University Personnel

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

Community Resources

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

Sexual Misconduct Education and Awareness

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

1. Identify sexual misconduct which includes sexual harassment, sexual abuse, sexual assault or rape,

domestic violence, dating violence and stalking as prohibited conduct;

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

ACADEMIC POLICIES

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

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

Attendance

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

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

for course attendance requirements set forth by each department/division, program, or college.

Class Rank

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

Classroom Visitation

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

Classroom/Exam Etiquette

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

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

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

Closed Meeting Policy

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

Course Credit Policy

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

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

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

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

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

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

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

Course Auditing

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

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

GRADE APPEALS POLICY

Appeal of Non-Failing Course Grades

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

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

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

Appeal of Course Grades Subject to Academic Review

A student whose academic progress will be subject to review by his/her Promotion/Academic Review Committee and who wishes to appeal a grade must do so in an expedited manner

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

All appeals and decisions must be communicated in written form.

Graduation Walk-Through Policy

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

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

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

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

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

Incomplete Grades

The grade (I) incomplete may be assigned by a course director when a student's work is of passing quality but is incomplete or if a student qualifies for reexamination. It is the responsibility of the student to formally request an extension from the course instructor. By assigning an I

(incomplete) grade, it is implied an instructor agrees that the student has a valid reason and should be given additional time to complete required coursework. To resolve an incomplete grade, an instructor will resubmit the new grade on-line. All incomplete grades must be resolved within 10 calendar days from the end of final examinations for the quarter. In the case of courses ending prior to final examination week, it is the obligation of the course director to monitor the use and resolution of the incomplete grade with notice to the Registrar. If an incomplete grade remains beyond the 10 calendar days, it is automatically converted to a grade of (F) failing by the Registrar, which signifies failure of the course.

In-Progress Grade

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

Last Day to Add/Drop Courses

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

Students are able to submit "add" requests for most electives, but assistance from an academic advisor, program director or dean is required to add core courses and restricted electives. Any course "add" request submitted on behalf of a student, must first be approved by the student before it is forwarded for final approval and Registrar processing. The status of approvals and final processing can be tracked online.

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

Leave of Absence

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

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

1. Make an appointment with the Program Director/College Dean to discuss the leave of absence;
2. A student must provide written notification and documentation, if applicable, to the Program Director/Dean stating the reason for the leave of absence from MWU. If approved, the Dean will conditionally approve a leave of absence until all clearances are obtained.
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. Once the Dean conditionally approves the leave, the Department Chairs/Program Director/course directors receive an automated electronic notification of the student's withdrawal. A grade of "W" (Withdrawal) or "WF" (Withdrawal/Failing) appears on the official transcript. The course director is responsible for submitting the correct grade. Students on the approved leave are obligated to pay their premium for long-term disability insurance.

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

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

Bereavement Leave

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

Jury Duty

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

Maternity Leave

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

Medical Leave

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

the ability to return to classes, is reached by the Dean after careful consideration is given to the supportive medical documentation and to personal and professional circumstances.

Military Leave

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

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

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

Reexamination (Retest)

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

If a student qualifies for a reexamination, a grade of "I" must be submitted to the Registrar at the end of the quarter. The reexamination must be completed within 10 calendar days starting from the last day of final examinations for the

quarter. If the student passes the reexamination, the grade of "I" will be converted to the minimum passing grade of the college/program. If the student fails the reexamination, the grade of "I" will be converted to a grade of "F".

Registrar

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

Registration

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

Retake

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

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

It is the decision of the Student Promotion and Graduation/Preclinical Promotions/Clinical Promotions/Academic Review Committee of each college/school/program to recommend a retake of a course. The committee, in conjunction with the approval of the department chair, program director and/or course coordinator, will determine the nature of the retake and the timeframe for completion of the repeated course. The course may be repeated at MWU or at an outside institution, if offered. The options for repeating a course at MWU may include a directed readings remedial course with examination, repeating the course in its entirety the next academic year, or taking a specially designed course that contains the appropriate student work hours needed to meet the credit hours of the failed course. The repeat course must be completed in a regularly scheduled quarter. In either case, the student must be registered for the course and will be charged the appropriate tuition. The maximum allowable grade that can be earned as a course retake is determined by college policy.

A course at an outside institution that is eligible as a replacement for the course that the student failed at MWU,

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

Retention of Tests or Written Assignments

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

Transcripts and Duplicate Diplomas

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

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 a nominal amount per official transcript release.
4. Individuals who are no longer students at MWU are charged the same rate as an alumnus.
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 wall diploma through the online student/alumni portal. For current pricing on transcripts and diplomas, please refer to the Registrar website at www.midwestern.edu/registrar

Travel and Lodging for Clinical Education/Fieldwork

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

WITHDRAWAL

Withdrawal from One or More Courses

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

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

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

Withdrawal from the College/University

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

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

ADMISSIONS

Prospective students interested in enrolling in any college of 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
630/515-7200
800/458-6253
AdmissIL@midwestern.edu

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

Admission Deferment

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

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

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

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

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

Articulation Agreement Between 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.

International Applicants

An international student must complete a minimum of 30 semester hours of coursework from a regionally accredited college or university in the United States, or from a

recognized post-secondary Canadian institution that uses English as its primary language of instruction and documentation. Of the 30 semester hours, 15 hours must be in the sciences, 6 hours in non-remedial English composition, and 3 hours in speech/public speaking.

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

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

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

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

Matriculation Process

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

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. Students who are requesting an F-1 visa or who are not U.S. citizens or permanent residents must prepay tuition and in some cases other mandatory program fees for the first year of their educational program 6 weeks before the first day of the first quarter of each academic year. Furthermore, the student must prepay tuition and in some cases other mandatory program fees for each successive year at the start of each academic year on the University's stated due date.
8. Submit a signed Credit Policy Statement.
9. Authorize and pass the appropriate MWU criminal background check, international police clearance, and/or fingerprinting background check as required by the College. Students who fail to provide completed checks/clearances or fail to pass background checks/clearances by the end of the first month after the start of the first quarter of enrollment may jeopardize their acceptance or continued enrollment in the College, and the student may be required to take a mandatory leave of absence.
10. Submit a signed MWU Drug-Free Workplace and Substance Abuse Policy Statement.

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

STUDENT SERVICES

The mission of the Office of Student Services is to offer a broad range of services in the arena outside the formal boundaries of the classroom that support, enhance, nurture, and promote the growth and development of Midwestern University students by contributing to their professional,

cultural, social, intellectual, physical, and emotional well being. It is within the mission of Student Services to promote awareness, understanding, and acceptance of all individuals in a diverse world society and to promote a sense of respect, appreciation, and community among the colleges that can be carried on throughout students' professional lives.

The Office of Student Services on the Downers Grove Campus is composed of the Dean of Students, Assistant Deans, Student Activities, Residence Life, Student Counseling Center, 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.

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.

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 Center

The Downers Grove Campus has both full-time and part-time Student Counselors. The Student Counselors are available to help students at Northwestern 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 Northwestern 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.

Student Tutor Program

Through the Office of Student Services, Northwestern 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, Northwestern 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, Northwestern 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.

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

Financial Aid Disclosure

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

Contact Information

Students may contact us by calling 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.

Midwestern University
Office of Student Financial Services
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 federal aid. Students who have an established history of debt nonpayment may qualify for Federal loan programs but do NOT qualify for campus-based aid.

Loss of Eligibility Due to a Drug Conviction

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

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

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

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

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

Regaining Eligibility after a Drug Conviction
Students denied eligibility for an indefinite period can regain eligibility after completing any of the following three options:

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

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

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

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

Financing an Education

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

Scholarships

All Programs

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

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

Federal Student Loans

All Programs

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

Dentistry and Pharmacy

Health Professions Student Loan (HPSL): Graduate students enrolled full time in a degree-seeking program in dentistry, optometry, podiatry or pharmacy may be eligible for a HPSL. Priority consideration is given to third and fourth-year students with exceptional financial need based on

both student and parent income. HPSL is administered by the Department of Health and Human Services. Award amounts are determined according to number of applicants and availability of funds. HPSL is a subsidized loan with a 5% fixed interest rate and a 12-month grace period before interest begins to accrue. Students who are enrolled less than full-time in a given quarter will not be eligible to receive HPSL funds for a subsequent quarter.

Osteopathic Medicine Program

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

Non-Federal Student Loans

MWU Institutional Loan Program

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

Osteopathic Medicine Institutional Loan Programs

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

Other Resources:

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

Veterans' Educational Benefits

Midwestern University is approved by the U.S. Department of Veterans' Affairs (VA) to certify enrollment for veteran education benefits for most academic programs. Students who receive education benefits for veterans are required to provide official military transcripts to the Office of the Registrar when requesting certification for those benefits. Midwestern University reviews all prior education and training for VA benefit recipients. Midwestern University does not participate in the Yellow Ribbon Program. Because Midwestern University is a private, not-for-profit institution, students who are Illinois veterans are not eligible for Illinois Veteran Grant (IVG) funding. For further information and eligibility requirements, students may contact the Office of the Registrar at azregistrar@midwestern.edu or go to www.midwestern.edu/registrar. The address is:

Office of the Registrar
Midwestern University
555 31st Street
Downers Grove, IL 60515

Financial Aid for Repeat Courses

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

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

Website Information for Financial Aid

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

Applying for Financial Aid

Budget and Cost of Attendance

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

costs. To help verify allowable expenses and amounts included in budgets remain reasonable, Student Financial Services will periodically survey students to gather information about 'actual' expenses they have incurred.

Representative expense categories included in every budget include:

- Tuition and Fees
- Books and Supplies
- Room and Board
- Transportation Expenses
- Personal Expenses including insurances

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

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

Online Application Process

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

Downers Grove Tuition and Fees

Downers Grove Tuition and Fees (for academic year 2017-2018)

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.*

Program	Tuition
Chicago College of Osteopathic Medicine	\$67,880
Chicago College of Pharmacy*	\$43,369
College of Dental Medicine-Illinois**	\$76,024
Chicago College of Optometry***	\$39,681
Physician Assistant Studies	\$47,789
Physical Therapy	\$40,597
Occupational Therapy	\$42,341
Clinical Psychology, Class of 2022	\$31,250
Clinical Psychology****	\$638 /credit hr.
Biomedical Sciences, Master of Arts	\$41,482
Biomedical Sciences, Master of Biomedical Science	\$37,073
Doctor of Health Science	\$693/credit hr.
Speech Language Pathology****	\$40,774

For the 2017-2018 academic year, all programs (both full and part-time) have an annual student services fee of \$652. Additional fees may be assessed including disability insurance or other charges as determined by each individual college. Students enrolled on a less than full-time basis will be charged tuition based on a per-credit-hour fee as determined by the University. If a student is given "advanced standing" and registered less than full-time in a given quarter, they will be charged on a per-credit- hour basis. All rates and fees are subject to correction if they are stated in error.

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

1. Technology Fee - First Year Students Only - \$35

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

1. Technology Fee - First Year Students Only - \$1,500
2. Surgical Atlas and Telescope Fee - First Year Students Only - \$1,802
3. Supply Fee - All Years - \$4,895
4. Instrument Rental Fee -All Years - \$2,258
5. Simulation Laboratory and Clinic Fee - All Years - \$5,875

***The Chicago College of Optometry Program:

1. Tuition rate is an estimate for the 2017-2018 academic year
2. Equipment kits *first year only - \$4,830
3. Equipment **second year only - \$2,000

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

1. Calipso clinical training *first year only - \$210

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

1. AATBS Kits – Third and Fourth years only - \$720

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

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 online check payment, debit card, or credit card. 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. Cash payments are limited to \$250 or less. Tuition due dates will be publicized on www.midwestern.edu. If tuition payments are made through the mail, please address the envelope as follows:

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

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

Prepayment Plans

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

A student may also choose to prepay tuition a year at a time in advance, for the full academic year, at the benefit of the current tuition rate. For example, a student matriculating in the 2017-2018 academic year in September 2017, who

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

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

Credit Cards

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

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

Important Information about Fees and Charges

Fee Charges

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

campus. The program specific fees fund the items described above in the Tuition and Fees section.

Add/Drop Charges

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

Partial Course Load

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

Course Overload

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

1. 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.
2. 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.
3. 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 Accounts Receivables Office within Student Financial Services will follow up with students to collect past due accounts. The overall goal is to encourage all students to pay their balance on time so that they are not faced with the consequences as outlined below.

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

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

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

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

Returned Checks

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

Receiving Funds

Student Loan Refunds

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

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

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

Direct Deposit

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

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

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

Satisfactory Academic Progress for Financial Aid Eligibility

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

Purpose

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

Policy

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

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

Grades of "W" (withdrawals) made *after* the first week of classes will be included in the number of attempted credit

hours and calculated against the quantitative (pace) measure. Grades of "I" (incomplete) will be included in the number of attempted credit hours as well, but will not be included in the qualitative (GPA) measure.

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

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

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

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

ANNUAL SAP REVIEWS: A financial aid "suspension" is issued at the end of the spring quarter for students not meeting satisfactory academic progress. Students cannot receive Federal financial aid funds unless the suspension is successfully appealed and the student is placed on probation. A student on probation status may receive Federal financial

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

ANNUAL SAP REVIEW APPEALS: Any student placed on financial aid suspension will be notified of the loss of financial aid eligibility. Students must complete the SFS Appeal Form and work with their academic department to

come up with an approved academic plan. Both the SFS Appeal Form and approved Academic Plan must be submitted to the Office of Student Financial Services, who will forward it to the University Financial Aid Committee for consideration. The University Financial Aid Committee will only review completed appeals; all required documentation must be included.

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

MWU Standards of Satisfactory Academic Progress for Financial Aid Eligibility

Academic Program	Standard & Maximum Time Frames for Program Completion (in years)		Expected Program Completion Per Academic Year (% of coursework completed)	Minimum Cumulative GPA Requirement
	Standard	Maximum		
CCOM	4	6	17%	2.00
CCOM (Extended studies)	5	6	17%	2.00
CCP (Pharm.D.)	4	6	17%	2.00
CDMI (D.M.D.)	4	6	17%	2.00
CHS–Biomedical Sciences (M.B.S.)	2	3	33%	2.75
CHS-Biomedical Sciences (M.A.)	1	1.5	66%	2.75
CHS-PA (M.M.S.)	2.25 (27 mos.)	3.33 (40.5 mos.)	30%	2.75
CHS (D.P.T.)	2.90 (34 mos.)	4.33 (51 mos.)	23%	2.75
CHS (M.O.T.)	2.25 (27 mos.)	3.33 (40.5 mos.)	30%	2.75
COPTI	4	6	17%	2.00
CHS (Psy.D.)	5	7.5	14%	3.00
CHS - Speech Language Pathology (M.S.)	2	3	33%	3.00

Academic Status Chart for Determining Financial Aid Eligibility and Enrollment Status

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

Please Note: Classes in which students are auditing cannot be included in the amount of credit or contact hours earned when determining eligibility for financial aid. In addition, the following grades will not be considered as credit or contact

hours earned/attempted for purposes of awarding federal financial aid: "I" Incomplete, "IP" In-Progress, "F" Failure, or "W" Withdrawal or "WF" Withdrawal/Failing.

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

Leave of Absence for Financial Aid Eligibility Policy and Procedure

Policy

1. Students requesting a leave of absence while enrolled at Midwestern University must adhere to the policies and procedures established by the College Dean. In addition, students receiving federal financial aid must understand and follow Federal Title IV and Title VII leave of absence regulations as stated in this policy, which may affect the amount of financial assistance received. As stipulated by federal financial aid regulations, any student, including a student receiving Title IV or Title VII assistance, shall be granted a leave of absence under the following conditions:
 - The student must request the leave of absence in writing to the Program Director, if applicable, with approval from the College Dean. The letter should clearly state the reason(s) for the requested leave of absence.
 - MWU may not charge the student tuition or any educational expenses during a long-term leave of absence (90 days or more). However, in order to continue coverage for long-term disability insurance and/or health and dental insurance, a student on leave is obligated to pay an insurance premium. In addition, a student living on campus will be responsible for paying rent, utilities, and covered parking charges.
 - Students on leave of absence are entitled to all the programs and benefits afforded by the student services fee; accordingly, the annual fee will not be refunded.
 - A subsequent leave of absence may be granted for the same student due to an unforeseen circumstance such as military duty, jury duty or a circumstance covered under the Family and Medical Leave Act of 1993 (FMLA).
 - Any additional leaves of absence requests may not exceed a total of 180 days in a 12-month period. This 12-month period begins with the first day of the initial leave of absence.
 - A student on an approved leave of absence will retain in-school status.
 - There must be a reasonable expectation that a student will return from a leave of absence to continue enrollment at MWU.
2. Students granted short term leave of absences (90 days or less) will maintain financial aid eligibility and all charges will remain on the student account.
3. For purposes of administering federal financial aid, a student who is receiving Title IV or Title VII

financial aid funds and is granted leave of absence that does not meet the above guidelines will be considered to have withdrawn from MWU (for financial aid purposes only). Any student whose College Dean grants a leave of absence of 90 days or more must adhere to the leave of absence policy and reinstatement procedures established by the dean.

- A subsequent leave of absence, not to exceed 30 days, may be granted for the same student due to an unforeseen circumstance such as a military duty, jury duty, or a circumstance covered under the Family and Medical Leave Act of 1993 (FMLA).
 - A student on an approved leave of absence will retain in-school status.
4. If the student who is receiving financial aid fails to return from the leave of absence, the student will be considered to have withdrawn from MWU (for financial aid purposes only) as of the first day in which the leave of absence was granted. The Office of Student Financial Services will have 45 days after the last day of the leave of absence to calculate a refund and return funds to the lender (30 days if withdrawal happens between quarters). For students who do not begin attendance at MWU, SFS must return the amount of unearned Title IV Funds no later than 30 days after the institution becomes aware that the student will not or has not begun attendance. If a student who is not receiving financial aid is granted a leave of absence and fails to return at the end of the approved period, the disposition of such a case will be decided on an individual basis.
 5. Upon receipt of an LOA notification, the Office of Student Financial Services informs the student of loan obligations, possible revisions in aid, deferment options, and consequences of failure to return.
 6. A student on leave of absence may receive health, dental and disability insurance coverage for the entire period of the leave, but must prepay the entire amount of the premiums during the leave. In addition a student may continue to live in on-campus housing for the duration of the leave, but must pay in advance each quarter.
 7. All outstanding balances must be paid in full prior to a student's return from a leave of absence.

Procedure

1. Upon receiving written notification from the College Dean that a student has been granted an official leave of absence, the Office of Student Financial Services will take the following steps:
 - Recalculate the loan period and cost of attendance based on days of actual enrollment to determine the total amount

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

Notification of Withdrawal

1. A student's withdrawal date is the student's last date of attendance at a documented academically related activity (exam, turning-in of assignment, etc.), or the midpoint of the period for a student who leaves without notifying the institution, or for students who officially withdraw, the date the student began the prescribed withdrawal process.
2. A student must provide written notification and documentation, if applicable, to the appropriate College Dean or Program Director, stating the reason for withdrawal from MWU. If approved, the College Dean will conditionally

approve a withdrawal until all clearances are obtained.

3. The student must receive clearance for withdrawal from the MWU departments on the <http://online.midwestern.edu> leave system within seven calendar days from the date of College Dean's conditional approval. This time frame will allow offices such as Student Financial Services and the Registrar to process the withdrawal, prepare the required financial aid exit, and calculate the return of unearned federal Title IV aid and all other aid, as appropriate.
4. Upon submission of all completed documentation and adherence to all clearance procedures, the College Dean will provide an official letter of withdrawal to the student. If a student does not complete the online exit counseling requirement, the Registrar will withhold official academic transcripts.

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

Institutional Refund Formula (Cash and Private Loan)

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

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

All Tuition Assistance (TA) funds will be returned according to the university's institutional refund policy. Up to the start date, 100% of all TA funds will be returned to the appropriate military service when the service member fails to: begin attendance, start a course (regardless if the student starts other courses), or the course is cancelled. All TA Funds will be returned directly to the military service, not to the service member.

Return of Title IV and, Title VII

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

1. Title IV funds include the following programs available at MWU, Direct Unsubsidized loans, Federal Perkins loans, Direct Graduate PLUS loans, and the Federal Work-Study (FWS) program. However, FWS monies awarded or earned by the student will always be excluded from the refund calculation.
 2. Title VII funds include Health Professions Student Loans (HPSL) and Primary Care Loans (PCL).
 3. Withdrawal On or Before the First Day of Classes of the Quarter for Which the Student Is Charged.
 - 100% of tuition, University housing, and all other fees will be credited.
 4. Withdrawal After the First Day of Classes up to 60% of the Quarter for Which the Student is Charged.
 - Tuition, student services fee, and university housing charges will be prorated on a daily basis proportional to the number of days completed divided by the number of days in the payment period for which the student was enrolled.
 - University meal plans are credited based on the amount used during the quarter.
 - Information technology fee - If a student withdraws before matriculation, or after the first day of classes through the 60% point of the first quarter only, the information technology fee will be adjusted accordingly provided that the equipment/software is returned in the same condition in which the student received it, as determined by the University Information Technology Service, and the student withdraws from the college.
 - Title VII recipients will have future disbursements cancelled if the students is not enrolled full-time in subsequent quarters.
 5. Withdrawal After 60% of the Quarter for Which the Student is Charged
 - No refund of tuition will be made.
 - University housing for the quarter will be credited according to the terms on the housing contract.
 - All credits on University meal plan costs will be based on the remaining balance in the quarter.
 6. If a Subsequent Quarter(s) Has Been Prepaid
 - Tuition and other fees will be adjusted accordingly.
 7. Student services fee, disability and health insurance fees paid to the University will not be refunded if a current student withdraws after the first day of class for the quarter.
 8. All applicable refunds will be distributed in the following order as prescribed by federal law:
 - Direct Unsubsidized Loan
 - Federal Perkins Loan
 - Direct Graduate PLUS Loan
 - Other Title IV Aid Programs
 - Other Federal Sources of Aid including Title VII funding
 - Other state or private aid *
 - Institutional Aid (departmental loans and scholarships)**
 - The Student ***
- * MWU will refund scholarship monies in accordance with the sponsoring agency's policy.
- ** All refunds of institutional aid will be prorated based on the remaining weeks of the current quarter. Subsequent quarters of awarded institutional funds will be cancelled; therefore, no refunds will be made.
- *** MWU will only refund monies to a student who does not owe a repayment of non-institutional funds or who does not have unpaid current year charges owed to the institution.
9. Students who borrowed and received monies from the Federal Direct Loan Program (Unsubsidized Loans, Graduate PLUS Loans); Perkins Loans; Institutional (MWU) Loans, Health Professions Student Loans, Primary Care Loans and/or private loans will be legally responsible and obligated to repay in accordance with the terms and conditions outlined in the promissory note(s).
 10. Upon request by the student, examples of refund worksheets and calculations will be available for distribution in the Office of Student Financial Services.
 11. Students who feel that individual circumstances warrant exceptions from published policy may appeal the MWU Refund Policy. Student appeals need to be submitted to the Director of Student Financial Services.

ACADEMIC CALENDAR

Summer Quarter 2017

Mandatory Rotation Orientation (PS-IV)	May 22 - 24, 2017
Fieldwork Level II A (OT-III)	May 29 - August 18, 2017
Orientation (PA-I/PT-I)	May 31 - June 1, 2017
Didactic Course (PA-II)	June 5 - 16, 2017
Classes Begin (PA-I/PT-I/PT-III/OT-II/OT-III/DHS/MBS-II/PSY-II/PSY-III/ PSY-IV/PSY-V/SLP-II/DMD-II/DMD-III/DMD-IV)	June 5, 2017
Clinical Rotation Begins - Block 1 (MS-III/MS-IV)	June 5 - July 2, 2017
Rotation Begins - Block 1 (PS-IV)	June 5 - July 14, 2017
Last Day to Add/Drop Classes (PA-I/PT-1/PT-III/OT-II/OT-III/DHS/MBS-II/ PSY-II/PSY-III/PSY-IV/PSY-V/SLP-II/DMD-II/DMD-III/DMD-IV)	June 9, 2017
Classes Begin (PT-II)	June 12, 2017
Last Day to Add/Drop Classes (PT-II)	June 16, 2017
Didactic Course (PA-III)	June 19 - 23, 2017
Rotations (PA-II)	June 19 - December 3, 2017
Elective Rotations (PA-III)	June 26 - August 20, 2017
Independence Day Observed *No Classes*	July 4, 2017
Clinical Rotation - Block 2 (MS-III/MS-IV)	July 3 - 30, 2017
Rotation - Block 2 (PS-IV)	July 31 - August 27, 2017
Clinical Rotation - Block 3 (MS-III/MS-IV)	July 31 - August 27, 2017
Last Day of Classes (PA-I/PT-I/PT-III/OT-II/OT-III/DHS/MBS-II/PSY-II/PSY-III/ PSY-IV/PSY-V/SLP-II/DMD-II)	August 11, 2017
Quarterly Exams (PA-I/PT-I/PT-III/OT-II/OT-III/DHS/MBS-II/PSY-II/PSY-III/ PSY-IV/PSY-V/SLP-II/DMD-II)	August 14 - 18, 2017
Degree Completion Date - PsyD (PSY-IV/PSY-V)	August 18, 2017
Last Day of Classes (PT-II/DMD-III/DMD-IV)	August 18, 2017
Didactic Course (PA-III)	August 21 - 25, 2017
Quarterly Exams (PT-II)	August 21 - 25, 2017
Quarter Break (PA-I/PT-I/PT-III/OT-II/OT-III/DHS/MBS-II/PSY-II/PSY-III/ PSY-IV/PSY-V/SLP-II/DMD-II)	August 21 - September 1, 2017
Grades Due	August 22, 2017
Commencement (CHS (PA/OT/CP))	August 23, 2017
Degree Completion Date - MMS (PA-III)	August 25, 2017
Quarter Break (PT-II)	August 28 - September 1, 2017
Quarter Break (DMD-III/DMD-IV)	August 28 - September 1, 2017

Fall Quarter 2017

Orientation (MS-I)	August 1 - 3, 2017
Classes Begin (MS-I/MS-II)	August 7, 2017
Last Day to Add/Drop Classes (MS-I/MS-II)	August 11, 2017
Orientation (OP-I)	August 16 - 18, 2017
Orientation (PS-I)	August 18, 2017
Classes Begin (PS-I/OP-I)	August 21, 2017
Last Day to Add/Drop Classes (PS-I/OP-I)	August 25, 2017
Clinical Rotation Begins - Block 4 (MS-III/MS-IV)	August 28 - September 24, 2017
Rotation - Block 3 (PS-IV)	August 28 - October 6, 2017
Fieldwork Level II B (OT-III)	August 28 - November 17, 2017
Orientation (DMD-I)	August 29 - 31, 2017
Orientation (OT-I/MBS-I/MABS/PSY-I/SLP-I)	August 29 - 30, 2017
Labor Day *No Classes*	September 4, 2017
Classes Begin (PS-II/PS-III/PA-I/PT-I/PT-II/PT-III/OT-I/OT-II/DHS/MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/SLP-II/DMD-I/DMD-II/DMD-III/DMD-IV)	September 5, 2017
CCP Dean's Convocation (11:10 a.m.)	September 5, 2017
Last Day to Add/Drop Classes (PS-II/PS-III/PA-I/PT-I/PT-II/PT-III/OT-I/OT-II/DHS/MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/SLP-II/DMD-I/DMD-II/DMD-III/DMD-IV)	September 8, 2017
Clinical Rotation - Block 5 (MS-III/MS-IV)	September 25 - October 22, 2017
White Coat Ceremony	September 29, 2017
Rotation - Block 4 (PS-IV)	October 9 - November 17, 2017
Clinical Rotation - Block 6 (MS-III/MS-IV)	October 23 - November 19, 2017
Last Day of Classes (MS-I/MS-II/PS-I/PS-II/PS-III/PA-I/PT-I/PT-II/PT-III/OT-I/OT-II/DHS/MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/SLP-II/DMD-I/DMD-II/OP-I)	November 10, 2017
Quarterly Exams (MS-I/MS-II/PS-I/PS-II/PS-III/PA-I/PT-I/PT-II/PT-III/OT-I/OT-II/DHS/MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/SLP-II/DMD-I/DMD-II/OP-I)	November 13 - 17, 2017
Last Day of Classes (DMD-III/DMD-IV)	November 17, 2017
Quarter Break (MS-I/MS-II/PS-I/PS-II/PS-III/PA-I/PT-I/PT-II/PT-III/OT-I/OT-II/DHS/MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/SLP-II/DMD-I/DMD-II/DMD-III/DMD-IV/OP-I)	November 20 -24, 2017
Grades Due	November 21, 2017
Thanksgiving Day Observed *No Classes*	November 23 - 24, 2017
Degree Completion Date - MOT (OT-III)	November 30, 2017

Winter Quarter 2017

Clinical Rotation - Block 7 (MS-III/MS-IV)	November 20, 2017 - January 7, 2018
Rotation - Block 5 (PS-IV)	November 20, 2017 - January 12, 2018
Classes Resume (MS-I/MS-II/PS-I/PS-II/PS-III/PA-I/PT-I/PT-II/OT-I/OT-II/DHS/MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/SLP-II/DMD-I/DMD-II/DMD-III/DMD-IV/OP-I)	November 27, 2017
Practicum (PSY-II)	November 27, 2017
Advanced Practicum (PSY-III)	November 27, 2017
Internship (PSY-IV)	November 27, 2017
Practicum III (PT-III)	November 27, 2017 - February 2, 2018
Last Day to Add/Drop Classes (MS-I/MS-II/PS-I/PS-II/PS-III/PA-I/PT-I/PT-II/OT-I/OT-II/DHS/MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/SLP-II/DMD-I/DMD-II/DMD-III/DMD-IV/OP-I)	December 1, 2017
Didactic Course (PA-II)	December 4 - 15, 2017
Quarter Break (PA-II)	December 18 - 31, 2017
Winter Break (MS-I/MS-II/PS-I/PS-II/PS-III/PS-IV/PA-I/PT-I/PT-II/OT-I/OT-II/DHS/MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/SLP-II/DMD-I/DMD-II/DMD-III/DMD-IV/OP-I)	December 18, 2017 - January 1, 2018
Winter Break (MS-III/MS-IV)	December 18, 2017 - January 7, 2018
Rotations (PA-II)	January 1 - June 17, 2018
Classes Resume (MS-I/MS-II/PS-I/PS-II/PS-III/PA-I/PT-I/PT-II/OT-I/OT-II/DHS/MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/SLP-II/DMD-I/DMD-II/DMD-III/DMD-IV/OP-I)	January 3, 2018
Clinical Rotation - Block 8 (MS-III/MS-IV)	January 8 - February 4, 2018
Rotation - Block 6 (PS-IV)	January 15 - February 23, 2018
Martin Luther King, Jr. Day *No Classes*	January 15, 2018
Clinical Rotation - Block 9 (MS-III/MS-IV)	February 5 - March 4, 2018
Quarter Break (PT-III)	February 5 - 9, 2018
Practicum IV (PT-III)	February 12 - April 20, 2018
Last Day of Classes (MS-I/MS-II/PS-I/PS-II/PS-III/PA-I/PT-I/PT-II/OT-I/OT-II/DHS/MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/SLP-II/DMD-I/DMD-II/OP-I)	February 16, 2018
Quarterly Exams (MS-I/MS-II/PS-I/PS-II/PS-III/PA-I/PT-I/PT-II/OT-I/OT-II/DHS/MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/SLP-II/DMD-I/DMD-II/OP-I)	February 19 - 23, 2018
Last Day of Classes (DMD-III/DMD-IV)	February 23, 2018
Quarter Break (MS-I/MS-II/PS-I/PS-II/PS-III/PA-I/PT-I/PT-II/OT-I/OT-II/DHS/MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/SLP-II/DMD-I/DMD-II/DMD-III/DMD-IV/OP-I)	February 26 - March 2, 2018

Grades Due	February 27, 2018
<u>Spring Quarter 2018</u>	
Rotation - Block 7 (PS-IV)	February 26 - April 6, 2018
Classes Resume (MS-I/MS-II/PS-I/PS-II/PS-III/PA-I/PT-I/OT-I/OT-II/DHS/ MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/SLP-II/ DMD-I/DMD-II/DMD-III/DMD-IV/OP-I)	March 5, 2018
Clinical Rotation - Block 10 (MS-III/MS-IV)	March 5 - April 1, 2018
Practicum II (PT-II)	March 5 - May 11, 2018
Last Day to Add/Drop Classes (MS-I/MS-II/PS-I/PS-II/PS-III/PA-I/PT-I/OT-I/ OT-II/DHS/MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/ SLP-II/DMD-I/DMD-II/DMD-III/DMD-IV/OP-I)	March 9, 2018
Clinical Rotation - Block 11 (MS-III/MS-IV)	April 2 - 29, 2018
Rotation - Block 8 (PS-IV)	April 9 - May 18, 2018
Degree Completion Date - DPT (PT-III)	April 27, 2018
Clinical Rotation - Block 12 (MS-III)	April 30 - May 27, 2018
Clinical Rotation - Block 12 (MS-IV)	April 30 - May 20, 2018
Fieldwork I - off-campus (OT-I)	May 7 - 18, 2018
Last Day of Classes (MS-I/MS-II/PS-I/PS-II/PS-III/PA-I/PT-I/OT-I/OT-II/DHS/ MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/SLP-II/ DMD-I/DMD-II/OP-I)	May 11, 2018
Quarter Break (PT-II)	May 14 - June 1, 2018
Quarterly Exams (MS-I/MS-II/PS-I/PS-II/PS-III/PA-I/PT-I/OT-I/OT-II/DHS/ MBS-I/MBS-II/MABS/PSY-I/PSY-II/PSY-III/PSY-IV/PSY-V/SLP-I/SLP-II/ DMD-I/DMD-II/OP-I)	May 14 -18, 2018
Last Day of Classes (DMD-IV)	May 18, 2018
Degree Completion Date MA (PSY-II), MBS (MBS-II), MA (MABS), MS (SLP-II), DHS	May 18, 2018
Quarter Break (OT-II)	May 21 - 25, 2018
Quarter Break (MS-III/PA-I/OT-I/DHS/MBS-I/PSY-I/PSY-II/PSY-III/PSY-IV/ PSY-V/SLP-I/DMD-I/DMD-II)	May 21 - June 1, 2018
Practicum I (PT-I)	May 21 - June 8, 2018
Grades Due	May 22, 2018
Commencement (CCP)	May 23, 2018
Commencement (IL CHS)	May 23, 2018
Commencement (CDMI)	May 24, 2018
Commencement (CCOM)	May 24, 2018
Last Day of Classes (DMD-III)	May 25, 2018
Memorial Day Observed *No Classes*	May 28, 2018
Quarter Break (DMD-III)	May 28 - June 1, 2018

CHICAGO COLLEGE OF OSTEOPATHIC MEDICINE

MISSION

CCOM educates osteopathic physicians to provide compassionate quality care, promote the practice of osteopathic medicine and lifelong learning, research and service.

The mission will be achieved by meeting the following objectives:

1. Demonstrating compassionate care
 - Provide instruction in ethics and communication skills
2. Demonstrating quality educational outcomes
 - Provide instruction in core clinical competencies
3. Providing osteopathic medical care
 - Provide osteopathic medical care in the MWU Multi-specialty clinic
4. Educating students in principles of lifelong learning
 - Provide instruction in principles of lifelong learning
5. Promoting research and scholarly activities
 - Provide instruction in research and scholarly activity
 - Providing elective opportunities for students to participate in research and scholarly activities
6. Sponsoring service-learning experiences through required CCOM class and club service activities
 - Provide service learning experiences
7. Providing introduction to the MWU/OPTI through class presentations
 - Integrate MWU/OPTI exposure into the osteopathic student experience
8. Providing instructional material and presentations in preparation for residency placement
 - Prepare students for residency placement
9. Providing faculty development programs

ACCREDITATION

The Chicago College of Osteopathic Medicine (CCOM) is accredited by the American Osteopathic Association (AOA)/Commission on Osteopathic College Accreditation (COCA). COCA is recognized as the accrediting agency for colleges of osteopathic medicine by the United States Office of Education and the Council of Postsecondary Accreditation (COPA). CCOM will undergo a full accreditation visit in

April 2023. To review accreditation, approval, or licensing documentation, please contact the Dean's office at 630-515-6159.

For further information, please contact the American Osteopathic Association (AOA)/Commission on Osteopathic College Accreditation (COCA), 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. Completion from a program of study at Midwestern University does not guarantee placement in a residency program or future employment, licensure or credentialing.

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 admissions course requirements
 - Grades of C or better (grades of C- are not acceptable)
 - To be competitive, students should have minimum cumulative GPAs and science GPAs over 3.00 on a 4.00 scale
 - To receive a supplemental application, students must have minimum science and cumulative GPAs of 2.75 on a 4.00 scale
2. Completion of a bachelor's degree from a regionally accredited college or university prior to matriculation

3. Competitive test scores on the Medical College Admissions Test (MCAT)
 - Average MCAT score for students entering CCOM in 2016 was 29 (506 on MCAT 2015)
 - 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
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

Students seeking admission to CCOM must provide:

1. Demonstration of sincere understanding and interest in osteopathic medicine
2. Demonstration of a service orientation through community service or extracurricular activities
3. Motivation for and commitment to health care as demonstrated by previous work, volunteer work, or other life experiences
4. Verbal, non-verbal and written communication skills necessary to interact with patients and colleagues
5. Pass the Midwestern University fingerprint-based background check
6. Commitment to abide by Midwestern University Drug-Free Workplace and Substance Abuse Policy
7. Meet the Technical Standards of the College

Admissions Course Requirements

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

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

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 2016, CCOM received more than 8,000 applications for its 206 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.

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 1st Deadline

To initiate the application process, all applicants must apply online via the centralized application service administered by AACOM at <https://aacomas.aacom.org/>. The AACOMAS application is typically available in early June. As part of this process, students must submit official MCAT scores (for tests taken no more than 3 years prior to the matriculation date) and official transcripts to AACOMAS only. 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 1st 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 1st.

3. Letters of Recommendation - March 1st 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 1st. Letters must adhere to the following guidelines.

- The Office of Admissions will accept letters of recommendation received from AACOMS or submitted directly to the Office of Admissions via Interfolio, VirtualEvals or U.S. postal service.
 - The full legal name and AACOMAS ID number of applicants must be on the front page of the recommendation. The applicant provide this information to the evaluators.
 - Letters must be printed on letterhead stationery, which includes the complete contact information for evaluators.
 - The academic degrees of evaluators must be listed (e.g., Ph.D., D.O., M.D.).
 - Applicants who have previously applied to CCOM must submit new letters of recommendation.
 - Letters from immediate family members will NOT be accepted.
4. **Completed Applications - March 1st Deadline**
All application materials, including the AACOMAS application, MCAT scores (as reported to AACOMAS), two required letters of recommendation, and all supplemental application materials with the application fee must be received in the Office of Admissions on or before March 1st. Only completed applications received by the Office of Admissions on or before the deadline date will be reviewed for potential 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 web site. Instructions for accessing application information on the University's web site will be sent by the Office of Admissions. Applicants 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 AACOMAS applicant protocol at all times.

Interview and Selection Process

Applicants must meet all of the admissions requirements listed previously to be considered for on-campus interviews. Once 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. Panel members assess applicants for their academic and personal preparedness for medical school. They rate applicants on a standardized evaluation form relative to each variable. At the conclusion of the interviews, the panel members forward their applicant evaluations to the Admissions Committee. The Committee may recommend to accept, to deny, or to place the applicant on either the hold or alternate list. This recommendation is then forwarded to the Dean 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 Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the College.

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

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

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

The College is not able to grant accommodations that alter the educational standards of the curriculum including the requirement that students practice osteopathic manipulative techniques on each other. Students must meet the Technical Standards for the duration of enrollment at the College.

Commitments Made Prior to Matriculation at CCOM

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

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. Both are post-baccalaureate agreements which do not involve transfer of credit. Details of these programs are available through the Office of Admissions.

Selected students who have demonstrated the capacity to successfully manage course work for their primary academic degree, may request to enroll in a second degree program. This can be developed in three different settings: 1. Students who are enrolled in one of the MWU Masters Degree programs and are accepted into an MWU doctoral degree program on that same campus may elect to complete the Masters Degree already begun. 2. Students who wish to pursue a Masters Degree which is not offered at MWU (may include but not be limited to MPH, MBA, MEd) should investigate information about their desired program and set up an appointment to discuss with a Dean's Office representative. Students have a number of options for institutions offering such degrees in the metropolitan area. 3. Students who wish to apply for a PhD program anywhere in the United States should investigate information about their desired program and set up an appointment to discuss with a Dean's Office representative. Typically, those entering a leave of absence to participate in a PhD program will do so between years 2 and 3 of the DO program and may not enter the PhD program until after successfully completing COMLEX Level 1.

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 a transfer. 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.

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

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 (must have no "F's" or repeated courses)
 - Class rank (must be in top 50%)
 - Dean's letter verifying "Good Academic Standing" and specifying that the student is eligible for readmission
 - A letter of reference from the Dean of Students
5. CCOM Dean may require passage of COMLEX-USA Level 1 prior to transfer
6. Completed applications are forwarded to the Office of the Dean.
7. The Dean reviews applications and the Dean or the Dean's designee conducts interviews with applicants.
8. Recommendations are forwarded to the Dean of CCOM for final approval.
9. Applicants are notified by the Dean, through the Office of Admissions, of the final transfer decision.

GRADUATION REQUIREMENTS

The degree of Doctor of Osteopathic Medicine (D.O) is conferred upon candidates of good moral character who have successfully 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.

Fast Facts

Link: https://www.midwestern.edu/programs_and_admission/il_osteopathic_medicine.html#Fast Facts

MAXIMUM LENGTH TO DUAL DEGREE COMPLETION

Except in the case of a student earning an additional degree while pursuing their degree in osteopathic medicine (D.O.), the program leading to their D.O. degree must be completed within six years, as specified by the American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA).

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 proactively modifies its curriculum to meet the needs of the practice of osteopathic medicine in the 21st century. To that end, the curriculum is being progressively enhanced with increasing alignment and integration of basic science and clinical sciences material. CCOM courses maintain rigorous standards by introducing the course material with interactive presentation methods in the manner that osteopathic physicians approach the patient in the clinical setting.

Total Curricular Hours

Note: The Chicago College of Osteopathic Medicine program reserves the right to alter its curriculum as appropriate for the essential professional preparation of its students.

* Electives in first and second years are optional. There are 24 weeks of mandatory electives in the third and fourth years.

First Year / Pre-Clinical Block (Fall, Winter and Spring Quarters)

Year Total 59

OMS I Curriculum

ANATD	1511	Histology (F)	3
ANATD	1521	Neuroscience (S)	6
ANATD	1550	Gross Anatomy/Embryology (F,W)	8.5
BIOCD	1501	Biochemistry I (F)	5
BIOCD	1502	Biochemistry II (W)	4.5
CLIND	1500	Health Care Communication I (W)	1
CLIND	1501	Foundations in Osteopathic Medicine (F)	3.5
CLIND	1503	Behavioral Health Assessment (S)	2
CLIND	1550	Patient Symptom Presentations (F,W,S)	7
CLIND	1551	Physical Exam Skills (F,W,S)	2
CORED	1599	Interprofessional Healthcare A (W)	1
OMEDD	1550	Osteopathic Manipulative Medicine - Lecture (F,W,S)	2.5
OMEDD	1551	Osteopathic Manipulative Medicine - Workshop (F,W,S)	3
PHYSD	1501	Physiology I (W)	4
PHYSD	1502	Physiology II (S)	6
		Electives	*
Total			59

Second Year / Pre-Clinical Block

Year Total 64

OMS II Curriculum

CLIND	1603	Mental Illness and Treatments (S)	1.5
CLIND	1650	Clinical Symptom Integration (F,W,S)	15
CLIND	1651	Simulated Patient Care (F,W,S)	4.5
CORED	1699	Interprofessional Education II	1

MICRD	1651	Infectious Disease, Etiologic Agents and the Immune Response (F,W)	13
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OMEDD	1650	Osteopathic Manipulative Medicine - Lecture (F,W,S)	1
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OMEDD	1651	Osteopathic Manipulative Medicine-Workshop (F,W,S)	3
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PATHD	1601	Pathology I (F)	5
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PATHD	1602	Pathology II (W)	6
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PATHD	1603	Pathology III (S)	4
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PHARD	1650	Pharmacology (F,W,S)	10
		Electives	*

Total 64

Third Year / Clinical Block (Summer - Spring Quarters)

Year Total 68-74*

Third Year (12 months)

CLIND	1702	Clinical Skills Assessment/EPA I (F)	1
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CLIND	1703	Clinical Skills Assessment/EPA II (S)	1
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CLROD	1700	Elective I	6*
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CLROD	1701	Selective Rotation	6
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FMEDD	1702	Family Medicine Rotation	12
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IMEDD	1702	Internal Medicine Rotation I	12
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OBYGD	1702	Obstetrics and Gynecology Rotation	9
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PEDID	1702	Pediatrics Rotation	9
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PSYCD	1702	Psychiatry Clerkship	6
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SURGD	1702	Surgery Rotation I	12
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Total 68-74*

Fourth Year

Year Total 57-69*

Fourth Year Rotations (Option 1)

CLIND	1800	Integrated Clinical Activities (ICA)	2
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CLIND	1804	Clinical Skills Assessment/EPA III(S)	1
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CLROD	1800	Elective Rotations II-VII	42
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EMEDD	1805	Emergency Medicine Rotation	6
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FMEDD	1802	Family Medicine	6
IMEDD	1802	Internal Medicine Rotation II	6
OMEDD	1801	Osteopathic Manipulative Medicine Rotation	6

Total 57-69*

Fourth Year Rotations (Option 2)

CLIND	1800	Integrated Clinical Activities (ICA)	2
CLIND	1804	Clinical Skills Assessment/EPA III(S)	1
CLROD	1800	Elective Rotations II-VII	42
EMEDD	1805	Emergency Medicine Rotation	6
IMEDD	1802	Internal Medicine Rotation II	6
OMEDD	1801	Osteopathic Manipulative Medicine Rotation	6
SURGD	1802	Surgery Rotation II	6

Total 57-69*

Fourth Year Rotations (Option 3)

CLIND	1800	Integrated Clinical Activities (ICA)	2
CLIND	1804	Clinical Skills Assessment/EPA III(S)	1
CLROD	1800	Elective Rotations II-VII	42
EMEDD	1805	Emergency Medicine Rotation	6
FMEDD	1802	Family Medicine	6
OMEDD	1801	Osteopathic Manipulative Medicine Rotation	6
SURGD	1802	Surgery Rotation II	6

Total 57-69*

Fourth Year Rotations (Option 4)

CLIND	1800	Integrated Clinical Activities (ICA)	2
CLIND	1804	Clinical Skills Assessment/EPA III(S)	1
CLROD	1800	Elective Rotations II-VII	42
EMEDD	1805	Emergency Medicine Rotation	6
OMEDD	1801	Osteopathic Manipulative Medicine Rotation	6
IMEDD	1802	Internal Medicine Rotation II	12

Total 57-69*

PRECLINICAL ELECTIVE COURSES

Preclinical Electives are short, in-depth courses in a variety of areas related to medicine 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 and may include:

- ANATD1680/1691 Anatomy Teaching Elective
- CLIND1430 Research and Design: Methods and Approaches
- CLIND1405 Beyond the Bed
- CLIND1406 Beyond the Bench
- FMEDD1741 Career Development
- BIOCD1415 Clinical Nutrition
- CLIND 1480 Leadership for Physicians
- PHARD1673 Medical Spanish
- PHYSD1470 Physiology Teaching
- CLIND1499 Student Research Elective

CLINICAL ROTATIONS

Core clinical rotations are required and include assessment by both preceptor evaluations and post-rotation exams. Core rotations include: family medicine, internal medicine, surgery, pediatrics, psychiatry, osteopathic manipulative medicine, obstetrics/gynecology and emergency medicine. These rotations may not be done at out-of-system sites.

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

Students may pursue elective clinical rotations at preapproved institutions where an additional agreement to send CCOM students has been established. Elective rotations may 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 in the same specialty categories may be limited to 16 weeks.

Breaks/Vacation

Depending on how the dates fall in the specific calendar year, third and fourth year students have a one- to two-week holiday break at the end of each calendar year. In addition, again based on how the dates fall in the specific calendar year, students have a one-to two-week break at the end of third year prior to beginning fourth year rotations. Fourth year students have a one-week break for senior week/graduation preparation culminating in graduation. Students are allowed two vacation months total (one in the third year and one in the fourth year, or two in the fourth year). Students may not take more than one vacation month per quarter without permission from the Dean.

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 anatomical models, osteologic specimens, diagnostic images, 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. Areas of faculty research interest include: the evolution, development, and comparative functional morphology of human and non-human primate crania and limbs; paleoanthropology and biomechanics; neuronal injury mechanisms during stroke or seizures; plasticity of the peripheral nervous system during development and adulthood; neuroplasticity and recovery of function following ischemic stroke; and the inflammatory response and how it is affected by alcohol.

Department of Behavioral Sciences

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 Sciences 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 required, two-quarter sequence in medical biochemistry, the educational goals of which are to understand the major biochemical concepts of cell, tissue, and organ function in health and disease. These goals are achieved through lectures, small group case studies, and readings in the biomedical literature. In addition to the required courses, the Biochemistry faculty offer an elective course in Clinical Nutrition. Faculty members also accept students into a research elective program.

Department of Clinical Integration

Clinical Integration is a department structured to provide oversight for the clinical aspects of the years one and two curriculum. Courses are designed to acquaint the osteopathic medical student with the clinical knowledge required for the practice of medicine, enabling them to integrate the knowledge gained in the basic sciences courses in order to formulate diagnostic decisions. Faculty in this department are physicians, clinicians and education specialists.

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 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

Family medicine physicians 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. 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.

Members of the Department of Family Medicine serve as role models and are actively engaged in teaching and clinical research. 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 general internists or sub-specialists, are engaged in clinical as well as basic research. Medical students may assist in these projects by monitoring the patient's progress and helping to analyze the data collected for these studies. Consistent with our osteopathic principles, students will learn about the whole patient approach to medical care. Students will also understand how to partner with the patient care team to assist with the promotion of health.

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-quarter sequence in the Fundamental Principles of Microbiology, Immunology and Medical Microbiology. The goals of this sequence are to provide students with the fundamental information necessary for the diagnosis, rational management and control of infectious disease, as well as immunologic disorders. These goals are achieved through problem-based interactive clinical case studies, computer-based case modules and lectures. The material presented in lecture is reinforced in the mandatory laboratory sessions that help students develop the skills they will find necessary to

perform the most commonly used microbiologic techniques. The laboratory also allows students to become familiar with the general operations of a clinical microbiology laboratory.

In addition to the required courses, the Microbiology faculty also accept students into a research elective program. Areas of ongoing research include microbial communication, viral infection and entry, viral impact on immune system function, immune mechanisms of protection and pathology in microbial infections, and autoimmunity.

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 office gynecology, and the indications and options for appropriate surgical care of the female patient challenge 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 approach. A continuum of osteopathic training is essential, and the Department works to facilitate this continuity in the training process. 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 of 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 application of pharmacodynamics to the therapeutic management of patients. Students are also instructed on various aspects of the toxicology of common drugs and environmental agents. The 10 credit pharmacology course spans the Fall, Winter and Spring quarters of the OMS-II curriculum. Pharmacology Faculty maintain active research programs in the areas of metal (cadmium) toxicology, diabetes, cancer biology, vascular smooth muscle biology, endocrinology and molecular biology. Medical students interested in participating in these research programs may do so through Research Electives or the CCOM Summer Research Fellowship program. Students interested in research should contact individual faculty or the Office of Research and Sponsored Programs.

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 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 mechanisms engaged in response to homeostatic imbalance 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 Dr. Kenneth A. Suarez Research Fellowship Program. Current research interests of the faculty include a variety of areas associated with cardiovascular and endocrine physiology and mechanisms underlying osteopathic manipulative medicine.

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.

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 each student with both didactic and clinical training in the surgical arts. The members of the department provide comprehensive surgical care for the patients throughout CCOM's affiliated clinical facilities. The members of the department serve as mentors for all medical students in addition to identifying and supporting those who have the ability and interest to become osteopathic surgeons.

Students are required to complete an 8 week core surgery block during their third year, and may participate in a 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, cardio-thoracic surgery, surgical critical care, surgical oncology, ENT, urologic surgery and neurosurgery.

All core clerkships are offered at CCOM 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.

ANATD 1511 Histology (F)

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. 3 credits

ANATD 1521 Neuroscience (S)

This is a clinically oriented lecture-based course complemented with a laboratory component featuring lectures on neurobiology, principles of neuroscience and

clinical neuroscience. It 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 basic science and clinical faculty.
6 credits

ANATD 1550 Gross Anatomy/Embryology (F,W)

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.
8.5 credits

BIOCD 1501 Biochemistry I (F)

This course features lectures on basic concepts in biochemistry, cell biology and metabolism, along with small group activities that highlight these biochemical concepts to clinical case studies. Clinical correlations are featured in lectures and interpretation of laboratory data are emphasized. Integration of carbohydrate, protein and lipid metabolism, and organ specific metabolism in health and disease are discussed.
5 credits

BIOCD 1502 Biochemistry II (W)

This course features lectures on human nutrition, molecular biology and genetics in normal development and diseases, including the medical genetics of hereditary disorders and cancer. Clinical correlations are featured in lectures and interpretation of laboratory data using clinical case studies are emphasized in workshops that involve small groups.
4.5 credits

CLIND 1701/1801 Directed Study OMSIII/OMSIV

This course is a mandatory elective which affords students time for focused study to prepare to retake COMLEX—USA Level 1 or Level 2 CE. Students will meet with an Associate Dean and a COMCoach to establish a study plan. They will be expected to meet with their COMCoach on a weekly basis to reassess their progress and make necessary alterations to their study approach.
2 credits

CLIND 1500 Health Care Communication I (W)

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

CLIND 1501 Foundations in Osteopathic Medicine (F)

Foundations in Osteopathic Medicine (FOM) is designed to teach first year osteopathic medical students (OMSIs) the foundations of basic sciences, as well as behavioral and clinical material for the practice of osteopathic medicine. The course covers interviewing techniques, data collection methods, critical thinking skills; assists in the development of the medical lexicon required of osteopathic physicians; and emphasizes the performance and interpretation of the osteopathic physical examination. The course provides an introduction, and fosters an understanding of the initial assessment and evaluation of patients. Weekly symptom presentations, interactive group sessions and case discussions are the primary teaching methods utilized throughout this course.
3.5 credits

CLIND 1503 Behavioral Health Assessment (S)

This module introduces psychopathology with descriptive, dynamic and behavioral analyses of typical Behavioral Health syndromes. Emphasis is etiology, assessment and indications for referral. The use of the Diagnostic and Statistical Manual of Mental Disorders as the major diagnostic reference is presented.
2 credits

CLIND 1550 Patient Symptom Presentations (F,W,S)

Patient Symptom Presentations acquaints osteopathic medical students with the clinical knowledge associated with the practice of medicine, enabling them to integrate the knowledge gained in the basic science courses into a patient's presenting symptoms. As part of the required activities, students participate in discussions about symptom-based presentations of simulated patients. This course is taught by practicing osteopathic physicians during the Fall, Winter and Spring quarters with a single grade given at the completion of the course.
7 credits

CLIND 1551 Physical Exam Skills (F,W,S)

Physical Exam Skills is a workshop designed to teach osteopathic medical students the basic skills associated with history taking and physical examination. This course integrates with CLIN 1550 Patient Symptom Presentation as

well as the basic science courses. Students participate in a simulated patient program where they learn to perform a physical examination with normal findings emphasized. Standardized Patients are incorporated into the course as early as the first few weeks. As part of the PES workshop, students have opportunities to experience early clinical contact with actual patients as well. This workshop is taught by practicing osteopathic physicians during the Fall, Winter and Spring quarters with a single grade given at the completion of the course.

2 credits

CLIND 1603 Mental Illness and Treatments (S)

This module focuses on major psychiatric issues and mental health problems that individuals often confront such as substance abuse, addiction, cognitive disorders, death, bereavement, mental retardation, developmental disorders and psychiatric factors associated with medical conditions. The course also addresses the biological therapies as well as legal issues associated with psychiatric practice.

1.5 credits

CLIND 1650 Clinical Symptom Integration (F,W,S)

Clinical Symptom Integration (CSI) builds upon and reinforces content taught in the first year with a focus on symptoms that prompt patients to seek medical care. Within this class, the students are guided to a higher level of clinical thinking. Presentations from primary care physicians as well as specialists incorporate prior academic subject material and build upon it with a clinical focus. This course consists of presentations coordinated and conveyed sequentially during the Fall, Winter, and Spring. A single grade is given at the completion of the course.

15 credits

CLIND 1651 Simulated Patient Care (F,W,S)

Simulated Patient Care workshop builds upon and reinforces information presented in the Clinical Symptom Integration class with a focus on actual patient care skills. Actual patients as well as Standardized Patients are incorporated into the course. The class focuses on problem solving and the development of skills necessary for the transition to the clinical rotations. This course is taught by practicing osteopathic physicians during the Fall, Winter, and Spring quarters with a single grade given at the completion of the course.

4.5 credits

CLIND 1702 Clinical Skills Assessment/EPA 1 (F)

Clinical Skills (EPA) Assessment (CSA/EPA) 1 is a course which encompasses COMLEX-USA Level 2-Performance Evaluation style, Objective Structured Clinical Examinations (OSCEs), documentation skills, oral presentation skills and procedural skills. It is designed for 3rd year medical students.

Each OSCE will be comprised of eight 14-minute patient encounters, a corresponding 9-minute SOAP writing exercise, followed by verbal feedback sessions with two of the standardized patients (e.g. following stations 1 and 5). Additionally, students will be asked to verbally present 2 of the patients to a clinician evaluator. They will also be assigned to write orders and prescriptions for select cases. The primary purposes of this program are to: Reinforce the integrated care of the patient; Refine higher order thinking; Improve interpersonal interactions with patients; Assist in the preparation for both the COMLEX-USA Level 2 PE and clinical rotations; Assess student progress toward achieving entrustability in core professional activities. Clinical Skills (EPA) Assessment 1 will provide a broad range of patient care presentations. On-line reference material will be supported by a Blackboard course. CSA/EPA 1 is a two credit hour course. Students may not take the COMLEX-USA Level 2-Performance Evaluation until the successful completion of the fall OSCE portion of this course.

1 credit

CLIND 1703 Clinical Skills Assessment/EPA II (S)

Clinical Skills (EPA) Assessment II continues to assess students as they progress to attaining proficiency in the 13 core Entrustable Professional Activities. This course concentrates on the student's ability to perform basic procedural skills. Students will insert IVs, Foley catheters, NG tubes as well as perform bag-valve mask ventilation and basic suturing using skills models under direct observation. The primary purposes of this program are to: •Reinforce the integrated care of the patient. •Assess students' progress towards achieving entrustability in core professional activities. •Objectively assess student's ability to perform basic procedural skills Clinical Skills (EPA) Assessment II is a one credit hour course.

1 credit

CLIND 1804 Clinical Skills Assessment/EPA III(S)

Clinical Skills (EPA) Assessment III is an OMSIV course which is a review and assessment of a variety of 13 Entrustable Professional Activities (EPA) needed for a graduating osteopathic medical student. Review will take place through online modules, textbooks and practice sessions. Testing will take place in the MWU Simulation Center and the Science Hall Testing Center. The primary purposes of this program are to: •Reinforce the integrated care of the patient. •Assess student performance of selected EPAs •Identify gaps in education Clinical Performance Assessment III will focus on medical interpretation, team practices and collaboration. On-line reference material will be supported by a Blackboard course.

1 credit

CLIND 1800 Integrated Clinical Activities (ICA)

This course provides a series of educational presentations, workshops and performance experiences in between the MS III and MS IV years. The primary purposes of this program are to enhance learning, provide additional clinical review material and assist in the preparation for postdoctoral training. ICA provides a broad range of topics to assist students as they plan for upcoming residency matching processes. Students are required to articulate diagnosis and management of a variety of complex medical issues, outline the major medicolegal issues faced by physicians in practice and understand the residency selection process.

2 credits

CLROD 1701 Selective Rotation

A four week clinical selective is offered during the OMS 3 year. Students are given the opportunity to select from a set of available rotations covering topics not typically offered in the Core OMS 3 curriculum. Such specialties may include: Transplant Medicine, Emergency Medicine, Radiology, Neurology, Clinical Research and others. (Prerequisites may apply to these selections).

6 credits

CLROD 1800 Elective Clinical Clerkship

Students have 32 total weeks of electives available, 4 weeks in the third year and 28 weeks in the fourth year. Elective rotations must be done in four week blocks, although students may petition the respective clinical department chair to be allowed to split an elective into two 2-week blocks. Students may request to do one 4-week elective in basic science or clinical research. One 4-week elective may be used for an international rotation and two 4-week elective opportunities may be used for vacation. A student must complete 6 electives (24 weeks) to meet graduation requirements.

36 credits

CORED 1599A Interprofessional Healthcare (W)

Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. This course will describe the roles and responsibilities of the various healthcare disciplines. It will also provide students, from different health professions, the opportunity to interact with one another as well as simulated patients. This collaboration will promote communication using a team-based approach to the maintenance of health and management of disease.

1 credit

CORED 1699 Interprofessional Education II

This course will provide students, working in interprofessional teams, opportunities to learn and provide integrated, patient-centered care in the development of

therapeutic care plans using a team-based approach. Active learning techniques, interprofessional learning, and clinical simulation will be used to enhance the education of learners to effectively engage in problem solving and communication activities that address current health related issues in the care of humans, animals, and the environment.

1 credit

Prerequisites: CORED 1599 Interprofessional Education I as designated by your program

EMEDD 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 do 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 lecture and weekly didactic lectures and simulation lab are part of the rotation.

6 credits

FMEDD 1702 Family Medicine Rotation

Medical students complete an 8-week rotation during their OMSIII 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.

12 credits

FMEDD 1802 Family Medicine

This four-week experience enables medical students to continue the process of developing skills in an ambulatory care setting. Fourth year medical students will be exposed to a patient population with more complex pathologies. The requirement of heightened diagnostic skills, as well as increased ability to deal with more serious and complex medical issues result in further development of the student's skills in history taking and physical diagnosis as well as the development of more complex differential diagnoses and treatment plans. Students may rotate at core sites within the Chicago area or they may choose to participate in a community medicine experience or rural rotation. Community medicine selections include such opportunities as care of the homeless, family planning, adolescent medicine

or ambulatory geriatric care. Rural preceptorships are intended to foster interest in practicing in a rural area where resources and specialty services may be less readily available than in an urban center. Students who prefer this option will rotate within a practice located in Southern Illinois, Northern Indiana or Wisconsin. Many of the rural sites offer housing options.

6 credits

IMEDD 1702-1802 Internal Medicine Rotation I-II

In these rotations, medical students participate in daily teaching rounds and attend all teaching lectures and conferences. They also conduct in-depth studies on assigned cases. 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.

IMEDD 1702 - 12 credits; IMEDD 1802 - 6-12 credits

MICRD 1651 Infectious Disease, Etiologic Agents and the Immune Response (F,W)

This course covers both the etiologic agents of infectious diseases and the host immune responses to those agents. This course begins by focusing on fundamental principles of immunology, antigenic characteristics of microorganisms, the cells and mediators involved in host defense mechanisms against pathogens and tumor antigens, lymphatic recirculation and lymphatic flow. Next, the course delves into the basic classification, structure, metabolism and genetics of bacteria, viruses, protozoa, helminthes, and fungi. From that point on, lectures and laboratories use the organ systems approach to examine the etiologic agents of infectious disease and the associated immunopathology including immune-mediated hypersensitivities. Clinical correlations and case presentations are featured for each organ system. This course is taught over multiple quarters with a single grade given at the completion of the course.

13 credits

OBGYD 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/Gyne rotation.

9 credits

OMEDD 1550, 1551 Osteopathic Manipulative Medicine (F,W,S)

The first year OMM curriculum is divided into two year-long component courses: a lecture course (OMEDD 1550) and a workshop course (OMEDD 1551). While workshop sessions are designed to reinforce material presented in lectures, each course is graded independently. The lecture course (one hour weekly) covers the didactic study of osteopathic principles and theory. The workshop course (three hours weekly) focuses on each student's ability to identify and develop the manual 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. High definition cameras and flat screen monitors are used to enhance the effectiveness of demonstrations. Instruction begins with foundational material such as history, terminology, basic anatomy, and approach to the patient. As the first year progresses, students learn the importance of the somatic component as it relates to the patient's presentation. There is a significant emphasis placed on accurate diagnosis of somatic dysfunction. Each week during workshop new manipulative treatment modalities are introduced. Many workshop sessions are taught in small groups utilizing a patient presentation based format. The following manipulative medicine approaches are taught during the first year: Articulation, Range of Motion procedures, Muscle Energy method, Cranial Osteopathy, Counterstrain method, Myofascial Release method, and High Velocity Thrust (HVLA) method. 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 in the above mentioned skills. These two courses are taught during the Fall, Winter, and Spring quarters with

a single grade given at the completion of the course.
5.5 total credits

OMEDD 1650, 1651 Osteopathic Manipulative Medicine (F,W,S)

The second year OMM curriculum is divided into two year-long component courses, a lecture course (OMEDD 1650) and a workshop course (OMEDD 1651). While workshop sessions are designed to reinforce material presented in lectures, each course is graded independently. The lecture course (one hour weekly) covers the didactic study of osteopathic principles and theory. The workshop course (three hours weekly) 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. High definition cameras and flat screen monitors are 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.

4 total credits

Prerequisites: Satisfactory completion of OMEDD 1550, 1551 and Anatomy 1550, 1521

OMEDD 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. At the conclusion of the rotation, a written examination and practical 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 OMEDD 1550, 1551, 1650 and 1651

PATHD 1601 Pathology I (F)

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

PATHD 1602, 1603 Pathology II and III (W,S)

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.

PATHD 1602 - 6 credits; PATHD 1603 - 4 credits

PEDID 1702 Pediatrics Rotation

This six-week 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

PHARD 1650 Pharmacology (F,W,S)

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.

10 credits

PHYSD 1470 Physiology Teaching Elective

The purpose of this course is to introduce medical students to the basic techniques utilized in facilitating small groups in an academic setting. The motivation for this course is based on the premise that most, if not all clinicians, exercise a dual role as clinician and teacher, whether teaching in the informal small groups of daily rounds or the more formal, structured small group setting of an academic environment. The students will practice their skills through weekly facilitation of the workshops in CHS Physiology 1510 or 1511.

Enrollment is via permission of the Course Director.

2 credits

PHYSD 1501 Physiology I (W)

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 facilitate the development of 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.

4 credits

PHYSD 1502 Physiology II (S)

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, acid-base 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 identify the physiologic and pathophysiologic mechanisms underlying the signs and symptoms described in clinical case studies.

6 credits

PSYCD 1702 Psychiatry Clerkship

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

SURGD 1702, 1802 Surgery Rotation I and II

The core clerkships in surgery are intended to expose students to a broad scope of surgical disease, allow them to develop the critical skills necessary to manage surgical patients, and to broaden their technical expertise with procedural tasks. General surgery remains the cornerstone of the core clerkship. It is supplemented by surgical subspecialty experiences. Subspecialty choices include: orthopedics, ENT, ophthalmology, neurosurgery, anesthesiology, trauma surgery, burn surgery, plastics and reconstructive surgery, cardiovascular and vascular surgery, and urological surgery. All core 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 and lab 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.

SURGD 1702 - 12 credits; SURGD 1802 - 6 credits

MWU/OPTI: MIDWESTERN UNIVERSITY OSTEOPATHIC POSTDOCTORAL TRAINING INSTITUTION

Historical match rates to graduate medical education programs accredited by the American Osteopathic Association, Accreditation Council for Graduate Medical Education or the military can be found on the CCOM Fast Facts webpage at www.midwestern.edu/programs-and-admission/il-osteopathic-medicine.html

Through membership in the MWU/OPTI, CCOM offers a continuity of osteopathic medical education from the first year of medical school to the final year of postdoctoral training, all in the Chicagoland area.

Internships, residency and fellowship programs cover a wide spectrum of medical specialties. Encompassing one of the nation's largest sets of postdoctoral programs dedicated to the osteopathic philosophy of medicine, the CCOM and MWU/OPTI medical education continuum is broad reaching in scope, resulting in a multifaceted approach to

graduate medical education. With unique predoctoral and postdoctoral teaching and training opportunities at some of the finest health care facilities in the US, CCOM and MWU/OPTI affiliated hospitals consistently lead the nation in technology, treatment and care.

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

Cardiology
Critical Care
Dermatology
Emergency 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
Diagnostic 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

The Promotions Committee is charged with maintaining standards of excellence in academic courses in the preclinical and clinical years.

Academic Surveillance, Warning & Probation

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

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

Academic warning is issued when a student has failed a one failure-equivalent course or at any time during the academic year. Academic warning represents notice that continued substandard academic performance may compromise the student's ability to pass one or more courses. Academic warning is not noted on the transcript. A student who has a <70% cumulative average in a course is required to meet with the course director or course faculty to formulate a plan of action. A student who has a cumulative average <70% in more than one course is required to meet with the Associate Dean of Academic Affairs to formulate a plan to achieve academic success. The student will seek assistance from Student Services and/or a COMCoach as needed. Students on academic warning are discouraged from holding organizational offices.

Academic probation is defined as failure of 2 or more single-quarter courses or 2 or more failure-equivalents in multi-quarter courses. Academic probation is issued by the Dean when a student meets this criterion which represents notice that continued substandard academic performance may result in dismissal. When a student is placed on academic probation, it is noted in the student's permanent academic file. When a student passes the failed courses and returns to good academic standing, this is also noted in the student's file. Academic probation is not noted on the transcript. The student will seek assistance from Student Services and/or a COMCoach as needed. Students on academic probation are ineligible to hold student organization offices, or to participate in international rotations.

Appeal Process

Following notification of a decision by the Promotions Committee, a student may appeal the decision in writing within three working days to the Dean. The Dean may grant an appeal only if a student is able to demonstrate one of the following:

1. Bias of one or more Promotions Committee members.
2. Material information not available to the student or Promotions Committee at the time of its initial decision.
3. Procedural error by the 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. Attendance and on-call requirements for clinical rotations, as well as CCOM scheduled events, take precedence over non-rotation events. Students must be sure that the requirements of each clinical rotation are understood and will be met prior to scheduling non-rotation events.

COMLEX-USA Pass Rate

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

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 being authorized to take 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 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 the failure notice. The student will be placed into a mandatory directed study program and may be placed on academic leave 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 Promotions Committee as soon as possible to determine the most appropriate course of action for the third attempt. The student may be placed into a second directed study program or will be placed on academic leave. Students will remain on leave until such time as a passing score is received. All retakes of the COMLEX-USA Level 1 must be completed within one year of notification of the initial failure. 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 Associate Dean of Clinical Education or designee as soon as possible to determine the most appropriate course of action which may include a directed study program or academic leave of absence. The student may be referred to the Promotions Committee if they have failed the COMLEX-USA level 1.

Any student who fails either component of the COMLEX-USA level 2 examination a second time must appear before the Promotions Committee to determine a course of action up to and including a mandatory academic leave of absence or dismissal. All retakes of the COMLEX-USA Level 2 CE or PE must be completed within one year of notification of the initial failure or the student will be subject to dismissal.

Any student who fails the COMLEX-USA Level 2 CE examination three times will be dismissed, regardless of their performance on the COMLEX-USA Level 2 PE examination. Any student who fails the COMLEX-USA Level 2 PE examination three times will be dismissed, regardless of their performance on the COMLEX-USA Level 2 CE examination.

Dismissal is the usual course of action for students who accumulate a total of 4 COMLEX-USA failures or 3 failures of a single component of the COMLEX-USA exam cycle.

Course Withdrawal

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

Criminal Background Checks

CCOM conducts prematriculation criminal background checks by fingerprinting as required by Illinois state law. Affiliation agreements may require additional fingerprinting

or background checks in order for students to be approved to participate in clinical rotations.

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 any of the following reasons:

- Failure to exhibit the personal and professional qualifications that are prerequisite to the practice of medicine such as acts of dishonesty (including but not limited to falsification of patient records/logs and plagiarizing)
- Violation of MWU and CCOM rules and regulations that have been stipulated to be grounds for dismissal
- Failure to achieve minimum academic standards in courses, rotations and COMLEX-USA policies
- Falsification of admissions records
- Failure to meet and maintain technical standards
- Irregular behavior as reported by the NBOME during any component of COMLEX-USA examinations

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 or clinical years or who fail the COMLEX-USA Level 1 or 2CE or 2PE three times are recommended for dismissal. Dismissal is the usual course of action for students who accumulate a total of four COMLEX-USA failures. The Promotions Committee reserves the right to change its usual actions for reasons of additional consideration. All decisions of the Promotions Committee may be appealed to the Dean in accordance with policies found in this handbook.

Readmission After Dismissal for Poor Academic Performance

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

Extended Study Program (ESP)

Academic. A student will be placed in the Extended Study Program for academic reasons at the discretion of

the 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 in 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 on academic suspension and may return the following year in ESP. 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 Promotions Committee individually reviews ESP students who fail academic courses. Students will be assessed pro-rata tuition while enrolled for any additional years of instruction.

Voluntary. Students have the option of requesting to voluntarily enter 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 while enrolled for any additional years of instruction.

Faculty Advisor/Mentor

Students are encouraged to use the advice, expertise and help of the faculty. Students should feel free to contact a faculty member of their choice for advice, encouragement and support. Students may also contact the Associate Dean of Academic Affairs to have a faculty mentor assigned through the COMCoaching program.

COMCoaching Program

The COMCoaching Program pairs interested students with a faculty member or third/fourth year CCOM student to facilitate individual discussion pertinent to the requesting student's needs. Topics typically focus on acclimating to the medical school environment, achieving academic success, maintaining a school/life balance and preparation for boards. Interested students may contact the Associate Dean of Academic Affairs to request a faculty or student COMCoach. Students who are struggling academically may be required to work with a faculty COMCoach.

Attending off-campus meetings, conferences or events

Students interested in attending osteopathic conferences, lobby days, specialty-focused meetings or any medically or educationally related presentation offered while classes are in session must submit a written request for an excused absence at least 30 days prior to the event date. In the case of students on clinical rotations, the request must be made at least 30 days prior to the start of the rotation during which the event will occur. The student must be in good academic standing and receive written approval from either the Associate Dean of Academic Affairs or Associate Dean of Clinical Education to attend the event. Students are advised to receive this approval prior to making travel arrangements. Any costs incurred due to a student being denied approval to attend an off-campus event are the sole responsibility of the student.

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 for Retaken Course

If a student receives a failing grade, that grade is recorded on the transcript as a letter grade (an "F" entry.) Upon repetition of a failed course, the original grade of "F" remains on the transcript and the repeated course and new grade are entered on the transcript. The grade for a failed course repeated and passed at Midwestern University or at an outside institution is recorded on the transcript as a grade of "C." For all failed clinical rotations at Midwestern University that are repeated and passed, a grade of "C" will be recorded on the transcript. For both preclinical coursework and clinical rotations that are repeated, the original failing grade will remain on the transcript but will not be included in the GPA calculations. If a repeated preclinical course or clinical rotation is failed, a grade of "F" is again recorded on the transcript.

Grading System

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

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

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

Immunization and Screening Policy

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

Insurance Policy

Full-time CCOM students are required to follow the insurance policy as outlined in the Student Handbook. Insurance requirements for CCOM students are subject to state health department protocol and affiliated hospital rotation requirements. Students who do not follow the insurance policy by the stated deadline may jeopardize their acceptance or continued enrollment in the College.

Liaison Structure

Student 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.

Promotions Committee

The Promotions Committee reviews the academic performance of students in the preclinical and clinical years. The committee meets as needed to review academic and professional progress of students and considers student cases of academic failure, or identified academic deficiencies, as well as circumstances in which students have not met the professional standards set forth in the Osteopathic Oath. Students who attain satisfactory academic and professional progress are promoted to the next academic year provided all tuition and fees have been paid. Students with one failure have the option of meeting with the Promotions Committee but are not required to do so. Students with two or more failures/failure-equivalents are required to meet with the Promotions Committee. Decisions of the committee are confidentially sent to the affected 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. The Promotions Committee also recommends to the Faculty Senate for graduation those students who have successfully completed curricular requirements, who have passed COMLEX-USA Level 1 and Level 2 CE and PE of the National Board of Osteopathic Medical Examiners, and who have paid all tuition and fees.

Promotions Committee Guidelines for Student on Extended Study Program ONLY*

Basic Science Courses	Usual Action	Academic Status	Repeat Courses	Action Following Retake
All Passed	Promotion	-	-	-
1 Failure-equivalent	Retake Course	Warning	Next Academic Year	Fail-Dismiss Pass-Promote
2 Failure-equivalents	Recommend Dismissal	-	-	-

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

Course repeat schedule is at the discretion of the Promotions Committee

Failures in elective courses carry the same weighting as failures in core curriculum courses, such as anatomy, biochemistry, etc. Withdrawal/Failing (WF) may be considered as a course failure by the Promotions Committee

Promotions Committee Guidelines*

Course or Clinical Rotation	Usual Action	Academic Status	Retake Course	Action Following Retake
All passed	Promote	--	--	--
1 Failure equivalent	Retake Course	Warning	Summer or Next Academic Year	Fail - ESP or Dismiss Pass - Promote
2 Failure equivalents (different quarters)	Retake Course	Warning or Probation	Summer or Next Academic Year	Fail - ESP or Dismiss Pass - Promote
2 Failure equivalents (same quarter)	ESP or Suspension	Probation	Summer or Next Academic Year	Fail - ESP or Dismiss Pass-Promote
3 Failure equivalents (over > 1 academic year)	ESP or Suspension	Probation	Next Academic Year	Fail - Dismiss Pass-Promote
3 Failure equivalents (same academic year) or 4 Cumulative Failure equivalents	Recommend Dismissal			
One rotation/course failure with 0, 1, or 2 failure-equivalents in MSI/II years	Repeat rotation/course	Academic Warning or Probation		Fail - Probation, Repeat of Academic Year or Dismiss Pass - Promote or Graduate***
One rotation/course failure with 3 or more failure-equivalents in MSI/II years	Recommend Dismissal			
2 rotation/course failures with 0 or 1 failure-equivalents in MSI/II years	Repeat rotation/course	Academic Probation		Fail - Repeat Academic Year or Dismiss Pass - Promote or Graduate***
2 rotation/course failures with 2 or more failure-equivalents in MSI/II years	Recommend Dismissal			
3 rotation/course failures with 0 failure-equivalents in MSI/II years	Repeat Academic Year or Dismissal	Academic Probation		Fail - Dismiss Pass - Promote or Graduate***
3 rotation/course failures with 1 or more failure-equivalents in MSI/II years	Recommend Dismissal			

*May be modified by the 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 passage of COMLEX-USA Level 1, Level 2 CE and Level 2 PE

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

Promotion Policy

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

Supervision of Medical Students by 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.

The AOA Code of Ethics

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

Further, the American Osteopathic Association has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

Section 1. The physician shall keep in confidence whatever she/he may learn about a patient in the discharge of professional duties. Information shall be divulged by the physician when required by law or when authorized by the patient.

Section 2. The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

Section 3. A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose her/his physician. The physician must have complete freedom to choose patients whom she/he will serve. However, the physician should not refuse to accept patients for reasons of discrimination, including, but not limited to, the patient's race, creed, color, sex, national origin sexual orientation, gender identity or handicap. In emergencies, a physician should make her/his services available.

Section 4. A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to

those responsible for the patient's care when she/he withdraws from the case so that another physician may be engaged.

Section 5. A physician shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

Section 6. The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

Section 7. Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities which are false or misleading.

Section 8. A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless he is actually licensed on the basis of that degree in the state in which she/he practices. A physician shall designate her/his osteopathic school of practice in all professional uses of her/his name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.

Section 9. A physician should not hesitate to seek consultation whenever she/he believes it advisable for the care of the patient.

Section 10. In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

Section 11. In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable hospital rules or regulations.

Section 12. Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

Section 13. A physician shall respect the law. When necessary a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.

Section 14. In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.

Section 15. It is considered sexual misconduct for a physician to have sexual contact with any current patient whom the physician has interviewed and/or upon whom a medical or surgical procedure has been performed.

Section 16. Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.

Section 17. From time to time, industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as a result of these gifts, rather than simply for the betterment of their patients and the improvement of the care rendered in their practices, shall be considered to have acted in an unethical manner.

Section 18. A physician shall not intentionally misrepresent himself/herself or his/her research work in any way.

Section 19. When participating in research, a physician shall follow the current laws, regulations and standards of the united states or, if the research is conducted outside the united states, the laws, regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, participation either as examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.

Unsatisfactory Evaluation in One or More Categories on Student Evaluation Form

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

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Northwestern University
Assistant Professor

Vaibhav Tiwari, Ph.D.
Banaras Hindu University, India
Associate Professor

Michael V. Volin, Ph.D.
The University of Chicago
Chair, Department of Microbiology and Immunology
Professor

James M. Woods, Ph.D.
Loyola University
Director of the Office of Research and Sponsored Programs
Professor

FACULTY LIST FOR OBSTETRICS AND GYNECOLOGY

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Clinical Assistant Professor

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Texas College of Osteopathic Medicine
Clinical Assistant Professor

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Clinical Assistant Professor

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Kenneth E. Nelson, D.O.

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Clinical Professor

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Ecole de Kinesitherapie
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Professor

Keith B. Glaser, Ph.D.

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Clinical Professor

Peer Jacobson, Ph.D.

University of California at Santa Barbara
Clinical Professor

Phillip Kopf, Ph.D.

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Assistant Professor

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Professor

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Professor

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Professor

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Ahmed Hussain, M.D.

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Clinical Instructor

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CHICAGO COLLEGE OF PHARMACY

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.

CORE 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 Midwestern University Chicago College of Pharmacy's 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 866/228-2631; website 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 years full-time at CCP. For students entering in Fall 2016 or after, the program requires 5.5 years of coursework, the first two years at another college and the last three and one half 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:

- Demonstrate professionalism
- Demonstrate critical thinking and problem solving skills
- Communicate effectively
- Practice evidence-based decision-making
- Practice patient-centered care
- Promote health and wellness
- Manage medication use systems
- Manage a pharmacy practice
- Contribute to the interprofessional healthcare environment

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 selective; approximately 1,200 applications were received in 2016.

Completed applications received on or before the application deadline are reviewed to determine applicant eligibility for an on-campus interview. 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

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

1. Completion of 62 semester hours or 90 quarter hours of nonremedial, prerequisite coursework from regionally accredited U.S. colleges or universities, or recognized postsecondary Canadian institutions that

use English as its primary language of instruction and documentation

- Preferred minimum cumulative GPA and science GPA of 2.500 on a 4.000 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 2013 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 2.750 on a 4.000 scale with particular concern. Although 2.500 on a 4.000 scale is the preferred minimum cumulative GPA for admission consideration, higher cumulative GPAs are more competitive and recommended.
 - The average cumulative GPA of applicants admitted for Fall 2016 was 3.160 on a 4.000 scale
2. View component and composite PCAT scores below the 50th percentile with particular concern, although there are no minimum PCAT scores
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

Prerequisite Courses

Courses	Semester Hours	Quarter Hours
Biology with labs	8	12
Human or Vertebrate Anatomy	3	4
General Chemistry with labs	8	12
Organic Chemistry with labs	8	12
Physics (mechanics, heat, force and motion must be included in the course)	3	4
Calculus (integral & differential)	3	4
English Composition	6	9
Speech/Public Speaking	3	4
Economics	3	4
Statistics (general statistics or biostatistics)	3	4
Social and Behavioral Science Electives (Includes courses within the areas of psychology, sociology and anthropology).	6	9
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.)	8	12
Total	62	90

Application Process and Deadlines

Applicants must submit a completed Pharmacy College Application Service (PharmCAS) application.

1. **Early Decision PharmCAS Application:**
CCP participates in the "Early Decision" program through PharmCAS. The Early Decision program is a binding option for applicants who have decided that CCP is their first choice and that they will enroll if accepted. As an Early Decision applicant, you can apply to only one pharmacy degree program.
The Early Decision PharmCAS application deadline is September 5, 2017. In addition to completing the PharmCAS application, you must arrange for PharmCAS to receive all of your official transcripts, PCAT Scores and application fee by September 1st. If your application, transcripts, scores or fee arrive after the deadline, PharmCAS will automatically change your file from early decision status to regular status.
You may be offered early admission, denied admission, or deferred to regular applicant status. If you are offered admission as an Early Decision applicant, you are obligated to accept the offer and you will not be permitted to apply to other PharmCAS institutions. If, however, you are denied admission as an Early Decision applicant, you may apply to other PharmCAS institutions for an additional fee. Refer to the PharmCAS application fee schedule to determine the cost to apply to each additional program. CCP will hold Early Decision interviews in September and October and will make admission decisions on early decision applicants by October 20, 2017.
2. **Regular Decision PharmCAS Application:**
Applicants are required to submit online applications and application fees to PharmCAS by March 1, 2018. In addition to the online application and application fees, applicants must forward to PharmCAS official transcripts from all colleges and universities attended by the March 1st 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 early in the cycle. CCP will consider completed applications on a first-come, first-served basis until all seats are filled.

3. **Pharmacy College Admissions Test:**
Applicants must arrange for scores from the 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 2013 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, to meet the application deadline dates, 1st time PCAT test takers should take the exam no later than January 2018. Please check with Harcourt Assessment, Inc. for the exam dates.
4. **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.
5. **Completed Applications:**
All application materials, including the PharmCAS application, official transcripts (as submitted to PharmCas), PCAT scores (as reported to PharmCAS), two letters of recommendation (as submitted to PharmCAS), must be received in the Office of Admissions on or before April 1, 2018. 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 an on-campus interview, applicants must meet the admission requirements listed previously. After the Office of Admissions receives all required application materials, applicant files are reviewed to determine whether applicants merit invitations to attend an interview. 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 an interview to achieve further consideration in the admissions process.

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

The following abilities and expectations must be met by all students admitted to the College with reasonable accommodation. Candidates must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be

made for some limitation in certain of these areas, but candidates should be able to perform in a reasonably independent manner.

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of 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.

Dual Acceptance Programs

Loyola University Chicago College of Arts and Sciences, Benedictine University (Lisle, IL), 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 24 or higher; SAT 1190 or higher). Applicants must submit a national test score for ACT or SAT that includes a writing component score.
5. Earn a minimum cumulative GPA of 3.200 on a 4.000 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 Northwestern University Office of Admissions receives all completed application materials from the affiliate colleges or universities, applicant files are reviewed to determine which applicants merit invitations to attend an interview. Invited applicants must attend an interview for further consideration in the admissions process.

During the interview day, 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 Northwestern University campus.

Following the interview, their files are forwarded to the Admissions Committee for review. The committee may recommend to accept or to deny applicants for admission. 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 ensured 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 3.200 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. A minimum prepharmacy science GPA of 2.500 must also be achieved and maintained.
4. Students must earn a minimum grade of "C" in all required courses. A grade of "C-" or lower is not acceptable.
5. Students may not repeat any prerequisite course for a higher grade.
6. 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.
7. 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.

Students who are not accepted to or fail to complete the program may reapply to CCP using the standard procedures.

Pre-Pharmacy Advantage Program

The Pre-Pharmacy Advantage Program (PPA) with the College of Du Page (COD) is a cost-effective, early assurance program for select high school seniors and those newly enrolled in community college. The program provides students who are motivated to become pharmacists with a clear path to achieving their goal. Students admitted to the PPA who successfully complete specified coursework and requirements at COD then transition into CCP to begin a four-year Doctor of Pharmacy program.

Students may enroll in one of two available PPA Tracks. Eligible students may access PPA applications at www.midwestern.edu/PPA.

Track 1

This track is available to students who apply by February 15th during their senior year in high school. To be eligible, students must have a GPA of 3.00 on a 4.00 scale, a minimum composite ACT score of 24 or composite SAT score of 1190 (based on the 2016 scoring system). Applicants must submit their national test scores with a writing component score. To complete Track 1, students must complete all pre-pharmacy coursework within two years. The following items are required in the application process and due by February 15th:

1. Completed application and payment of associate fee
2. Two letters of recommendation, preferably from: teacher or professor who has taught the student, or pre-health advisor; pharmacist or other healthcare professional who knows the applicant well
3. Official high school transcript
4. ACT or SAT test scores (with a writing component score)

Track 2

This track is available to students who have recently enrolled at COD, are in good standing, and are completing their first semester of full-time coursework with a minimum GPA of 3.20, and a minimum of a C in each course. These students must not have been enrolled in any other post-secondary institution. Those students who are accepted into the PPA program in the Track 2 option have up to three years to complete all pre-pharmacy coursework. (Each new class of pharmacy students at CCP begin in the Pharm.D. program in the fall quarter only. There are no mid-year enrollments at Midwestern University.)

The following items are required in the application process and due by January 6th:

1. Completed application and payment of associated fee
2. Two letters of recommendation, preferably from: teacher or professor who has taught the student, or pre-health advisor; pharmacist or other healthcare professional who knows the applicant well
3. Official high school transcript
4. Official community college transcript (upon completion of the first semester)

After the Midwestern University Office of Admissions receives all completed application materials, applicant files are reviewed to identify those applicants who merit invitations to attend and on-campus Interview Day.

During the interview day, candidates will be required to participate in group interviews with other program 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, 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 ensured a seat at CCP upon successful completion of the program requirements.

It is critical that students understand that all of the following conditions must be met to retain admission to CCP for their respective fall quarter. Failure to meet any of the following requirements will result in the forfeiture of the student's place in his/her respective fall entering class.

- All pre-pharmacy prerequisite courses must be completed at the community college within a two-year period for Track 1 students, and within a three-year period for Track 2 students.
- A minimum cumulative grade point average (GPA) of 3.20 must be achieved and maintained at the end of each semester. Only courses taken at COD are used in the PPA cumulative GPA calculation.
- A minimum pre-pharmacy science grade point average (GPA) of 2.50 must be also achieved and maintained.
- Student must earn a grade of C or higher in all required prerequisite courses. (C- (minus) grades are not acceptable.)
- Students are not permitted to repeat courses for a higher grade.
- Students must take the PCAT and earn a minimum composite score of 50%. The Pharmacy College Admissions Test (PCAT) must be taken during the student's final year in the PPA program at COD. For Track 1 students, this would be during the second year. For Track 2 students, this would be during the third year (or second year, if desired). Official PCAT scores must be received by Midwestern University no later than November 30th of the year prior to the anticipated year of matriculation.
- 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 PPA Program.

- 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 PharmCAS application is waived for students who successfully complete the PPA Program.

Students who are not accepted to or 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 an interview. 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 students' 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. Complete at least two semesters or three quarters of full-time study (i.e., at least 12 credit hours per semester or quarter) at an advanced prepharmacy level or higher at regionally accredited U.S. colleges or universities after seeking academic counseling from the CCP Dean's Office. The Dean will inform students of the Student Promotion and Graduation Committee's recommendations.
2. Maintain a cumulative GPA of 2.50 or better for the two semesters or three quarters of full-time study at the advanced prepharmacy level or higher.
3. Earn at least a grade of "C" (not C-) in all courses taken.

Students fulfilling these requirements will be permitted to reapply to the University and to the College. Students should obtain their applications from the CCP Dean's Office (not through PharmCAS). The application deadline is April 1st. Completed applications of reapplying PS-I students will be forwarded by the CCP Dean's Office to the Admissions

Committee for review and recommendations. Completed applications of reapplying PS-II, PS-III, or PS-IV students will be forwarded by the CCP Dean's Office to the Student Promotion and Graduation Committee for review and recommendations. Each committee's recommendations are forwarded to the Dean for action.

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

Reapplications are allowed only within the first two years following dismissal. Readmission will be granted only once.

GRADUATION REQUIREMENTS FOR THE DOCTOR OF PHARMACY (PHARM.D.) PROGRAM

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

1. Successfully completed a minimum of 90 quarter hours or 62 semester 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 2.000 for all requisite professional and experiential coursework at the College.
4. Achieved a cumulative Advanced Pharmacy Practice Experience grade point average of 2.000 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 examination (MPJE). For more information about licensure examinations contact: National Association of Boards of Pharmacy, 1600 Feehanville Drive, Mount Prospect, IL 60056, 847/391-4406, www.nabp.net.

CURRICULUM (IN OR PRIOR TO FALL 2015)

The College reserves the right to alter the curriculum as it deems appropriate.

For students entering the Doctor of Pharmacy Program in or prior to Fall 2015.

*Indicates year long course

First Professional Year:

Total Quarter Credit Hours Required: 47.5

Fall Quarter

BIOCD	1554	Biochemistry I	2.5
CORED	1599	Interprofessional Education I	1
PHYSD	1522	Human Physiology I	3.5
PPRAD	1521	Healthcare Systems	3
PPRAD	1511	Healthcare Systems	3
PSCID	1501	Reflective Portfolio I *	1
PSCID	1511	Pharmaceutical Calculations	3

Total 17

Winter Quarter

BIOCD	1555	Biochemistry II	3.5
MICRD	1576	Introductory Immunology/Biologics	2
PHYSD	1523	Human Physiology II	3.5
PPRAD	1500	Interprofessional Healthcare Communications	1
PPRAD	1522	Introduction to Pharmacy Practice Experience I: Community	3
PSCID	1512	Pharmaceutics I: Physical Pharmacy and Dosage Form Design	2

PSCID	1513	Dosage Form Laboratory	1		Electives	0-3	
Total			16	Total		13-18	
Spring Quarter				Spring Quarter			
MICRD	1510	Infectious Diseases and Their Etiologic Agents	4	PHARD	1643	Pharmacology III	2
PPRAD	1513	Principles of Evidence-Based Pharmacy Practice	4	PPRAD	1613	Pharmacotherapeutics III	5.5
PPRAD	1523	Introductory Pharmacy Practice Experience Longitudinal I	1.5	PPRAD	1622	Introductory Pharmacy Practice Experience II-Health Systems (1/2 of the class)	2
PSCID	1514	Pharmaceutics II: Drug Delivery and Dosage Form Design	1.5	PPRAD	1624	Introductory Pharmacy Practice Experience Longitudinal IV	1.5
PSCID	1515	Introduction to Biopharmaceutics and Pharmacokinetics	3.5	PSCID	1603	Chemical Principles of Drug Action II	4
		Electives	0-2			Electives	0-2
Total			14.5-16.5	Total			13-17
Second Professional Year:				Third Professional Year:			
Total Quarter Credit Hours Required:			42	Total Quarter Credit Hours Required:			42.5
Fall Quarter				Fall Quarter			
PHARD	1641	Pharmacology I	3	PPRAD	1701	Reflective Portfolio III *	0.5
PPRAD	1601	Reflective Portfolio II *	0.5	PPRAD	1711	Pharmacotherapeutics IV	5
PPRAD	1611	Pharmacotherapeutics I	5	PPRAD	1721	Introductory Pharmacy Practice Experience III: Clinical (1/3 of the class)	3
PPRAD	1621	Introductory Pharmacy Practice Experience Longitudinal II	0.5	PPRAD	1731	Healthcare Communications II	2
PPRAD	1631	Institutional Pharmacy Practice	3	PPRAD	1751	Pharmacy Management	4
PSCID	1601	Introduction to Drug Structure Evaluation	2	PSCID	1751	Chemical Principles of Drug Action III	2
		Electives	0-3			Electives	0-3
Total			14-17	Total			13.5-19.5
Winter Quarter				Winter Quarter			
PHARD	1642	Pharmacology II	3	PPRAD	1712	Pharmacotherapeutics V	5
PPRAD	1612	Pharmacotherapeutics II	5	PPRAD	1721	Introductory Pharmacy Practice Experience III: Clinical (1/3 of the class)	3
PPRAD	1622	Introductory Pharmacy Practice Experience II-Health Systems (1/2 of the class)	2	PPRAD	1742	Clinical Skills in Pharmacy Practice	3
PPRAD	1623	Introductory Pharmacy Practice Experience Longitudinal III	0.5	PPRAD	1752	Pharmacy Law/Ethics	3
PSCID	1602	Chemical Principles of Drug Action I	4.5	PSCID	1722	Pharmaceutical Biotechnology	2
				PSCID	1752	Chemical Principles of Drug Action IV	1

		Electives	0-3
Total			14-20
Spring Quarter			
PPRAD	1713	Pharmacotherapeutics VI	5
PPRAD	1721	Introductory Pharmacy Practice Experience III: Clinical (1/3 of the class)	3
PPRAD	1763	Quality Assurance and Effective Pharmacy Practice	3
PPRAD	1783	Clinical Pharmacokinetics	3
		Electives	1-4
Total			12-18

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

PPRAD	1801	Reflective Portfolio IV *	0.5
PPRAD	1885	Elective Advanced Pharmacy Practice Experience	9
PPRAD	1886	Community Advanced Pharmacy Practice Experience	9
PPRAD	1887	Hospital Advanced Pharmacy Practice Experience	9
PPRAD	1888	General Medicine Advanced Pharmacy Practice Experience	9
PPRAD	1889	Ambulatory Care Advanced Pharmacy Practice Experience	9
PPRAD	1890	Clinical Specialty Advanced Pharmacy Practice Experience	9
Total			54.5

CURRICULUM (EFFECTIVE FALL 2016)

The College reserves the right to alter the curriculum as it deems appropriate.

For students entering the Doctor of Pharmacy Program in or after Fall 2016.

First Professional Year:

Total Quarter Credit Hours Required: 48.5

Fall Quarter

BIOCD	1554	Biochemistry I	2.5
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CORED	1599B	Interprofessional Education I	1
PHYSD	1522	Human Physiology I	3.5
PPRAD	1510	Professional Development	1
PPRAD	1521	Healthcare Systems	3
PSCID	1517	Physical Pharmacy and Dosage Form Design	3
PSCID	1518	Pharmaceutical Calculations	3
Total			17

Winter Quarter

BIOCD	1555	Biochemistry II	3.5
MICRD	1520	Introductory Immunology/Biologics	2
PHYSD	1523	Human Physiology II	3.5
PPRAD	1520	Interprofessional Healthcare Communications	1
PPRAD	1525	Fundamentals of Pharmacy Practice	3
PSCID	1519	Dosage Form Laboratory	1
Total			14

Spring Quarter

PPRAD	1530	Introductory to Pharmacy Practice Experience (IPPE) I: Community	3.5
PPRAD	1532	Pharmacotherapeutics I	3
PPRAD	1533	Pharmacy Practice Development and Evaluation I	3
PPRAD	1543	Institutional Pharmacy Practice	2.5
PSCID	1531	Introduction to Biopharmaceutics and Pharmacokinetics	3.5
PSCID	1532	Introduction to Drug Structure Evaluation	2
Total			17.5

Second Professional Year:

Total Quarter Credit Hours Required: 47-56

Fall Quarter

PHARD	1651	Pharmacology I	2.5
PPRAD	1610	Professional Development II	1
PPRAD	1650	IPPE II Health Systems (1/3 of the class)	3

PPRAD	1651	Introductory Pharmacy Practice Experience Longitudinal I	2	Total Quarter Credit Hours Required:	33-52.5
PPRAD	1661	Pharmacotherapeutics II	4.5	Fall Quarter	
PPRAD	1671	Evidence-Based Pharmacy Practice	3	PPRAD	1710 Professional Development III 1
PSCID	1621	Chemical Principles of Drug Action I	3.5	PPRAD	1741 Pharmacy Practice Development and Evaluation II 3
		Electives	0-2	PPRAD	1750 IPPE III Clinical (1/3 of the class) 3.5
Total			16.5-21	PPRAD	1761 Pharmacotherapeutics V 4
Winter Quarter				PPRAD	1771 IPPE Clinical Skills and Simulation II 2
CORED	1699B	Interprofessional Education II	1	PSCID	1761 Principles of Drug Action I 3.5
MICRD	1622	Infectious Diseases & Their Etiologic Agents	3		Electives 0-3
PHARD	1652	Pharmacology II	1.5	Total	13.5-20
PPRAD	1650	IPPE II Health Systems (1/3 of the class)	3	Winter Quarter	
PPRAD	1652	Introductory Pharmacy Practice Experience Longitudinal II	1	PPRAD	1750 IPPE III Clinical (1/3 of the class) 3.5
PPRAD	1662	Pharmacotherapeutics III	5.5	PPRAD	1762 Pharmacotherapeutics VI 5
PSCID	1622	Chemical Principles of Drug Action II	2.5	PPRAD	1772 IPPE Clinical Skills and Simulation III 3
		Electives	0-3	PSCID	1762 Principles of Drug Action II 2
Total			14.5-20.5	PSCID	1772 Biotechnology 2.5
Spring Quarter					Electives 0-4
PHARD	1653	Pharmacology III	2	Total	12.5-20
PPRAD	1650	IPPE II Health Systems (1/3 of the class)	3	Spring Quarter	
PPRAD	1653	Introductory Pharmacy Practice Experience Longitudinal III	1.5	PHARD	1714 Professional Development IV 1
PPRAD	1663	Pharmacotherapeutics IV	4.5	PPRAD	1773 Pharmacy Law/Ethics 3
PPRAD	1670	IPPE Clinical Skills and Simulation I	3	PPRAD	1793 Clinical Pharmacokinetics 3
PPRAD	1750	IPPE III Clinical (1/3 of the class)	3.5	Total	7-16
PSCID	1623	Chemical Principles of Drug Action III	2	Clinical Block Fourth Professional Year:	
		Electives	0-4	Students will be registered for six of the seven rotation blocks available. The fourth professional year begins in April.	
Total			13-20.5	Total Quarter Credit Hours Required	54
Third Professional Year:				Clinical Block Fourth Professional Year	
				PPRAD	1802 Community Advanced Pharmacy Practice Experience 9
				PPRAD	1803 Hospital Advanced Pharmacy Practice Experience 9
				PPRAD	1804 General Medicine Advanced Pharmacy Practice Experience 9

PPRAD	1805	Ambulatory Care Advanced Pharmacy Practice Experience	9
PPRAD	1806	Clinical Speciality Advanced Pharmacy Practice Experience	9
PPRAD	1807	Elective Advanced Pharmacy Practice Experience	9
Total			54

Professional Electives

For students entering the Doctor of Pharmacy Program in or prior to 2015, during their four years of study at CCP, they must complete a minimum total of 16 hours of elective credit. For students entering the Doctor of Pharmacy Program in or after 2016, during their three and a half years of study at CCP, they must complete a minimum total of 8 hours of elective credit.

Pharmacology

PHARD 1420	Medical Spanish	2
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Pharmacy Practice

PPRAD 1301	Special Project or Research	1-3
PPRAD 1302	Community Service	1
PPRAD 1303	Principles of Acute Medicine	2
PPRAD 1306	Introduction to Veterinary Pharmacy	2
PPRAD 1309	Pediatric Pharmacotherapy	2
PPRAD 1314	Women's Health	2
PPRAD 1315	Advanced Clinical Diabetes Management	2
PPRAD 1316	Advanced Infectious Diseases	2
PPRAD 1318	Introduction to American Sign Language for Health Professionals	1
PPRAD 1322	Tobacco Cessation	1
PPRAD 1324	Spirituality and Health	2
PPRAD 1327	Therapeutic Issues in Critical Care	2
PPRAD 1338	Epidemiologic Investigation of Medication Use	2

PPRAD 1339	Anticoagulation in Clinical Practice	2
PPRAD 1341	Advanced Cardiology	2
PPRAD 1342	Postgraduate Training Opportunities for Pharmacists	1
PPRAD 1344	Therapeutic Management of Poisoning and Drug Overdose	1
PPRAD 1345	Statistical Application in Pharmacy Research	2
PPRAD 1346	Entrepreneurship	1
PPRAD 1347	Clinical Trials in Ambulatory Care	2
PPRAD 1348	Health Promotion and Disease Prevention Across Cultures	1
PPRAD 1349	Patient-Centered Ambulatory Care and Practice Management	2

Pharmaceutical Sciences

PSCID 1301	Special Project or Research	1-3
PSCID 1302	Community Service	1
PSCID 1305	Pharmacy: Its History and Heroes	2
PSCID 1370	Pharmaceuticals and Personal Care Products in the Environment	1
PSCID 1375	Vitamins, Minerals, and Nutritional Support	2
PSCID 1376	Development of Newly Approved Drug Therapies	2
PSCID 1379	LGBTQI Considerations in the Provision of Healthcare	2
PSCID 1382	Advanced Compounding	2
PSCID 1383	Natural Products and Complementary & Integrative Health	3
PSCID 1384	Advanced Topics in Pharmacogenomics	2

Pharmacy Practice Experiences in the Pharm.D. Program

For students entering the Doctor of Pharmacy Program in or prior to 2015.

All students 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 (40 hours/week) advanced pharmacy practice experiences (APPEs) during their fourth professional year. Each rotation is 6 weeks in length. They include 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.

For students entering the Doctor of Pharmacy Program in or after 2016.

All students must successfully complete 14.5 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. Students must also successfully complete 8 credit hours of IPPE Clinical Skills and Simulation coursework.

In addition, students must complete six full-time (40 hours/week) advanced pharmacy practice experiences (APPEs) during their spring quarter of their third professional year and their fourth professional year. Each rotation is 6 weeks in length. APPEs include 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 with student designation 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 Winnebago 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). During their PS-II year students may apply to be considered for placement on distant APPEs. 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:

1. Students requesting distant APPEs in the same city as their permanent (family) address within the United States.
2. Students requesting distant APPEs administered by the United States Public Health Services e.g. Indian Health Services, Bureau of Prisons.
3. Students requesting distant APPEs in cities within the United States where relatives will provide housing for the student.
4. 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 an affiliation agreement must be executed prior to the student beginning the rotation. There is no guarantee that requested distant APPEs will be approved and scheduled. Schedule changes resulting from changes in a preceptor's availability 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: pharmaceuticals, 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 rotation experiences in quality practice settings that offer positive, supportive, and challenging environments that will allow enhancement of the students' professional knowledge, skills, and socialization. These rotation experiences will prepare them to be caring and competent pharmacists that are able to provide collaborative and exceptional patient care, and contribute meaningfully to the profession.

Postgraduate Education

The College offers a number of postgraduate training opportunities: Postgraduate Year Two (PGY-2) ambulatory care pharmacy residency program; PGY-2 infectious diseases pharmacy residency program; and an infectious diseases pharmacotherapy fellowship. In addition, the college is affiliated with one PGY-1 community pharmacy residency program. 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.

For students entering the Doctor of Pharmacy Program in or prior to 2015, course descriptions are provided for the last three professional years only.

PHARD 1641, 1642, 1643 Pharmacology I, II, III

This sequence of courses include coverage of the pharmacologic actions 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 and neoplastic diseases; drugs acting on blood and blood-forming organs, hormones and hormone antagonists, principles of toxicology, vitamins, and drugs causing birth defects.

- Prerequisites for PHARD 1641 Pharmacology I, 3 credits: PS-II standing
- Prerequisites for PHARD 1642 Pharmacology II, 3 credits: PHARD 1641 Pharmacology I
- Prerequisites for PHARD 1643 Pharmacology III, 2 credits: PHARD 1642 Pharmacology II

PPRAD 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 and planning for continuous professional development. The PS-II and PS-III workshops focus on portfolio entries that demonstrate progressive achievement of curricular outcomes and assessment of entries.

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

PPRAD 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.

- Prerequisites for PPRAD 1611
Pharmacotherapeutics I, 5 credits: PS-II Standing
Prerequisites for PPRAD 1612
Pharmacotherapeutics II, 5 credits: PS- II standing,
PPRAD 1611 Pharmacotherapeutics I and PHARD
1641 Pharmacology I, Concurrent enrollment in or
prior completion of PHARD 1642 Pharmacology
II, PSCID 1602 Chemical Principles of Drug
Action I
- Prerequisites for PPRAD 1613
Pharmacotherapeutics III, 5.5 credits: PS- II
standing, PHARD 1642 Pharmacology II, PPRAD
1612 Pharmacotherapeutics II, PSCID 1602
Chemical Principles of Drug Action I, Concurrent
enrollment in or prior completion of PHARD 1643
Pharmacology III and PSCID 1603 Chemical
Principles of Drug Action II
- Prerequisites for PPRAD 1711
Pharmacotherapeutics IV, 5 credits: PS-III standing,
Concurrent enrollment in or prior completion of
PSCID 1751 Chemical Principles of Drug Action
III
- Prerequisites for PPRAD 1712
Pharmacotherapeutics V, 5 credits: PS-III standing,
PPRAD 1711 Pharmacotherapeutics IV, PSCID
1751 Chemical Principles of Drug Action III
- Prerequisites for PPRAD 1713
Pharmacotherapeutics VI, 5 credits: PS-III standing,
PPRAD 1712 Pharmacotherapeutics V, PSCID
1752 Chemical Principles of Drug Action IV

*PPRAD 1621, 1623, 1624 Introductory Pharmacy Practice
Experience Longitudinal 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.

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

*PPRAD 1622 Introductory Pharmacy Practice Experience II-
Health Systems (1/2 of the class)*

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 Institutional Pharmacy Practice

PPRAD 1631 Institutional Pharmacy Practice

This course introduces students to the practice of pharmacy in institutional settings, focusing on hospitals and acute care settings. The use and preparation of and regulations surrounding parenteral medications will be described. Students will learn about other issues surrounding the safe and effective use of medications in the institutional setting, including medication reconciliation, accreditation, and computerized physician order entry (CPOE) systems.

3 credits

Prerequisites: PS-II Standing

PPRAD 1721 Introductory Pharmacy Practice Experience III: Clinical (1/3 of the class)

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

Prerequisites: PS-III standing

PPRAD 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

Prerequisites: PS-III standing

PPRAD 1742 Clinical Skills in Pharmacy Practice

This course emphasizes the pharmacist's role in the community/ambulatory care practice setting. In this course, the principles of self-care and nonprescription pharmacotherapy are examined. Students learn a systematic approach to assessing, triaging and managing self-treatable conditions. The use of medication devices, home monitoring kits, and point of care testing devices is also included.

3 credits

Prerequisites: PS-III Standing

PPRAD 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

PPRAD 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

Prerequisites: PS-III standing

PPRAD 1763 Quality Assurance and Effective Pharmacy Practice

This course will acquaint the student with the nature of quality assurance in health care and its implications for pharmacy practice. Topics addressed include: quality and the future of health care, recognizing and defining quality problems, identifying quality problems (Root Cause Analysis & Healthcare Failure Mode and Effect Analysis), risk management and medication errors, medication error reporting, measurement of safety and quality, the system's perspective, and implementing changes to enhance quality.

3 credits

Prerequisites: PS-III standing

PPRAD 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

Prerequisites: PS-II standing

PPRAD 1885 Elective Advanced Pharmacy Practice Experience

Pharmacy students may select from a list of electives with a variety of non-patient care foci or an additional clinical specialty pharmacy practice experience. Pharmacy students under the supervision of an adjunct faculty or full faculty member will gain experience in their chosen elective area. The student will complete 3 major projects with focus applicable to 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

PPRAD 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

PPRAD 1887 Hospital Advanced Pharmacy Practice Experience

Pharmacy students under the supervision of an adjunct faculty will gain experience in hospital pharmacy practice, and interactions with other health care providers. The student will participate in drug therapy assessment, patient care activities and monitor outcomes in various patient populations. The student will complete case presentations and other assignments. The student will develop a philosophy of practice regarding the role of the pharmacist as a member of the healthcare team.

9 credits

PPRAD 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

PPRAD 1889 Ambulatory Care Advanced Pharmacy Practice Experience

Pharmacy students under the supervision of an adjunct or full faculty member 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

PPRAD 1890 Clinical Specialty Advanced Pharmacy Practice Experience

Pharmacy students under the supervision of an adjunct or full faculty member 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

PSCID 1601 Introduction to Drug Structure Evaluation

A review of the organic functional groups (including heterocycles) found in drug molecules and their properties is conducted. Amino acids are introduced as structural components of biomolecules and/or biological targets for drug action. The drug structure evaluation process includes evaluation of the acid/base properties, binding interactions, and metabolic transformations for each functional group. Functional group interaction (s) with amino acid side chains is foundational to learning structure activity relationships later in the course sequence.

2 credits

Prerequisites: PS-II standing

PSCID 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 PSCID 1602 Chemical Principles of Drug Action I, 4.5 credits: Completion of PSCID 1601 Introduction To Drug Structure Evaluation and PHARD 1641 Pharmacology I, PS-II standing, Concurrent enrollment in PHARD 1642 Pharmacology II
- Prerequisites for PSCID 1603 Chemical Principles of Drug Action II, 4 credits: Completion of PSCID 1602 Chemical Principles of Drug Action I and PHARD 1642 Pharmacology II, PS-II standing
- Prerequisites for PSCID 1751 Chemical Principles of Drug Action III, 2 credits: Completion of PSCID 1602 and 1603 Chemical Principles of Drug Action I and II and PHARD 1642 Pharmacology II, PS-III standing
- Prerequisites for PSCID 1752 Chemical Principles of Drug Action IV, 1 credit: Completion of PSCID

1751 Chemical Principles of Drug Action III, PS-III standing.

PSCID 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 is an introduction to biotech products, from recombinant DNA and antisense technology to monoclonal antibodies. Production, storage, and handling will be discussed as they relate to analytical techniques, patient education and counseling, and therapeutic use. Topics include gene therapy, stem cell research, cloning, biopharming, pharmacogenomics, and the Human Genome Project.

2 credits

Prerequisites: PS-III standing

UPDATED PHARM. D. CURRICULUM 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. This listing applies for students entering the Doctor of Pharmacy Program in or after Fall 2016.

BIOCD 1554 Biochemistry I

This course emphasizes principles and concepts of structure-function relationships in major biomolecules and human metabolism. This course includes lectures and workshops which utilize small group discussions focusing on clinical case studies to illustrate principles of clinical biochemistry and application to the practice of pharmacy.

2.5 credits

Prerequisites: PS-I standing

BIOCD 1555 Biochemistry II

This course emphasizes human nutrition along with cell and molecular biology. This course includes lectures and workshops which utilize small group discussions focusing on clinical case studies to illustrate principles of clinical biochemistry and application to the practice of pharmacy.

3.5 credits

Prerequisites: PS-1 standing

CORED 1599B Interprofessional Education I

Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. This course will describe the roles and responsibilities of the various healthcare disciplines. It will also provide students, from different health professions, the opportunity to interact with one another as well as simulated patients. This collaboration will promote communication using a team-based approach to the

maintenance of health and management of disease.
1 credit

CORED 1699B Interprofessional Education II

This course provides students, working in interprofessional teams, opportunities to learn and provide integrated, patient-centered care in the development of therapeutic care plans using a team-based approach. Active learning techniques, interprofessional learning, and clinical simulation will be used to enhance the education of learners to effectively engage in problem solving and communication activities that address current health related issues in the care of humans, animals, and the environment.

1 credit

Prerequisite: PS-II standing

MICRD 1520 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

Prerequisites: PS-1 standing

MICRD 1622 Infectious Disease and Their Etiologic Agents

This course is an integrated course that consists of didactic lectures, "bug quizzes", and homework based on on-line "self-study" assignments. A basic knowledge of the infectious agent and clinical microbiology is provided so that students can understand the infectious agents, relevant diseases, and the clinical signs and symptoms of those diseases based on the organ-system. Emphasis is placed on understanding the interaction between the host and pathogenic microorganisms.

3 credits

Prerequisite: PS-II standing

PHARD 1651, 1652, 1653 Pharmacology I, II, III

This three-course sequence explores the pharmacologic actions of the major classes of drugs acting on the autonomic, cardiovascular, gastrointestinal, immune, endocrine, and central nervous systems. The major classes of drugs associated with the chemotherapy of microbial (bacteria, viral, fungal) and parasitic diseases are also described. Other topics discussed include, principles of antimicrobial therapy, drugs acting on blood and blood-forming organs, vitamins, as well as principles of toxicology, receptor theory, and dose response.

- Prerequisites for PHARD 1651 Pharmacology I, 2.5 credits: Concurrent enrollment in PSCID 1621 Chemical Principles of Drug Action I
- Prerequisites for PHARD 1652 Pharmacology II, 1.5 credits: Completion of PHARD 1651 Pharmacology I and concurrent enrollment in PSCID 1622 Chemical Principles of Drug Action II

- Prerequisites for PHARD 1653 Pharmacology III, 2 credits: Completion of PHARD 1651 Pharmacology I and concurrent enrollment in PSCID 1623 Chemical Principles of Drug Action III

PHYSD 1522 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, 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.

3.5 credits

Prerequisites: PS-I standing

PHYSD 1523 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 respiratory, renal, acid-based, 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.

3.5 credits

Prerequisites: PS-I standing

PPRAD 1510, 1610, 1710, 1714 Professional Development I, II, III, IV

This course sequence develops students' knowledge, skills, abilities, behaviors and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneurship, and professionalism through their life-long career. Continuing professional development model (CPD) will be the framework for the course. Required and elective activities may be offered and students will record and reflect on these activities in their electronic portfolio.

- Prerequisite for PPRAD 1510 Professional Development I, 1 credit, PS-I standing
- Prerequisite for PPRAD 1610 Professional Development II, 1 credit, PS-II standing
- Prerequisite for PPRAD 1710 Professional Development III, 1 credit, PS-III standing
- Prerequisite for PPRAD 1714 Professional Development IV, 1 credit: PPRAD 1710 Professional Development III

PPRAD 1520 Interprofessional Healthcare Communications

This course will introduce first year pharmacy, medical, dental medicine and optometry students to the fundamental principles of effective communication in the healthcare

setting. The course introduces the principles of interpersonal, nonverbal, motivational communication, cultural awareness, and selected barriers to effective communication.

1 credit

Prerequisites: PS-I standing

PPRAD 1521 Healthcare Systems

This course describes elements and forces affecting the organization, delivery, and financing of healthcare services in the United States. It explores major historical, social, economic, and political aspects of our health care system. Strengths and weaknesses of the system, including possible options for mitigating the latter, are identified.

3 credits

Prerequisites: PS-I standing

PPRAD 1525 Fundamentals of Pharmacy Practice

This course introduces the student to the practice of pharmacy through lectures and workshops and provides them with skills needed to participate in future Introductory Pharmacy Practice Experiences. Students learn basic principles of pharmacy practice necessary for any practice setting, including pharmacy law, informatic, prescription process, and the pharmacists' patient care process. Students will be expected to demonstrate patient interviewing and drug information skills.

3 credits

Prerequisites: PS-I standing

PPRAD 1530 Introductory to Pharmacy Practice Experience (IPPE) I: Community

This course will allow students to gain an appreciation of the knowledge, skills, and socialization needed to practice in the community setting. Students will meet weekly to observe and discuss the role of the community pharmacist and participate in daily operations that focus on the distributive aspects of practice. Guided exercises and an introduction to the basics of community practice will serve as a foundation for advanced pharmacy practice experiences.

3.5 credits

Prerequisites: PPRAD 1525 Fundamentals of Pharmacy Practice

PPRAD 1532, 1661, 1662, 1663, 1761, 1762 Pharmacotherapeutics I, II, III, IV, V, VI

Pharmacotherapeutics is a sequence of six courses emphasizing the safe, effective, and evidence-based use of drugs. The course sequence focuses on the pharmacists' patient care process through lectures with embedded individual and group learning activities.

- Prerequisite for PPRAD 1532 Pharmacotherapeutics I, 3 credits, PS-I standing
- Prerequisite for PPRAD 1661 Pharmacotherapeutics II, 4.5 credits: Concurrent enrollment in PHARD 1651 Pharmacology I and

PSCID 1621 Chemical Principles of Drug Action I, PS-II standing

- Prerequisite for PPRAD 1662
Pharmacotherapeutics III, 5.5 credits: Concurrent enrollment in PHARD 1652 Pharmacology II and PSCID 1622 Chemical Principles of Drug Action II, PS-II standing
- Prerequisite for PPRAD 1663
Pharmacotherapeutics IV, 4.5 credits: Completion of MICRD 1622 Infectious Diseases and their Etiologic Agents, concurrent enrollment in PHARD 1653 Pharmacology III and PSCID 1623 Chemical Principles of Drug Action III, PS-II standing
- Prerequisite for PPRAD 1761
Pharmacotherapeutics V, 4 credits: Concurrent enrollment in PSCID 1761 Principles of Drug Action I, PS-III standing
- Prerequisite for PPRAD 1762
Pharmacotherapeutics VI, 5 credits: Concurrent enrollment in PSCID 1762 Principles of Drug Action II, PS-III standing

PPRAD 1533 Pharmacy Practice Development and Evaluation I

This is the first course in a two-course series introducing students to concepts important for the development and evaluation of pharmacy practice activities. Students will be exposed to basic management principles relevant to pharmacy practice and will learn about the role of quality improvement in both health care and pharmacy practice. In addition to traditional lectures, students will participate in hands-on activities and group projects related to management and quality topics.

3 credits

Prerequisites: PPRAD 1521 Healthcare Systems and PPRAD 1525 Fundamentals of Pharmacy Practice

PPRAD 1543 Institutional Pharmacy Practice

This course will introduce students to the practice of pharmacy in institutional settings, focusing on hospitals and other acute care settings. The use, preparation, and regulations of parenteral medications will be described. In addition, students will learn about other issues surrounding the safe and effective use of medications in the institutional setting, including medication safety, accreditation and computerized physician order entry systems.

2.5 credits

PPRAD 1650 Introductory Pharmacy Practice Experience II: Health Systems

This course will provide students exposure to the fundamentals of pharmacy practice in a healthy system or hospital setting. The format will be a combination of didactic lectures, simulations, and on-site experiences. Students will

gain practical experience with systems used to manage the medication use process and be introduced to drug distribution systems, pharmacy operations, sterile product preparation, medication reconciliation, medication safety, and drug information.

3 credits

Prerequisite: PS-II standing

PPRAD 1651, 1652, 1653 IPPE Longitudinal I, II, III

A three course sequence designed to provide students opportunities to communicate, deliver patient care, and develop drug information skills. Emphasis will be placed on the changing needs of patients and ensuring continuity of care. These courses will not only provide students opportunities to apply didactic knowledge to patients, but will also cultivate their affective attributes necessary to becoming a caring pharmacist.

- Prerequisite for PPRAD 1651 IPPE Longitudinal I, 2 credits, PS-II standing
- Prerequisite for PPRAD 1652 IPPE Longitudinal II, 1 credit: Completion of PPRAD 1651 IPPE Longitudinal I, PS-II standing
- Prerequisite for PPRAD 1653 IPPE Longitudinal III, 1.5 credits: Completion of PPRAD 1652 IPPE Longitudinal II, PS-II standing

PPRAD 1670, 1771, 1772 IPPE Clinical Skills & Simulation I, II, III

In this course sequence, students will integrate and apply knowledge and skills obtained throughout the curriculum to the practice of pharmacy. These courses develop skills in communication and in identifying and assessing drug therapy problems using principles of patient assessment, physical assessment, and knowledge of drug therapy and devices. Students will demonstrate these skills and apply drug therapy problem-solving strategies to the pharmacists' patient care process.

- Prerequisites for PPRAD 1670 IPPE Clinical Skills & Simulation I, 3 credits, PS-II standing
- Prerequisites for PPRAD 1771 IPPE Clinical Skills & Simulation II, 2 credits, PS-III standing
- Prerequisites for PPRAD 1772 IPPE Clinical Skills & Simulation III, 3 credits, PS-III standing

PPRAD 1671 Evidence-Based Pharmacy Practice

This course introduces students to the knowledge and skills necessary to construct sound pharmacotherapeutic recommendations via thorough retrieval and evaluation of best available clinical evidence. The course will focus on developing primary literature evaluation and critical thinking skills, so that students can use evidence to formulate drug information responses and patient care recommendations. Individual and group activities will include literature searching, literature evaluation, problem solving skills, and practice of verbal and written communication skills.

3 credits

Prerequisites: PS-II standing

PPRAD 1741 Pharmacy Practice Development and Evaluation II

This second course of a two-course series continues the introduction of students to concepts important for the development and evaluation of pharmacy practice activities. Students will learn basic skills necessary to evaluate programs and services. These skills will build on earlier principles related to evaluation of drug therapy outcomes at the patient level by translating that thinking to economic, clinical, and humanistic outcomes at the population level. Various evaluation and outcome frameworks will be introduced.

3 credits

Prerequisites: PS-III standing

PPRAD 1750 Introductory Pharmacy Practice Experience III: Clinical

This course allows students to practice clinical skills in pharmacy through practical experiences, practice simulations, and workshops. Site visits to various clinical environments allow the student to experience and apply lessons learned from didactic courses in patient care settings.

3.5 credits

Prerequisite: PPRAD 1650 Introductory Pharmacy Practice Experience II: Health Systems

PPRAD 1773 Pharmacy Law/Ethics

The basic principles of pharmacy law are reviewed as they apply to the practice of pharmacy under federal, state, and local regulations. The special circumstances 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

Prerequisites: PS-III standing

PPRAD 1793 Clinical Pharmacokinetics

This course focuses on the application of pharmacokinetic principles for the purpose of optimizing drug therapy. Lectures and workshops are used to learn 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.

3 credits

Prerequisite: PS-III standing

PPRAD 1802 Community Advanced Pharmacy Practice Experience

This practice experience will enable students to develop their skills and gain experience in a variety of patient-oriented services in community practice. In addition to medication dispensing, students will focus on drug therapy assessment and intervention, identification, resolution, and prevention of drug-related problems, education, and communication with patients and other healthcare professionals. Students may participate in additional services such as administration of immunizations, blood pressure screenings, and medication therapy and disease state management.

9 credits

Prerequisites: PS-IV standing

PPRAD 1803 Hospital Advanced Pharmacy Practice Experience

This practice experience will enable students to develop their skills and gain experience in hospital practice or other system of integrated pharmacy services. Emphasis is placed on systems to promote safe and effective medication use to optimize patient outcomes. In addition to medication order processing, preparation, and distribution, students will focus on drug-use decision-making processes, individual patient drug therapy monitoring, formulary management, and communication with patients and other healthcare professionals.

9 credits

Prerequisites: PS-IV standing

PPRAD 1804 General Medicine Advanced Pharmacy Practice Experience

This practice experience will enable students to develop their skills and gain experience related to general medicine in an acute care setting. Emphasis is placed on participating in an interprofessional healthcare team, drug therapy assessment, patient care activities, and monitoring of outcomes in various patient populations. In addition, students will participate in drug therapy interventions, identify drug related problems, develop therapeutic care plans, and effectively communicate with patients and other healthcare professionals.

9 credits

Prerequisites: PS-IV standing

PPRAD 1805 Ambulatory Care Advanced Pharmacy Practice Experience

This practice experience will enable students to develop their skills and gain experience related to ambulatory care practice. Emphasis will be placed on participating in an interprofessional healthcare team, and sharing responsibility with patients, caregivers, and other healthcare professionals to achieve optimal drug therapy outcomes. In addition, students will participate in drug therapy assessment and intervention, identify drug related problems, develop therapeutic care

plans, and effectively communicate with patients and other healthcare professionals.

9 credits

Prerequisites: PS-IV standing

PPRAD 1806 Clinical Specialty Advanced Pharmacy Practice Experience

This practice experience will enable students to develop their skills and gain experience related to practice in a specific clinical specialty. Emphasis will be placed on participating in an interprofessional healthcare team, drug therapy assessment and intervention, patient care activities, and monitoring of outcomes in various patient populations. In addition, students will participate in drug therapy interventions, identify drug related problems, develop therapeutic care plans, and effectively communicate with patients and other healthcare professionals.

9 credits

Prerequisites: PS-IV standing

PPRAD 1807 Elective Advanced Pharmacy Practice Experience

This is an experience where students will gain an adequate breadth of knowledge, skills, and experiences specific to their chosen elective area. Pharmacy students may select from a list of electives with a variety of patient-care or non-patient care experiences such as an additional clinical specialty (when available), managed care pharmacy, academia, or pharmacy administration.

9 credits

Prerequisites: PS-IV standing

PSCID 1517 Physical Pharmacy and Dosage Form Design

This course is designed to impart an understanding of the types and characteristics of pharmaceutical dosage forms, and the physico-chemical principles involved in design, development, formulation, preparation, and dispensing of dosage forms.

3 credits

Prerequisites: PS-I standing

PSCID 1518 Pharmaceutical Calculations

This course provides an introduction to the practice of pharmacy with an emphasis on commonly encountered mathematical calculations that are essential to compounding and dispensing medications in subsequent pharmacy courses and a variety of pharmacy practice settings.

3 credits

Prerequisites: PS-I standing

PSCID 1519 Dosage Form Laboratory

This course is focused on discussing and learning to prepare various extemporaneously compounded dosage forms, while understanding and fulfilling all legal requirements.

1 credit

Prerequisites: PSCID 1518 Pharmaceutical Calculations, PSCID 1517 Physical Pharmacy and Dosage Form Design

PSCID 1531 Introduction to Biopharmaceutics and Pharmacokinetics

This course will discuss biopharmaceutics and pharmacokinetic parameters. Topics covered include but are not limited to: mathematical descriptions of time course of drug absorption, distribution, and elimination; physicochemical properties of drugs and relevant physiologic factors that affect drug absorption, distribution, metabolism, and excretion; relationship between drug concentration and clinical responses; pharmacokinetic variability caused by differences in body weight, age, sex, genetic factors, diseases, and drug interactions; and applications of pharmacokinetics and pharmaceutics to clinical situations.

3.5 credits

Prerequisites: PSCID 1517 Physical Pharmacy and Dosage Form Design

PSCID 1532 Introduction to Drug Structure Evaluation

This course provides a review of organic functional groups found in drug molecules and their properties. Heterocycles and amino acids are introduced as structural components of endogenous biomolecules and/or biological targets for drug action. 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

Prerequisites: PS-I standing

PSCID 1621, 1622, 1623 Chemical Principles of Drug Action I, II, III

Concepts of drug-target interactions and structure-activity relationships are discussed for major drug classes. Classification is based on a drug's mechanism of action at its biological target. Routes of drug metabolism, drug transport and the predication of drug-drug, drug-disease and drug-food interactions based on chemical properties are presented. Examples of drug action in the cardiovascular, endocrine, central nervous, and immune systems and anti-infective agents will be discussed, as well as the impact of pharmacogenomics.

- Prerequisite for PSCID 1621 Chemical Principles of Drug Action I, 3.5 credits: PS-II standing, Concurrent enrollment in PHARD 1651 Pharmacology I
- Prerequisite for PSCID 1622 Chemical Principles of Drug Action II, 2.5 credits: Completion of PSCID 1621 Chemical Principles of Drug Action I

and concurrent enrollment in PHARD 1652 Pharmacology II

- Prerequisite for PSCID 1623 Chemical Principles of Drug Action III, 2 credits: Completion of PSCID 1621 Chemical Principles of Drug Action I and concurrent enrollment in PHARD 1653 Pharmacology III

PSCID 1761, 1762 Principles of Drug Action I, II

The pharmacology and medicinal chemistry of the major drug classes used in the treatment of central nervous system disorders and in targeting cancers are explored. Mechanisms by which drugs mediate their pharmacological effect are discussed with consideration of drug-target interactions, structure-activity relationships, side effects and related toxicities. Drug metabolism, transport, drug resistance and the prediction of drug-drug, drug-disease and drug-food interactions based on chemical properties, and the impact of pharmacogenomics are presented.

- Prerequisite for PSCID 1761 Principles of Drug Action I, 3.5 credits, PS-III standing
- Prerequisite for PSCID 1762 Principles of Drug Action II, 2 credits, PS-III standing

PSCID 1772 Biotechnology

Biotechnology-derived products are increasingly being used to treat a variety of medical conditions. This course is an introduction to biotech products, and will cover general principles, production methods, regulatory issues, stem cell and nucleic acid therapeutics, pharmacogenomics and gene testing. Delivery, storage and handling, and therapeutic use, monitoring and adverse effects of biologics (including hormones, enzymes, growth factors and monoclonal antibodies) will be addressed.

2.5 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.

PHARD 1420 Medical Spanish

This elective will provide the student with the vocabulary necessary to understand and converse in the fields of medicine and health care in Spanish. It will focus on communication with a Spanish-speaking patient, as well as understanding cultural attitudes that may impact medical care. Listening, comprehension, and conversational skills will be stressed through dialogues and oral presentations. Students will develop cooperative learning and effective group dynamic skills necessary to accomplish course goals.

2 credits

Prerequisites: Students must pass a prerequisite oral and

written basic Spanish language evaluation prior to course registration. Two years of high school or college Spanish

PPRAD 1301 Special Project 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 PPRAD or PSCID 1301 may be applied toward elective requirements for the Pharm.D. degree.

1-3 credits

PPRAD 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

PPRAD 1303 Principles of Acute Care

The course emphasizes the skills and knowledge necessary to perform well in an acute care general medicine setting. The student will practice problem based learning in a team learning environment to devise appropriate therapeutic plans for disease states and clinical controversies commonly encountered in acute care practice. Instructors will utilize patient cases and interactive teaching methods.

2 credits

Prerequisites: PS-III standing

PPRAD 1306 Introduction to Veterinary Pharmacy

This course introduces students to issues associated with the provision of veterinary-focused pharmacy services. It provides a foundation for pharmacists interested in providing care for species other than humans. Pharmacology, unique physiologic and pharmacokinetic differences will be emphasized. Management and prevention of common diseases will be discussed.

2 credits

Prerequisites: PS-III standing

PPRAD 1309 Pediatric Pharmacotherapy

This course focuses on issues related to the treatment and care of pediatric patients. By following mock patients from

birth through their adolescence, the elective is designed to introduce the students to common illnesses, drug delivery systems used for pediatric patients, and current controversies in pediatric care. Students have the opportunity to select topics of intent that will be covered in a portion of the course.

2 credits

Prerequisites: PS-III standing

PPRAD 1314 Women's Health

This elective concentrates on specific issues related to the optimal delivery of women's health care. Topics covered include sex 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

Prerequisites: PS-III standing

PPRAD 1315 Advanced Clinical Diabetes Management

This course will focus on advanced topics in the management of diabetes. Students will have the opportunity to practice application of the material through patient cases and hands-on experiences. Topics discussed will include a review of the classifications and diagnosis of diabetes, non-insulin and insulin therapies, cardiovascular outcomes trials and updates in primary literature, complications of diabetes, and a review of the devices available in the management of diabetes.

2 credits

Prerequisites: PS-III standing

PPRAD 1316 Advanced Infectious Disease

This course expands students' knowledge and skills in area of infectious diseases and antimicrobial pharmacotherapy. A case-based approach will be utilized to foster an interactive learning experience. Students will build upon their current knowledge of infectious diseases and antimicrobials through case-related discussions and debates utilizing current guidelines, evidence-based primary literature, institutional policies and procedures, and expert opinions from guest facilitators.

2 credits

Prerequisites: PS-III standing

PPRAD 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. Aspects of deaf culture and methods

of effective communication also discussed.

1 credit

PPRAD 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, and available tobacco cessation products.

1 credit

Prerequisite: PPRAD 1532 Pharmacotherapeutics I

PPRAD 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. Faculty and expert guest presenters lead discussions on how belief systems affect patients' perception of health, necessary spiritual considerations in patient care, therapeutic dilemmas produced by spiritual beliefs, and resources available to the health care team.

2 credits

Prerequisite: PPRAD 1662 Pharmacotherapeutics III

PPRAD 1327 Therapeutic Issues in Critical Care

In the critical care setting, pharmacists have a unique role on multidisciplinary medical teams through their expertise in pharmacotherapeutics, pharmacokinetics, and drug information. This course introduces students to select 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, interactive methods and lecture formats.

2 credits

Prerequisites: PS-III standing

PPRAD 1338 Epidemiologic Investigation of Medication Use

Epidemiologic methods are increasingly used for questions not easily found answered through traditional clinical research pathways (e.g., randomized trials). Given health care's emphasis on evidence-based practice and population-based care, a firm understanding of epidemiologic principles is necessary for health care professionals. This course will introduce students to the population-oriented approach of epidemiology and its application to examining the use and effects of medications, as well as practice evaluation.

2 credits

Prerequisite: PPRAD 1671 Evidence Based Pharmacy Practice

PPRAD 1339 Anticoagulation in Clinical Practice

This course will explore anticoagulation in both the inpatient and outpatient settings through lecture, patient cases, and hands-on experiences. Students will develop a working knowledge and skill set required to provide pharmacy-managed anticoagulation services. Topics will include a review of currently available oral and parenteral anticoagulants as well as those in the pipeline, consideration in anticoagulation for special populations, and advanced therapeutic issues.

2 credits

Prerequisites: PPRAD 1662 Pharmacotherapeutics III

PPRAD 1341 Advanced Cardiology

This course reviews cardiovascular diseases for those students interested in cardiology. New topics (e.g. valvular disease) will be introduced, and previous topics discussed in required courses will be further augmented. Topics will focus on diagnostics and procedures, cardiovascular pharmacotherapy, and the role of the cardiology pharmacist. Active learning strategies and high-fidelity simulations are highly employed.

2 credits

Prerequisites: PPRAD 1662 Pharmacotherapeutics III

PPRAD 1342 Postgraduate Training Opportunities for Pharmacists

The course reviews pharmacists' postgraduate training and educational opportunities with a focus on pharmacy residencies. Topics include, but are not limited to, the residency application process, types of available residencies and fellowships, and careers available after postgraduate training. Students will also be expected to create a high quality curriculum vitae (CV) and letter of intent, which are standard components of most residency and fellowship application packages.

1 credit

PPRAD 1344 Therapeutic Management of Poisoning and Drug Overdose

Pharmacists can provide an important role in the treatment of drug overdose. The purpose of this course is to introduce students to the clinical presentation and therapeutic management of various acute overdose situations, as well as the screening of high risk individuals for opioid abuse. This elective will cover basic principles of poison control and address the management of the following overdose types: opioids, illicit drugs, stimulants, alcohols, cardiovascular agents, anticholinergics, and others. The course will be lecture base with active learning opportunities.

1 credit

Prerequisites: PS-III Standing

PPRAD 1345 Statistical Applications in Pharmacy Research

This course will help students develop the skills necessary to analyze data, interpret the results of those analyses, and produce meaningful reports based on those analyses. Statistical techniques related to describing and visualizing data, comparing means, nonparametric tests, categorical data analysis, and regression modeling procedures will be presented in the course. Students will also be introduced to basic principles of data management, such as data file preparation, data manipulation, and recoding.

2 credits

Prerequisite: PPRAD 1671 Evidence Based Pharmacy Practice

PPRAD 1346 Entrepreneurship

This course is designed to cultivate the entrepreneurial spirit. Students will engage in team building exercises, interactive lectures, and in-class activities to develop creative thinking. Working in groups, students will develop a business idea, abbreviated business plan, and present business plans to a panel of experts, who will evaluate the viability of the idea.

1 credit

Prerequisites: PPRAD 1533 Pharmacy Practice Development and Evaluation I

PPRAD 1347 Clinical Trials in Ambulatory Care

This course focuses on reviewing the clinical trial data that support therapeutic recommendations in ambulatory care. Students in this course critically evaluate clinical trials to reinforce skills in interpreting clinical trial data, practice applying the data to patient cases to support therapeutic recommendations, and identifying the rationale for current therapeutic guidelines.

2 credits

Prerequisite: PPRAD 1662 Pharmacotherapeutics III

PPRAD 1348 Health Promotion and Disease Prevention Across Cultures

This course is focused on health promotion and disease prevention in ethnic minority groups. The goal of the course is to augment concepts taught in the curriculum with an emphasis on developing critical thinking skills in the setting of a health screening event in the community. Active learning techniques will be used during class time to improve students' knowledge, skills, and self-confidence when: (1) performing cardiometabolic screenings (e.g. cholesterol, blood glucose, and blood pressure) and (2) providing cross-cultural communication with patients' from different backgrounds.

1 credit

Prerequisite: PS-III standing

PPRAD 1349 Patient-Centered Ambulatory Care and Practice Management

This course focuses on the evolving role of pharmacist providing patient-centered ambulatory care services. Strong emphasis is placed on patient-centered care and practice management. Topics discussed include methods to build meaningful patient relationships; the importance of shared-decision making; evaluating risk assessment tools; career planning; billing opportunities and billing requirements; quality measurements; and strategic planning. Focused updates in drug therapy relevant to ambulatory care since therapeutics will also be introduced.

2 credits

Prerequisite: PPRAD 1661 Pharmacotherapeutics II

PSCID 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 PPRAD or PSCID 1301 may be applied toward elective requirements for the Pharm.D. degree.

1 - 3 credits

PSCID 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

PSCID 1305 Pharmacy: Its History and Heroes

This course begins with a general overview of pharmacy throughout history, with special emphasis placed on Illinois pharmacy and pharmacy associations. The course will end with student-led presentations on individuals who can be considered heroes in the profession and who have been instrumental in the adaptation of our health care system to provide access to quality health care.

2 credits

PSCID 1370 Pharmaceuticals and Personal Care Products in the Environment

This course provides an understanding as to what can happen to the environment (personal and wildlife) in the presence of chemicals associated with pharmaceuticals and personal care products (PPCPs). This course focuses on identification of PPCP sources and entry points, removal strategies, as well as documented and potential cause/effect relationships between specific chemical products/byproducts and wildlife species. When relevant, potential cause/effect relationships between these chemical entities and human systems (e.g. reproductive system) will be explored.

1 credit

Prerequisite: PS-II standing

PSCID 1375 Vitamins, Minerals, and Nutritional Support

This course provides an overview of the mechanisms and 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, as well as nutritional support/supplement selection for infants and adults. The mechanism-based approach used in this module allows the student pharmacist to more easily identify, organize, and recommend various therapeutic agents for a wide variety of patients.

2 credits

PSCID 1376 Development of Newly Approved Drug Therapies

The Food and Drug Administration is constantly engaged in evaluating new drug treatments and approving them for marketing in the US. Annually, the FDA approves about 20 new drug therapies. The process involved in the development of newly approved drug therapies for certain clinical conditions and diseases will be discussed. The business aspects of developing new drug therapies and the impact of pharmaceutical innovations on society and the business community will also be covered.

2 credits

Prerequisites: PS-II or PS-III standing

PSCID 1379 LGBTQI Considerations in the Provision of Healthcare

This course develops knowledge and skills to facilitate the provision of inclusive, compassionate and holistic patient centered care to members of the Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI) community. Lecture topics include an introduction to LGBTQI terminology, culture and history, mental health and social service needs, and communication strategies. An emphasis on personal acknowledgement of knowledge/skills deficits may help to prevent health inequities for these populations in the future.

2 credits

Prerequisite: PS-II standing

PSCID 1382 Advanced Compounding

This laboratory-based course will expose students to more advanced compounding techniques, formulation/dosage forms, and equipment. Lecture topics will include compounding safety, legislation, accreditation, marketing, and sources of compounding information and supplies

2 credits

Prerequisite: PSCID 1519 Dosage Form laboratory

PSCID 1383 Natural Products and Complementary & Integrative Health

Botanical dietary supplements are used by at least 1/3 of the population as a component of complementary and integrative health with mainstream medical practice. Health care professionals should develop knowledge and skills necessary to aid patients in making rational decisions about their use. This elective focuses on the utility of drugs from natural sources in practice today, and surveys the products of plants and animals, and various complementary modalities of medicine that impact health.

3 credits

Prerequisite: PS-III standing

PSCID 1384 Advanced Topics in Pharmacogenomics

This advanced topics course will provide an in-depth knowledge on the clinical application of pharmacogenomics. Students will deepen their understanding of how genetic differences impact drug therapy and be able to interpret pharmacogenomic data and testing results. Students are expected to read assigned papers before class and participate in class activities and group discussions. Assessment will be based on student presentations, in class activities, case studies, short papers, and take home worksheets.

2 credits

Prerequisite: PS-III standing

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.

Early Monitoring of Students in Academic Difficulty

Faculty contact students who have earned a failing grade in required courses after approximately the third or fourth week of the quarter, based on course assessments to date. The Dean's Office will contact those students, meet with them, and review strategies for success, and available resources.

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:

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

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 and IPPE 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 2.000 in their professional program to remain in good academic standing. If a student's annual grade point average drops below 2.000 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 2.000 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 that in which the failing grade(s) was (were) earned. A student is allowed to go through an extended program only once. A student is allowed to take an equivalent course at another university or a summer retake only once in the curriculum.

Failure (F or WF) in 3 or more courses in one academic year, 4 courses overall, or the same course when it is repeated 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 2.000 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 2.000 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 2.000, 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 2.000 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 2.000 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.

Pharmacy Curriculum Outcomes Assessment

All students are required to complete the Pharmacy Curriculum Outcomes Assessment (PCOA) examination during their third professional year. This examination will be scheduled during the spring quarter.

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.

Technology

Students are required to purchase a laptop computer to use in various learning activities. Specific specifications of the required computer will be available to students at the time of the admissions interview.

Time Limit for Completion of Coursework

The maximum allotted time for completion of the professional portion of the Pharm.D. program is six calendar years.

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 notified CCP. 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 2.000. 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 2.000. 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 2.000.

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.

Dean's List

Following each quarter, the Chicago College of Pharmacy recognizes students who have distinguished themselves by achieving a GPA of 3.500 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 Mentorship

The Chicago College of Pharmacy assigns a faculty mentor to students in each entering class whose role is to assist with academic and nonacademic concerns. In addition to these faculty, staff in the College Office of the Dean 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 selected from the College faculty. Students will likely have the same throughout their academic careers.

During orientation, mentors meet their new students in groups of approximately 10 students. These groups may serve as the workshop groups for courses within the curriculum. Faculty act as liaisons between the faculty and students. Their responsibilities include:

1. Serving as the student's mentor and academic/professional counselor.
2. 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. Grading of select assignments in select courses may be required of the mentor.

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. The decision to permit a student to repeat the course rests with the department offering the course and the Committee.

Following successful repetition of the course, the permanent record of the student will be updated to indicate that the failing grade has been successfully corrected.

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.

Grade and Quality Point Scale for Students Admitted in Fall 2008 or Thereafter

Grade	Quality Points (per credit)	Comments
A	4.000	-
A-	3.670	-
B+	3.330	-
B	3.000	-
B-	2.670	-
C+	2.330	-
C	2.000	-
F	0.000	-
I	0.000	An Incomplete (I) grade may be assigned by an instructor when a student's work is of passing quality but incomplete, or if a student qualifies for re-examination. It is the responsibility of the student to request an extension from the course instructor. By assigning an "I" grade, it is implied that an instructor agrees that the student has a valid reason and should be given additional time to complete required coursework. All incomplete grades must be resolved within 10 calendar days starting from the last day of final examinations for the quarter. In the case of courses ending prior to final exam week, it is the obligation of the course director to monitor the use and resolution of the incomplete grade with notice to the Registrar.
IP	0.000	An In-Progress (IP) grade may be assigned when extenuating circumstances make it necessary to extend the grade completion period past 10 calendar days (e.g. illness, family death). Authorization by the Dean is required, and the completion period should not typically exceed one quarter.
P	0.000	Pass (for a pass/fail course); designation indicates that the student has made satisfactory progress or completed required coursework satisfactorily. Grade of "P" is counted toward credit hour accruals for graduation but does not affect GPA calculations.
F	0.000	Fail (for a pass/fail course); designation indicates that the student has not made satisfactory progress or completed required coursework satisfactorily. Grade of "F" is counted toward credit hour accruals as attempted but not completed. Grade of "F" is calculated into the GPA (quality points are lowered due to unsuccessful course completion).
W	0.000	Withdrawal is given if the work completed up to the time of withdrawal was satisfactory. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation.
WF	0.000	Withdrawal/Failing is given if the work completed up to the time of withdrawal is below the passing grade level for the Program/School. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation. W/F may be considered as a failure by a Student Academic Review Committee. Multiple F's and W/F's can be grounds for dismissal.
AU	0.000	This designation indicates an audited course in which a student is registered with the understanding that neither academic credit nor a grade is earned. The status of the course cannot be changed from audit to full credit after the start of the quarter. The designation AU is not counted in the GPA calculation.
AP		This designation indicates the decision of a college to award academic credit that precludes a student from taking required course work. The designation of Advanced Placement (AP) is applied toward credit hour accruals, but is not counted in the GPA calculation.

Graduation Honors 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

Grade Point Average	Graduation Honor
> 3.900	Summa cum laude
3.750 - 3.890	Magna cum laude
3.500 - 3.740	Cum laude

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.

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.

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.

Beverly Talluto Memorial Scholarship

A monetary award is presented to a second year student who possesses solid leadership, interpersonal and academic skills and a demonstrated commitment to community service.

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 six 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 Alumni Council Award

A monetary award is presented to a third year student in good academic standing who exemplifies collaboration within the University community and has a demonstrated record of volunteering to serve others in need. The award recipient is provided with a one-year honorary membership in the CCP Alumni Council for the following year.

Chicago College of Pharmacy Departmental Awards

Four monetary awards are presented each year to graduating students who are deemed outstanding in medicinal chemistry, pharmaceuticals, pharmacy administration, or pharmacotherapeutics.

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 Scholarships

Scholarships are presented to PS-I, PS-II, PS-III and PS-IV students who have been nominated by the faculty for exemplary professional behavior in all interactions with faculty, staff and colleagues and have a commitment to the profession through leadership activities in pharmacy organizations.

CVS Scholarships

Two 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.

Dhingra Family Award

A monetary award is presented annually to a second year student who exemplifies professionalism and leadership. The recipient of this award is selected by the Dean of the Chicago College of Pharmacy.

John and Angie Dik Scholarships

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.

Emerging Community Scholarship

These awards will be presented to students with an incoming cumulative grade point average of 3.500 or higher, and a demonstrated interest in community pharmacy. Applicants for these awards are reviewed and selected by the Admissions Committee.

Emerging Research Scholarship

An admissions scholarship is presented to a newly admitted student who has a demonstrated interest in research and a cumulative science GPA of 3.00 or higher. Applicants for this award are reviewed and selected by the Admissions Committee.

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.

Illinois Council of Health-Systems Pharmacists (ICHHP) 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 ICHHP. 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.

Iqbal Atcha Scholarship

This award is presented to a PS-II or PS-III student who is a hardworking parent that is raising a family and has demonstrated financial need. The recipient of this award must also be in good academic standing.

Jewel-Osco Drug Scholarships

Scholarships are awarded each year to pharmacy students interested in entering chain community pharmacy.

Leadership Admission Scholarships

These awards are given to newly admitted pharmacy students with a cumulative GPA of 3.50 or higher and demonstrated leadership as described in their admissions application. The recipients of these awards are selected by the Admissions Committee.

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 Staszek 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.

MK Education 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 well 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.

Osmond Lewis Memorial Award

This memorial scholarship is presented to a second or third year under represented minority student who is in good academic standing and demonstrates, by their involvement in activities since beginning at MWU-CCP, that they have a strong commitment to community outreach.

Rachel M. and Willard C. Schmidt Scholarship

The scholarship will be given to a deserving PS-II student with demonstrated financial need, who has an interest in geriatrics, and who has demonstrated a commitment to community service.

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.

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 2020 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 and Inclusion Excellence Award
This scholarship is awarded to a student who embraces diversity and promotes diversity and inclusive initiatives on campus.

Walgreen Diversity Scholarship
This scholarship is awarded to one or more students of an under represented minority group with an interest in community pharmacy.

Wal-Mart Pharmacy Scholarship Award
A scholarship is given to a PS-III student with high scholastic standing, strong leadership qualities, and an interest in entering community pharmacy practice.

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Residency Program Coordinator and Professor

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COLLEGE OF HEALTH SCIENCES

MISSION

The College of Health Sciences (CHS) is dedicated to excellence in the education of professionals who will meet the healthcare and service needs of the community. This mission is expressed in the education, scholarship, and service objectives of the programs of the College of Health Sciences.

STUDENT ACADEMIC POLICIES

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

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

Academic Monitoring

All students enrolled in CHS are expected to:

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

concerning academic performance may be distributed.

Academic Review and Progression

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

Student Academic Review Committees

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

At the end of each quarter and more often if necessary, this committee reviews and acts upon the academic progress of each student enrolled in the program. If satisfactory, the committee recommends progression of the student to the next quarter. If unsatisfactory, the committee recommends whether a student is placed on academic warning, academic probation, extended program, academic leave of absence, or is dismissed. These recommendations are forwarded to the student, the chair of the CHS Student Promotion and Graduation Committee, and the CHS Dean. Following notification, a student may appeal the recommendation to the CHS Student Promotion and Graduation Committee. The CHS Student Promotion and Graduation Committee will review the student's appeal and make a recommendation to the CHS Dean. The CHS Dean is responsible for reviewing all recommendations for consistency with stated College academic policies and practices. The Dean makes the final decision on the action to be taken.

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

CHS Student Promotion and Graduation Committee

This committee is appointed annually by the University Faculty Senate. Members include the CHS Program/School Directors, two faculty members from each program/school within CHS and two faculty members from the basic science departments. The Registrar, Dean of Students, and the CHS Dean or his/her designee are ex-officio members without vote.

At the end of each academic year, the committee reviews the recommendations from the individual Student Academic Review Committees and assesses the academic and professional progress and performance of each student. If satisfactory, the committee recommends promotion of the student. In addition, the committee meets each spring, or as needed, to recommend for graduation all students who have satisfactorily completed all degree requirements specified by their program/school. The committee's recommendations are forwarded to the CHS Dean and the University Faculty Senate for approval. The committee also reviews student appeals of Student Academic Review Committee recommendations. The chairperson of the committee is responsible for submitting minutes of each meeting to the CHS Dean.

Satisfactory Academic Progress

To achieve satisfactory academic progress, a student enrolled in a degree program in CHS must pass all courses and maintain a minimum cumulative grade point average. For most programs in CHS, students are required to maintain a cumulative grade point average of 2.750 or higher. The following programs have exceptions to the minimum 2.750 GPA requirement and/or additional criteria for satisfactory academic progress.

Arizona School of Podiatric Medicine (AZPod): A student enrolled in the Arizona School of Podiatric Medicine must pass all courses and maintain a cumulative grade point average of 2.000 or higher to have achieved satisfactory academic progress.

Clinical Psychology (CP) Program: A student enrolled in the Clinical Psychology Program must pass all courses and maintain a cumulative grade point average of 3.000 or higher to have achieved satisfactory academic progress. In addition, a

student must achieve a minimum grade of "B-" or "P" in all required courses, seminars, and practica. To progress to the next quarter, a student must satisfactorily complete all academic requirements for the preceding quarter.

Doctor of Health Science (DHS) Degree Program: The academic standing of a student is determined by the student's cumulative grade point average. A student enrolled in the Doctor of Health Science Degree Program must achieve a minimum grade of "B-" in all courses and maintain a cumulative grade point average of 3.000 or higher to have achieved satisfactory academic progress.

Nurse Anesthesia (NA) Program: A student enrolled in the Nurse Anesthesia Program must pass all courses and maintain a cumulative grade point average of 2.750 or higher to have achieved satisfactory academic progress. In addition, a student must achieve a "B-" or higher in all NAAPG curriculum courses. NAAPG courses include: 510, 540, 540L, 541, 541L, 542, 542L, 551, 552, 553, 560, 569, 570, 571, 580, 581, 582, 583, and all clinical rotation and clinical didactic component courses.

Occupational Therapy (OT) Program - Downers Grove Campus: A student enrolled in the Doctor of Occupational Therapy (OTD) Program must pass all courses and maintain a cumulative grade point average of 3.000 or higher to have achieved satisfactory academic progress.

Physician Assistant (PA) Program - Downers Grove Campus: A student enrolled in the Physician Assistant Program must pass all courses and maintain a cumulative grade point average of 2.750 or higher to have achieved satisfactory academic progress. In addition, to progress to the next quarter, a student must satisfactorily complete all academic requirements for the preceding quarter.

Physician Assistant (PA) Program - Glendale Campus: A student enrolled in the Physician Assistant Program must pass all courses and maintain a cumulative grade point average of 3.000 or higher to have achieved satisfactory academic progress. In addition, to progress to the next quarter, a student must satisfactorily complete all academic requirements for the preceding quarter. A student is not able to progress to the clinical year until or unless their cumulative GPA is greater than or equal to 3.000.

Speech-Language Pathology (SLP) Program: A student enrolled in the Speech-Language Pathology Program must pass all didactic courses with a grade of C or higher, pass all clinical courses with a grade of B or higher, and maintain a minimum cumulative grade point average of 3.000 to have achieved satisfactory academic progress.

Academic Progress

Outcome	Usual Action ¹	Transcript Notation
No course failures; cumulative GPA \geq 3.000 (CP, DHS, OT-IL, PA-AZ, SLP) or \geq 2.750 (BIOMED, CVS, NA, OT-AZ, PA-IL, PT) or \geq 2.000 (AZPod)	Allowed to progress to the next quarter	---
No course failures; one quarter of cumulative GPA $<$ 3.000 (CP, DHS, OT-IL, PA-AZ, SLP) or $<$ 2.750 (BIOMED, CVS, NA, OT-AZ, PA-IL, PT) or $<$ 2.000 (AZPod)	Academic warning for the subsequent quarter	Academic warning is not noted on the transcript.
One course failure ² ; and/or two quarters of cumulative GPA $<$ 3.000 (CP, DHS, OT-IL, PA-AZ, SLP) or $<$ 2.750 (BIOMED, CVS, NA, OT-AZ, PA-IL, PT) or $<$ 2.000 (AZPod)	Academic probation for the subsequent quarter or until all academic requirements are met. In addition, one or more of the following may apply: 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) Extended program 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.	"F" grade is listed on transcript and is counted toward GPA calculation and total number of accumulated failures. Following successful retake of the course, the original "F" grade remains on the transcript as an "F" but is no longer factored into the GPA calculation. The new grade will be factored into the GPA. Academic probation and extended program are not noted on transcript. Academic leave of absence is noted on transcript.
Three or more quarters of cumulative GPA $<$ 3.000 (CP, DHS, OT-IL, PA-AZ, SLP) or $<$ 2.750 (BIOMED, CVS, NA, OT-AZ, PA-IL, PT) or $<$ 2.000 (AZPod)	a) Academic probation for the subsequent quarter or until all academic requirements are met, or b) Academic leave of absence ³ and academic probation, or c) Extended program and academic probation, or d) Dismissal	Academic probation and extended program are not noted on transcript. Academic leave of absence and dismissal are noted on transcript.
Two or more course failures ²	a) Academic leave of absence ³ and academic probation, or b) Extended program and academic probation, or c) Dismissal Note: Two or more course failures will typically result in dismissal.	Academic probation and extended program are not noted on transcript. Academic leave of absence and dismissal are noted on transcript.

¹ The Student Academic Review Committee or the CHS Student Promotion and Graduation Committee may recommend any of the options listed among the usual actions described for each academic situation under review.

² WF may be considered as a course failure by a Student Academic Review Committee.

³ May or may not be preceded by academic warning/probation.

Unsatisfactory Academic Progress

If a student fails to make satisfactory progress in completing his/her prescribed course of study, he/she is placed on academic warning, academic probation, extended program, academic leave of absence, or is dismissed. The Student Academic Review Committee or the CHS Promotion and Graduation Committee may recommend any of the options listed among the usual actions described for each academic situation under review.

Students will be notified by the CHS Dean when they are placed on academic warning as a result of their failure to achieve the required minimum cumulative GPA established by their program/school. Any student with academic deficiencies to be addressed by the Student Academic Review Committee shall be notified in writing with a delivery confirmation (i.e., next-day express mail, e-mail or hand-delivery) by the chair of the Student Academic Review Committee at least two working days in advance of the scheduled meeting in which the student's case will be heard. The student may request and shall be permitted to appear before the Student Academic Review Committee (in person or via telephone) to present his/her case. In such instances, the student shall inform the chair of the Student Academic Review Committee, in writing, of his/her desire to appear before the committee or his/her intent to waive this right. If the student chooses to appear before the committee, this prerogative extends to only the involved student and not to any other individuals. A student whose academic progress will be subject to review by his/her Student Academic Review Committee and who wishes to appeal a course grade must do so in an expedited manner prior to the scheduled meeting of the Committee. Please refer to the Midwestern University Catalog Academic Policies section for a complete description of the Grade Appeals Policy.

Within two working days following the committee meeting, the chair of the Student Academic Review Committee is responsible for providing notification in writing with a delivery confirmation (i.e., next-day express mail, e-mail, or hand-delivery) to the involved student, informing him/her of the recommendation of the committee. In all instances, the chair of the Student Academic Review Committee shall be responsible for informing the CHS Dean and chair of the CHS Student Promotion and Graduation Committee of each recommendation made by the committee. Following notification of a recommendation by the Student Academic Review Committee, a student may appeal the recommendation to the CHS Student Promotion and Graduation Committee (see Appeal Process). The CHS Student Promotion and Graduation Committee will review the student's appeal and make a recommendation to the CHS Dean. The Dean is responsible for reviewing all recommendations for consistency with stated College academic policies and practices. The Dean is responsible for

providing written notification of the final decision to the student and to all appropriate academic support offices (i.e., Registrar, Student Financial Services, etc).

Academic Warning

Academic warning is a formal notification of substandard academic performance and cautions the student that continued performance at this level might result in academic probation. An academic warning is issued when a student earns a cumulative GPA below the minimum GPA required by his/her respective program/school for one quarter and/or when the student fails to meet any other established program academic requirements. An academic warning is in effect for one quarter. Academic warning is not noted on the student's transcript but is noted in the student's academic file that is kept in the program office. If the student achieves the minimum standard of academic performance required by the program/school during the quarter of academic warning, the student is returned to good academic standing. This is also noted in the student's file.

Academic Probation

Academic probation represents notice of unsatisfactory academic progress. Academic probation typically occurs when the student fails a class during his/her academic program and/or earns a cumulative GPA below the minimum required by his/her respective program/school for two quarters (which do not have to be consecutive) and/or when the student fails to meet any other established program academic requirements. Academic probation is not noted on the student's transcript but is noted in the student's academic file in the program/school office. The student remains on academic probation until the failure is successfully repeated and/or the cumulative GPA is at or above the program's required minimum and all deficiencies have been corrected. Subsequently, when the student is returned to good academic standing, this is also noted in the student's file.

Extended Program

When a student is not allowed to progress in the standard program curriculum due to course failure, failure to maintain the required cumulative GPA for two or more quarters, and/or failure to meet any other established program academic requirement, the Student Academic Review Committee may place the student on an extended program. While on an extended program, students will be permitted to take elective courses or to retake courses in which they have received a grade of "C" or less. Students will be able to resume the standard program curriculum upon successful completion of all programmatic requirements.

Extended program is not noted on the student's transcript. Leave of absence will be noted on the transcript for periods of non-enrollment during the extended program period.

Academic Leave of Absence

Academic leave of absence may occur when a student has failed one or more courses, has accumulated two or more quarters when the cumulative GPA is less than required by his/her program/school, or has not met programmatic criteria required to proceed in the curriculum. Academic leave of absence may or may not be preceded by academic probation. This action results in the suspension of the student from all academic courses for a period of up to one year, or until all program/school requirements for re-entry have been fully met. A mandatory academic leave of absence is noted on the student's transcript.

The student who has been placed on a mandatory academic leave of absence does not have to re-apply for admission and is guaranteed reentry into his/her academic program upon successful completion of all failed courses and/or when all programmatic requirements are met. Upon reentry to the academic program, the student is routinely placed on academic probation for the following quarter.

Academic Dismissal

A student may be dismissed from the College for academic reasons upon the recommendation of the program/school's Student Academic Review Committee. The dismissal is based on the determination that the student has not satisfactorily demonstrated that he/she can successfully achieve the standards and requirements set forth in the academic policies and professional expectations for the program/school. Students who accumulate two or more failures or three quarters below the minimum required grade point average may receive a recommendation for dismissal. The course failures and/or the three-quarters with less than the required minimum cumulative GPA do not have to be consecutive.

Retake of a Failed Course

If a student passes a repeated course, the original failure remains on the transcript as an "F" grade and is included in the total number of accumulated failures in the student's academic record. The grade from the original failed course is no longer used in the computation of the GPA following repeat of the course. The grade from the repeated course will be factored into the overall GPA.

Under exceptional circumstances, such as academic probation or extended program, students may retake a Midwestern University course in which they have earned a "C." The Program/School Director and the CHS Dean must approve this retake option. Typically, a maximum of three courses with "C" grades can be retaken, and a course may only be retaken once. The original "C" grade will remain on the transcript but will not be used in the computation of the GPA following the completion of the repeated course. The new grade will be factored into the overall GPA.

All repeated courses are subject to additional tuition. Students should consult with their financial aid advisor regarding the financial implications of repeated coursework.

Some programs may allow students to take equivalent courses at another accredited university as a replacement for a failed course or for the purpose of raising their cumulative GPA. In order to qualify as replacement credits, such courses must be at the graduate level and must be approved by the Midwestern University Program Director before the grades can be accepted for transfer. These courses and assigned grades will be recorded on the transcript along with the equivalent Midwestern University courses and assigned grades. The original "C" and "F" grades will remain on the transcript but only the new grades will be factored into the overall GPA.

Readmission After Dismissal for Poor Academic Performance

It is at the discretion of each CHS academic program to readmit a student who has been dismissed for poor academic performance. To initiate the reapplication process, candidates must complete and submit a new application and proceed through the standard application process established by the program. Before reapplying, however, individuals should seek the advice of an admissions counselor. It is expected that the individual would have addressed documented deficiencies before reapplication and be able to demonstrate that he/she meets all admission requirements and technical standards of the program.

The program/school's Admissions Committee will review completed applications of candidates and submit recommendations to the Program/School Director for action. The CHS Dean, via the Office of Admissions, then notifies applicants in writing of admission decisions.

No guarantee of readmission is implied, and questions related to advanced standing and similar issues will be addressed as they are for new applicants. Reapplications are allowed only within the first two years following dismissal and readmission will be granted only once.

Advanced Placement/Exemption from Coursework

Some programs in CHS may allow for the transfer of credits from coursework completed at other institutions prior to matriculation at Midwestern University. All requests for advanced standing by newly admitted or transfer students are processed on a course-by-course basis by the Program/School's admissions committee. To request such consideration, a student must submit a letter of request to the Program/School Director in which the student lists a course(s) previously taken which might be similar in content to a professional course(s) that he/she is scheduled to take. The student must also provide an official course description(s) and a syllabus (syllabi) of the course(s) previously taken. The Admissions Committee will share the

submitted course materials with the appropriate course director to determine if the course(s) is an appropriate substitute. All requests must be submitted prior to matriculation. Each program/school determines the minimum letter grade of coursework for advanced standing. Typically, advanced standing will only be considered for coursework in which a letter grade of "C" or better has been earned. A "C-" letter grade is not acceptable for advanced standing consideration. Some programs/schools may have additional requirements. If the Admissions Committee denies the request for advanced standing, the student may appeal this decision to the CHS Dean.

If a course is accepted for credit, the equivalent Midwestern University course and the Advanced Placement (AP) notation will be recorded on the transcript along with the name of the institution at which the credit was earned. Any earned letter grade will not be included on the transcript or used in the GPA calculation.

Appeal Process

Following notification of a recommendation from the Student Academic Review Committee, a student may appeal the recommendation. He/she has three working days to submit a formal written appeal of the recommendation to the CHS Student Promotion and Graduation Committee. The appeal must be submitted in writing and delivered to the chair of the CHS Student Promotion and Graduation Committee and the Office of the Dean within this three-day period. A narrative explaining the basis for the appeal should accompany the request. An appeal must be based on one of the following documented premises:

1. Bias of one or more members of the Student Academic Review Committee.
Note: The student must present specific evidence that the committee member(s) demonstrated bias against him/her in conducting the academic review process.
2. Material, documentable information not available to the committee at the time of its initial decision.
Note: The student must provide a detailed explanation of why the new information is relevant and why it was not made available to the committee members during the academic review process. The student should be prepared to produce pertinent documentation at the appeal meeting.
3. Procedural error.
Note: The student must provide evidence that the committee did not correctly follow the procedures related to the conduct of the academic review process; for example, the student was not given notice of the meeting or committee recommendation in accordance with stated policies.

The CHS Student Promotion and Graduation Committee will review student appeals. A majority of faculty members on each committee must be from outside the program/school from which the student is appealing. One member of the appeal committee must be from the student's program/school and is a non-voting member. The committee will review and assess the student's appeal. Any student requesting an appeal shall be notified in writing with a delivery confirmation (i.e., next-day express mail, e-mail or hand-delivery) by the chair of the committee at least two working days in advance of the scheduled meeting in which the student's case will be heard. The student may request and shall be permitted to appear before the committee (in person or via telephone) to present his/her case. In such instances, the student shall inform the chair of the committee, in writing (i.e., e-mail or hand-delivery), of his/her desire to appear before the committee or his/her intent to waive this right. If the student chooses to appear before the committee, this prerogative extends to the involved student only and not to any other individuals. The committee may request that a course director and/or faculty advisor attend the meeting to provide additional information about the student's case. After review of the appeal, the committee chair submits the committee's recommendation to the Dean and notifies the chair of the Student Academic Review Committee. Upon receipt of the Student Promotion and Graduation Committee's recommendation, the Dean will make a decision, typically within ten working days, and then notify the student, the chairs of the Student Academic Review Committee and the CHS Student Promotion and Graduation Committee, and all appropriate support offices. The decision of the Dean is final.

Students must attend all didactic courses in which they are registered until the appeal process is complete. Students who fail a core or prerequisite course should consult with the Program/School Director regarding attendance in courses in the subsequent quarter. Students registered in a clinical course (rotation, practicum, etc.) may be placed on a mandatory academic leave of absence until the appeal process is finalized.

Auditing a Course for Remedial Purposes

The Student Academic Review Committee may determine that a student should be enrolled in a previously taken course on a temporary, audit basis. Under these circumstances, a student can attend classes and labs, receive handouts, and participate in exams to assess learning on an informal, non-graded basis. No course credits or grade may be earned for an audited course. Please refer to the Midwestern University Catalog Academic Policies section for a complete description of the Course Auditing Policy.

Class Standing

To progress to the next year in a professional program/school of the College, students must have completed all academic

requirements for the preceding year of the professional program/school curriculum.

Course Prerequisites

Prerequisites for courses may be established by the program/school or department that administers the course. Prerequisites are recommended to the CHS Curriculum Committee for approval and are listed with the course description in the Midwestern University Catalog. On a case-by-case basis, prerequisites may be waived upon approval by the chair of the department or director of the program/school that delivers the course.

Faculty Mentor Program

Most CHS academic programs assign a faculty mentor to students in each entering class. The faculty mentor assists with academic concerns. In addition to these faculty mentors, the CHS Dean, Assistant Dean, and the Dean of Students are

also available to assist students. The student determines the amount of interaction with his/her faculty mentor. It is the student's responsibility to initiate contact with the faculty mentor for assistance.

CHS faculty mentors act as liaisons between the faculty and students. Their responsibilities include:

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

Grades

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

Grade	Percent (%)	Quality Points (per credit)	Comments
A	93-100	4.000	-
A-	90-92	3.670	-
B+	87-89	3.330	-
B	83-86	3.000	-
B-	80-82	2.670	-
C+	77-79	2.330	Does not apply to the Clinical Psychology, Nurse Anesthesia, or DHS Programs
C	70-76	2.000	Does not apply to the Clinical Psychology, Nurse Anesthesia, or DHS Programs
F	< 70	0.000	-
F	< 80	0.000	For the Clinical Psychology, Nurse Anesthesia, and DHS Programs
I	-	0.000	An Incomplete grade may be assigned by an instructor when a student's work is of passing quality but incomplete, or if a student qualifies for re-examination. It is the responsibility of the student to request an extension from the course instructor. By assigning an "I" grade, it is implied that an instructor agrees that the student has a valid reason and should be given additional time to complete required coursework. All incomplete grades will be resolved within 10 calendar days from the end of final examinations for the quarter or they will automatically be converted to a grade of "F." In the case of courses ending prior to final exam week, it is the obligation of the course director to monitor the use and resolution of the incomplete grade with notice to the Registrar.
IP	-	0.000	An In-Progress grade may be assigned when extenuating circumstances make it necessary to extend the grade completion period past 10 calendar days (e.g. illness, family death). Authorization by the Dean is required, and the completion period should not typically exceed one quarter.
P	-	0.000	Pass (for a pass/fail course); designation indicates that the student has made satisfactory progress or completed required coursework satisfactorily. Grade of 'P' is counted toward credit hour accruals for graduation but does not affect GPA calculations.
F	-	0.000	Fail (for a pass/fail course); designation indicates that the student has not made satisfactory progress or completed required coursework satisfactorily. Grade of "F" is counted toward credit hour accruals as attempted but not completed. Grade of "F" is calculated into the GPA (quality points are lowered due to unsuccessful course completion).
W	-	0.000	Withdrawal is given if the work completed up to the time of withdrawal was satisfactory. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation.
WF	-	0.000	Withdrawal Failing is given if the work completed up to the time of withdrawal is below the passing grade level for the program/school. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation. "WF" may be considered as a failure by a Student Academic Review Committee. Multiple "F's" and "WF's" may be grounds for dismissal.
AU	-	0.000	This designation indicates an audited course in which a student is registered with the understanding that neither academic credit nor a grade is earned. The status of the course cannot be changed from audit to full credit after the start of the quarter.
AP			This designation indicates the decision of a college to award academic credit that precludes a student from taking required course work. The designation of Advanced Placement is applied toward credit hour accruals, but is not counted in the GPA calculation.

Grade Point Average

The grade point average (GPA) is determined by calculating the total number of quality points earned and dividing them by the total number of credits carried. The total quality points earned for each course is determined by multiplying the quality points earned per credit (corresponding to the letter grade) by the number of credits assigned to the course. The student's cumulative grade point average is computed and recorded by the Office of the Registrar. It is calculated initially at the end of the first quarter of enrollment and does not include any grades or credits for courses audited or accepted for advanced standing or for courses with a grade of withdrawal (W), withdrawal failing (WF), or pass (P). Additionally, failing (F) grades for courses that are successfully repeated are not included in the GPA. Under exceptional circumstances and with the approval of the Program/School Director and Dean, students may retake a course in which they received a grade of "C." In such cases, the original grades remain on the transcript but only the new grades are used in the computation of the GPA.

Graduation

The following degrees will be conferred upon candidates who have completed all academic requirements, satisfied all financial obligations, and completed all graduation requirements: Master of Biomedical Sciences, Master of Arts in Biomedical Sciences, Master of Science in Cardiovascular Science, Master of Arts in Clinical Psychology, Doctor of Psychology in Clinical Psychology, Doctor of Health Science, Master of Science in Nurse Anesthesia, Doctor of Nurse Anesthesia Practice, Master of Occupational Therapy, Doctor of Occupational Therapy, Doctor of Physical Therapy, Master of Medical Science in Physician Assistant Studies, Doctor of Podiatric Medicine, or Master of Science in Speech-Language Pathology.

Immunization Policy

Full-time students enrolled in a program with a clinical component are required to have all immunizations and titers as outlined in the general policy section of the Student Handbook. Full-time students enrolled in a program without a clinical component are required to have all immunizations, but are not required to have titers. Part-time students enrolled in a program without a clinical component are not required to have immunizations or titers.

Leave of Absence

Please refer to the Midwestern University Catalog Academic Policies section for a complete description of the Leave of Physician Assistant Program

Absence Policy. Before voluntarily requesting a leave for personal reasons or after being placed on a mandatory leave for academic reasons, a student must make an appointment with the appropriate Program/School Director and representative from the Dean's Office to discuss the implications of the leave of absence and a revised program of study, if applicable. Typically, a single leave of absence will not exceed 12 months, and consecutive or multiple interrupted leaves of absence will not exceed 18 months. Periods of non-enrollment do not count towards the maximum allotted time for completion of academic programs.

Professional Conduct

Students are expected to emulate the legal, moral, and ethical standards expected of professionals and display behavior that is consistent with these qualities. A Code of Responsibilities and Rights of the Students of 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. The Dean of Students investigates formal complaints concerning student misconduct and recommends disciplinary action to the CHS Dean. A student who is found to have engaged in improper conduct is subject to disciplinary action which includes, but is not limited to, disciplinary warning/probation, temporary suspension, or dismissal. Disciplinary warning/probation are not noted on the transcript but are kept in the student's disciplinary file. Disciplinary suspension and disciplinary dismissal are noted on the student's transcript. Disciplinary information may be shared with clinical sites that are affiliated with Midwestern University educational programs.

Transfer Policy (Intercampus)

Students are expected to complete their degree requirements at the campus to which they originally matriculated. Transfer between campuses is permitted only under extenuating and specific circumstances for enrolled students that are in good academic standing. Students should consult first with the Program Director and then with the Office of the Dean to discuss the process.

PHYSICIAN ASSISTANT PROGRAM

MISSION

The mission of the Midwestern University Physician Assistant (PA) Program is to develop competent and compassionate physician assistants who will make meaningful contributions to their patients, community, and profession.

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 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 health care provider.

ACCREDITATION

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued to the Midwestern University-Downers Grove Physician Assistant Program sponsored by Midwestern University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be March 2023. The review date is contingent upon continued compliance with the *Standards* and ARC-PA policy.

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. Subsidized housing may be provided for out-of-state and distant core clinical rotations. 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.

The Program does not accept students who transfer from another Physician Assistant Program.

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 1,800 applications received each year for 86 seats. The application deadline is October 1, 2017, 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 August 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 3.000 on a 4.000 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, 2013.
 - Test scores must be received by the Office of Admissions no later than December 1, 2017. 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.
 - For additional information about the GRE, contact ETS at 866/473-4373 or visit www.ets.org/gre.
3. Completion of prerequisite courses as listed below from regionally accredited colleges or universities.
 - All prerequisite courses must be completed with a grade of a C or better.
 - 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

*Biology with lab	4 Sem/6 Qtr hours
*Anatomy	4 Sem/6 Qtr hours
*General Chemistry with lab	8 Sem/12 Qtr hours
*Organic Chemistry with lab	4 Sem/6 Qtr hours
Math (college algebra or above)	3 Sem/4 Qtr hours
Statistics	3 Sem/4 Qtr hours
**English Composition	6 Sem/9 Qtr hours
Social and Behavioral Sciences (Sociology, Psychology, or Anthropology, etc.)	6 Sem/9 Qtr hours

*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.

**Courses accepted for the English Composition prerequisite include rhetoric, composition, technical writing, and courses designated as writing intensive by the institution.

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, 2017. 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 pre-health advisory committee. The second letter may be written by any one of the following: a pre-health advisory committee, a pre-health 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, 2013 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, 2017.

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 3.00. 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 August 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 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 the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the college.

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

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use

of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.

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

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

Reapplication Process

After receiving either a denial or 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 of Medical Science in Physician Assistant Studies (MMS) 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 2.750 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.

Total Quarter Credits in the Professional Program: 146

First Professional Year:

Total Quarter Credit Hours Required: 77

Summer Quarter

ANATD	0500	Human Gross Anatomy and Embryology	7
BIOCD	0551	Human Biochemistry	3
BIOCD	0552	Clinical Biochemistry and Nutrition	3
PASSD	0511	Professional Seminar I	1
PASSD	0518	Clinical Medicine I	5
Total			19

Fall Quarter

ANATD	0565	Human Neurosciences	4
CORED	1599C	Interprofessional Education I	1
PASSD	0519	Clinical Medicine II	5
PASSD	0564	Physical Diagnosis	3
PHARD	0584	Pharmacology I	3
PHYSD	0510	Human Physiology I	3.5
Total			19.5

Winter Quarter

MICRD	0576	Immunology	2
PASSD	0503	Clinical Medicine III	6
PASSD	0529	Research Seminar	3
PASSD	0541	Psychiatric Principles	2
PHARD	0585	Pharmacology II	3
PHYSD	0511	Human Physiology II	3.5
Total			19.5

Spring Quarter

BIOCD	0581	Human Genetics	1
MICRD	0582	Infectious Diseases	4
PASSD	0504	Clinical Medicine IV	6
PASSD	0512	Professional Seminar II	2
PASSD	0521	Introduction to Capstone Project	1
PASSD	0528	Advanced Patient Assessment and Management	2
PHARD	0586	Pharmacology III	3
Total			19

Second Professional Year:

Total Quarter Credit Hours Required: 56

Clinical Block (Summer-Spring Quarters)

PASSD	0641	Internal Medicine Rotation	6
PASSD	0642	Behavioral Medicine Rotation	6
PASSD	0643	General Surgery Rotation	6
PASSD	0644	Emergency Medicine Rotation	6
PASSD	0645	Family Medicine Rotation	6
PASSD	0646	Geriatric Medicine Rotation	6
PASSD	0647	Women’s Health Rotation	6
PASSD	0648	Pediatric Medicine Rotation	6
PASSD	0681	Advanced Clinical Medicine I (summer quarter)	3
PASSD	0671	Independent Study in Capstone Project I (fall quarter)	0.5
PASSD	0672	Independent Study in Capstone Project II (winter quarter)	0.5
PASSD	0682	Advanced Clinical Medicine II (winter quarter)	3
PASSD	0674	Independent Study in Capstone Project III (spring quarter)	1

Total 56

Third Professional Year:

Total Quarter Credit Hours Required: 13

Summer Quarter

PASSD	0749	Elective I Rotation	4
PASSD	0750	Elective II Rotation	4
PASSD	0775	Independent Study in Capstone Project IV	1
PASSD	0783	Advanced Clinical Medicine III	4

Total 13

COURSE DESCRIPTIONS

ANATD 0500 Human Gross Anatomy and Embryology
This course presents lectures and cadaver dissection laboratories emphasizing the normal structure of the human body; the embryologic basis of adult anatomy; the relationship between structure and function; and the use of human gross anatomy in physical diagnosis.
7 credits

ANATD 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 Speech Language Pathology Program.
4 credits

BIOCD 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

BIOCD 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

BIOCD 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

CORED 1599C Interprofessional Education I

Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. This course will describe the roles and responsibilities of the various healthcare disciplines. It will also provide students, from different health professions, the opportunity to interact with one another as well as simulated patients. This collaboration will promote communication using a team-based approach to the maintenance of health and management of disease.
1 credit

MICRD 0582 Infectious Diseases

This didactic course covers infectious diseases, their etiologic agents, differential diagnoses and disease management. Through the use of diagnostic algorithms and integrative self-studies, students learn problem-solving skills. The course includes hands-on experiential laboratory sessions 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

MICRD 0576 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

PASSD 0518 Clinical Medicine I

Medical interviewing skills will be introduced through formal lectures and developed through standardized patient interviews. The skills, knowledge, and sensitivity needed to communicate and improve patient rapport in a variety of psychosocial situations will be discussed. A systems-oriented approach will introduce common diseases across the life-span, their underlying pathophysiology (including symptoms and signs), patient evaluation (history, physical examination and diagnostic studies), differential diagnosis, and basic therapeutic concepts.

5 credits

PASSD 0519 Clinical Medicine II

A systems-oriented approach will introduce common diseases and syndromes across the life-span, their underlying pathophysiology (including symptoms and signs), patient evaluation (history, 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 interactive case-based lecture techniques will be utilized.

5 credits

PASSD 0503 Clinical Medicine III

A systems-oriented approach will introduce common diseases and syndromes across the life-span, their underlying pathophysiology (including symptoms and signs), patient evaluation (history, 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, interactive case-based lectures and case group

discussion techniques will be utilized.

6 credits

PASSD 0504 Clinical Medicine IV

A systems-oriented approach will introduce common diseases and syndromes across the life-span, their underlying pathophysiology (including symptoms and signs), patient evaluation (history, 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, interactive case-based lectures and case group discussion techniques will be utilized.

6 credits

PASSD 0511 Professional Seminar I

This course presents and discusses the clinical practice, role, and responsibilities of physician assistants. Professional behavior, cultural and social awareness, basic concepts for quality healthcare delivery 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

PASSD 0512 Professional Seminar II

This course expands on the professional role of the physician assistant. Ethical issues that arise during the provision of healthcare services will be discussed. In addition, medicolegal aspects of healthcare and preparation for clinical practice will be reviewed.

2 credits

PASSD 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 begin to develop the foundation needed for developing their Capstone Project. The components of the Capstone Project will include evidence-based medicine projects such as a case report, a clinical review paper and the design and delivery of a Power Point presentation of the entire Capstone portfolio.

1 credit

PASSD 0529 Research Seminar

This course is designed to provide an overview of the scientific method including quantitative and qualitative 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. Active learning opportunities to foster the development of skills to implement evidence-based

medicine principles in Physician Assistant practice will be utilized.
3 credits

PASSD 0528 Advanced Patient Assessment and Management
This course is designed to allow the physician assistant student to obtain the knowledge and skills required to assess a patient's medical and health status as part of the focused adult history and problem-oriented physical examination. Students will also 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

PASSD 0541 Psychiatric Principles
This course presents the concepts and practices related to a review of the symptoms, signs, diagnosis and management of psychiatric conditions across the lifespan.
2 credits

PASSD 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 interactive case-based lecture techniques will be employed.
3 credits

PASSD 0641 Internal Medicine Rotation
Six-week clinical rotation in an Internal Medicine setting.
6 credits

PASSD 0642 Behavioral Medicine Rotation
Six-week clinical rotation in a Behavioral Medicine setting.
6 credits

PASSD 0643 General Surgery Rotation
Six-week clinical rotation in a General Surgery setting.
6 credits

PASSD 0644 Emergency Medicine Rotation
Six-week clinical rotation in an Emergency Medicine setting.
6 credits

PASSD 0645 Family Medicine Rotation
Six-week clinical rotation in a Family Medicine setting.
6 credits

PASSD 0646 Geriatric Medicine Rotation
Six-week clinical rotation in a Geriatric Medicine setting.
6 credits

PASSD 0647 Women's Health Rotation
Six-week clinical rotation in an Obstetrics/Gynecology setting.
6 credits

PASSD 0648 Pediatric Medicine Rotation
Six-week clinical rotation in a Pediatric Medicine setting.
6 credits

PASSD 0671 Independent Study in Capstone Project I (fall quarter)
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 a case report and a clinical review paper, and a final presentation/dissemination of the materials collected.
0.5 credits

PASSD 0672 Independent Study in Capstone Project II (winter quarter)
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 a case report and a clinical review paper, and a final presentation/dissemination of the materials collected.
0.5 credits

PASSD 0674 Independent Study in Capstone Project III (spring quarter)
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 a case report and a clinical review paper, and a final presentation/dissemination of the materials collected.
1 credit

PASSD 0681 Advanced Clinical Medicine I (summer quarter)
This course is designed to build upon the student's foundation of clinical medicine knowledge and to prepare the student 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 and advanced cardiovascular life support,

and 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

PASSD 0682 Advanced Clinical Medicine II (winter quarter)

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.

3 credits

PASSD 0749 Elective I Rotation

Four-week clinical rotation in a discipline of the student's choosing (subject to approval by the Program).

4 credits

PASSD 0750 Elective II Rotation

Four-week clinical rotation in a discipline of the student's choosing (subject to approval by the Program).

4 credits

PASSD 0775 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 a case report and a clinical review paper, and a final presentation/dissemination of the materials collected.

1 credit

PASSD 0783 Advanced Clinical Medicine III

This course is designed to focus on professional issues in preparation for graduation and clinical practice. In addition, students will receive an intensive week of lecture topics to help them prepare for the Physician Assistant National Certifying Examination (PANCE).

4 credits

PHARD 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.

Each course 3 credits

PHYSD 0510, 0511 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.

Each course 3.5 credits

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

Melissa Chung, M.M.S., PA-C

Midwestern University
College of Health Sciences
Assistant Professor

James F. Gunn, M.M.S., PA-C

Midwestern University
College of Health Sciences
Academic Coordinator and Assistant Professor

Patricia Higgins, D.O.

Midwestern University
Chicago College of Osteopathic Medicine
Assistant Professor

David A. Luce, M.M.S., PA-C

Midwestern University
College of Health Sciences
Clinical Coordinator and Associate Professor

Kristy L. Luciano, M.S., PA-C

Midwestern University
College of Health Sciences
Assistant Professor

Sandhya Noronha, M.D.

University of Illinois at Chicago
College of Medicine
Program Director and Associate Professor

Daniel Provencher, M.S., PA-C
Midwestern University
College of Health Sciences
Clinical Coordinator and Instructor

Lendell Richardson, M.D.
Loyola University of Chicago
Stritch School of Medicine
Medical Director and Associate 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

PHYSICAL THERAPY PROGRAM

MISSION

The mission of the Midwestern University Physical Therapy Program is to educate students, using the highest standards of academic excellence, to become physical therapists who practice across the healthcare continuum, making meaningful contributions to their patients, community, and profession.

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
- Acquire, appraise and apply current, best basic science, applied science and professional knowledge for making practice decisions
- Engage in scholarly activity and disseminate scholarly products
- Embrace cultural and social diversity in the academic community, healthcare community, and community-at-large
- Practice as collaborative members of the health community

ACCREDITATION

The Physical Therapy Program at Midwestern University, Downers Grove, IL is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 N. Fairfax St., Alexandria, Virginia 22314; telephone: 703-706-3245; e-mail: accreditation@apta.org; website: www.capteonline.org

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

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
 - Graduates will demonstrate the knowledge, skills, and abilities required for independent, competent physical therapy practice.

- 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.
 - All students will develop, implement, and analyze a community outreach wellness program.
 - All students will 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.
 - Graduates will demonstrate the ability to access the scientific literature for clinical decision-making.
 - Graduates will demonstrate the ability to utilize scientific literature for clinical decision-making.
 - Graduates will demonstrate the ability to contribute to the scientific literature for clinical decision-making.
 4. Faculty members will be engaged in teaching, scholarship, and service.
 - Faculty will provide high quality teaching.
 - Faculty will disseminate scholarly products on a regular basis.
 - Faculty will provide service to the University and the profession.
 5. The Midwestern University Physical Therapy Program will deliver an accredited, entry-level physical therapist education program which embraces the core values of the profession.
 - The Midwestern University Physical Therapy Program will maintain accreditation.
 - The Midwestern University Physical Therapy Program provides a comprehensive curriculum in Physical Therapy Education.
 - 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, 2017. 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 grade point average (GPA) of 3.0 and a minimum science GPA of 2.9 on a 4.0 scale.
3. Completion of prerequisite courses totaling 46 semester/66 quarter credits as listed 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, 2013.
 - 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
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

<i>Science Courses:</i>	
Biology with lab	4 Semester/6 Quarter hours
Human/Vertebrate Anatomy with lab	3 Semester/4 Quarter hours
Human/Vertebrate Physiology	3 Semester/4 Quarter hours
General Chemistry with lab	4 Semester/6 Quarter hours
General Physics with lab	8 Semester/12 Quarter hours
<i>General Courses:</i>	
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

Application Process and Deadlines

1. PTCAS Application
Applicants are required to submit their applications to PTCAS at <http://www.ptcas.org> by December 15, 2017. 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 pre-health advisory committee. The second letter can be written by any one of the following: pre-health advisory committee, pre-health 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, 2013) 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 science GPA of 2.900 and overall GPA of 3.000. The letters will also include instructions on checking the status of the required application materials online. All applicants must also submit official GRE general test scores to Midwestern University to complete their applications. Applicants are responsible for tracking the receipt of their application materials and ensuring the submission of all required documents. Only applicants who submit completed applications with all required application materials 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 Street
Downers Grove, IL 60515
Phone: 630/515-7200 or 800/458-6253
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

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

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

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform

profession-specific skills and tasks. For example, the physical therapy program requires a candidate to be able to move at least 50 pounds vertically and horizontally.

4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt, completion of all responsibilities and the development of mature, sensitive, and effective relationships. Candidates must be able to tolerate physically, mentally, and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

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

Transfer Policy

The Physical Therapy Program does not allow transfer students.

Dual Acceptance Program-University of Saint 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.

Reapplication Process

Students who receive either a denial or an end-of-cycle letter may reapply for the following year's admissions cycle. Individuals contemplating reapplication should seek the advice of an admissions counselor, prior to reapplying.

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 the spring of each year for the Physical Therapy Program. To qualify for the Doctor of Physical Therapy (DPT), students must:

1. Satisfactorily complete all courses with a minimum cumulative grade point average of 2.750;
2. Satisfactorily complete the required minimum of 171 quarter credit hours in the curriculum;
3. Receive a favorable recommendation for the degree conferral from the Physical Therapy Academic Review Committee and the CHS Student Promotion and Graduation Committee;
4. Receive a favorable recommendation for the 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 171. 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 56 required course credits, including 520 clock-hours of clinical education. The third academic year of the curriculum is composed of four quarters consisting of 51 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: 171

First Professional Year:

Total Quarter Credit Hours Required: 64

Summer Quarter

ANATD	1500	Human Gross Anatomy and Embryology	7
BIOCD	1553	Cell and Tissue Structure and Function	2
PTHED	1503	Clinical Problem Solving I	2
PTHED	1509	Medical Terminology	0.5
PTHED	1511	Biopsychosocial Issues in Healthcare	3
PTHED	1512	Health Professionalism I	2
Total			16.5

Fall Quarter

CORED	1599D	Interprofessional Education I	1
PHYSD	1510	Human Physiology I	3.5

PTHED	1513	Physical Therapy Roles and Professional Issues I	2
PTHED	1515	Research	3
PTHED	1552	Health Promotion I	2
PTHED	1577	Physical Therapy Evaluation I	4
PTHED	1582	Kinesiology/Biomechanics I	3
Total			18.5

Winter Quarter

PHYSD	1511	Human Physiology II	3.5
PTHED	1514	Education Principles	3
PTHED	1521	Preparation for Clinical Education I	1.5
PTHED	1527	Clinical Conditions I	4
PTHED	1565	Physical Therapy Interventions I	2
PTHED	1584	Kinesiology/Biomechanics II	3
Total			17

Spring Quarter

PTHED	1532	Human Neuroscience	3
PTHED	1545	Life Span Human Development	3
PTHED	1566	Physical Therapy Interventions II	2
PTHED	1578	Physical Therapy Evaluation II	4
Total			12

Second Professional Year:

Total Quarter Credit Hours Required: 56

Summer Quarter

PHYSD	1637	Exercise Physiology	3
PTHED	1628	Clinical Conditions II	3
PTHED	1633	Applied Neuroscience	3
PTHED	1667	Physical Therapy Interventions III	3
PTHED	1685	Practicum I	3
Total			15

Fall Quarter

PTHED	1601	Cardiopulmonary Evaluation and Treatment	4
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PTHED	1605	Clinical Problem Solving II	2
PTHED	1638	Physical Agents I	4
PTHED	1681	Neurologic Evaluation and Treatment: Adult I	5
Total			15

Winter Quarter

PTHED	1608	Orthotics	2
PTHED	1622	Preparation for Clinical Education II	1
PTHED	1639	Physical Agents II	3
PTHED	1651	Management in Physical Therapy Systems	4
PTHED	1682	Neurologic Evaluation and Treatment: Pediatrics	4
Total			14

Spring Quarter

PTHED	1607	Scholarship in Physical Therapy	1
PTHED	1686	Practicum II	11
Total			12

Third Professional Year:

Total Quarter Credit Hours Required: 51

Summer Quarter

PTHED	1746	Topics in Pediatric Physical Therapy	2
PTHED	1747	Human Anatomy II	3
PTHED	1750	Topics in Physical Therapy Practice	3
PTHED	1752	Applied Management Skills in Physical Therapy Systems	3
PTHED	1781	Neurologic Evaluation and Treatment: Adult II	2
Total			13

Fall Quarter

PTHED	1709	Clinical Problem Solving III	3
PTHED	1711	Prosthetics	2
PTHED	1715	Physical Therapy Roles and Professional Issues II	3
PTHED	1729	Essentials of Pharmacology for Physical Therapists	2

PTHED	1753	Health Promotion II	2
Total			12
Winter Quarter			
PTHED	1787	Practicum III	12
Total			12
Spring Quarter			
PTHED	1708	Scholarly Development in Physical Therapy	2
PTHED	1788	Practicum IV	12
Total			14
Elective Options:			
CORED	1699	Interprofessional Education II	1
LANGD	0900	Medical Spanish	2
PHARD	1411	Pharmacological Aspects of Drug Abuse	2
PSCID	1379	LGBTQI Considerations in the Provision of Healthcare	1
PTHED	1400	Independent Study in Physical Therapy Practice	2
PTHED	1401	Standardized Measurement in Pediatric Physical Therapy	2
PTHED	1402	Mobilization/Manipulation of the Pelvis, Lumbar and Thoracic Spine	1
PTHED	1403	Clinical Application of Quantitative Gait Data in the Pediatric Population	1
PTHED	1404	Physical Therapy Management of Female Pelvic Floor Function	1
PTHED	1405	Research Elective	2

COURSE DESCRIPTIONS

ANATD 1500 Human Gross Anatomy and Embryology

This course presents lectures and cadaver dissection laboratories emphasizing the normal structure of the human body; the embryologic basis of adult anatomy; the relationship between structure and function; and the use of human gross anatomy in physical diagnosis.
7 credits

BIOCD 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

CORED 1599D Interprofessional Education I

Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. This course will describe the roles and responsibilities of the various healthcare disciplines. It will also provide students, from different health professions, the opportunity to interact with one another as well as simulated patients. This collaboration will promote communication using a team-based approach to the maintenance of health and management of disease.
1 credit

PHYSD 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.
Each course 3.5 credits

PHYSD 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

PTHED 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

PTHED 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

PTHED 1511 Biopsychosocial Issues in Healthcare

This course is designed to introduce the student to 1) the biopsychosocial model of health, introducing the WHO International Classification of Disability, Functioning and Health (ICF) model, 2) the patient-centered model of health care service delivery, and 3) behavioral medicine. Students will explore the basics of the patient-provider relationship, including effective communication, empathy, patient motivation, enhancing patient adherence, and encouraging healthy behaviors. Within the patient-centered care model, special emphasis will be given to working with individuals who have a disability, across the life span. The importance of a family-centered care approach in working with children and consideration of caregiver issues will be addressed.

3 credits

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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

PTHED 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. Electrotherapy for muscle strengthening, improved function, motor control, pain management and surface electromyography is discussed with emphasis on manipulation of equipment parameters for safe and effective application of these modalities. Electrophysiologic evaluation in physical therapy practice is introduced as well as basic principles of aquatic therapy.
3 credits

PTHED 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

PTHED 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

PTHED 1681 Neurologic Evaluation and Treatment: Adult I

This is the first of three courses introducing the assessment and treatment of impairments, activity limitations, and participation restrictions in persons with neurologic dysfunction. This course focuses on adults with CVA, TBI, PD or vestibular disorders. Using a motor control framework and the Guide to Physical Therapist Practice, students will learn to select, perform, interpret, and modify examination procedures and evidence-based interventions, techniques, and compensatory strategies in the attainment of functional goals. Lecture, lab, and problem-based formats will be used.

5 credits

PTHED 1682 Neurologic Evaluation and Treatment: Pediatrics

This is the second of three courses introducing students to the assessment and treatment of impairments, activity limitations, and participation restrictions in patients with neurologic dysfunction. This course focuses on children with hypertonia (cerebral palsy), hypotonia (Down's syndrome), and spinal cord injury (myelomeningocele). Students will learn, select, perform, interpret, and modify age-appropriate examination procedures, as well as, intervention strategies within a family-centered environment. Lecture, lab, a clinical observation experience, and a group case project will be used.

4 credits

PTHED 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

PTHED 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

PTHED 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 to the advisor. After the written report is accepted, projects are presented orally as either a platform or poster presentation.

2 credits

PTHED 1709 Clinical Problem Solving III

This is the last course in a 3 course series, designed to reinforce and enhance the reasoning process used to make clinical decisions. In this course, clinical problem solving and patient management decisions focus on children and adults who present with neurologic dysfunction, in acute care settings, or with complex medical conditions. The course format emphasizes the efficient use of evidence-based practice within the context of clinical physical therapy practice.

3 credits

PTHED 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

PTHED 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

PTHED 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

PTHED 1746 Topics in Pediatric Physical Therapy

This course introduces principles of physical therapy practice with children and expands on pediatric physical therapy patient/client management introduced in earlier courses.

This course will cover topics relevant to pediatric practice in three broad areas: pediatric settings (NICU, EI, school, outpatient rehabilitation), laws governing pediatric practice (IDEA parts B & C), and management of conditions frequently seen by pediatric physical therapists. The course will focus on the comprehensive physical therapy management of children who present with: juvenile rheumatoid arthritis, osteogenesis imperfecta, Duchenne muscular dystrophy, torticollis, brachial plexus injury, genetic disorders, orthopedic conditions, and pediatric sports injuries. Lectures, laboratory demonstration and practice, case studies, written examinations and group projects related to pediatric laws/settings, community resources, and pediatric fitness programming facilitate learning in this course.

2 credits

PTHED 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

PTHED 1750 Topics in Physical Therapy Practice

This course addresses practice issues in three broad categories. Principles of critical inquiry are applied to clinical decision making skills when evaluating different approaches to physical therapy. Students research and present the strengths and weaknesses of varied approaches (i.e., kinesiotaping, rolfing, Tai Chi, ASTYM, ankle and knee bracing, etc.). The second category explores practice issues related to industrial medicine, women's health, pelvic floor dysfunction, chronic pain and joint replacement. The third category discusses evaluation and intervention for older adults.

3 credits

PTHED 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

PTHED 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

PTHED 1781 Neurologic Evaluation and Treatment: Adult II

This final course in the neurologic evaluation and treatment series continues the focus on the assessment and treatment of impairments, activity limitations, and participation restrictions in adults with neurologic dysfunction. Management of persons with spinal cord injury, cerebellar dysfunction, progressive neurological disorders, and headaches/concussion symptoms is discussed. Application of examination and treatment process will be considered through a case scenario format. Students will be expected to

develop and execute treatments for patients with dysfunction.
2 credits

PTHED 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, this course will also include a written reflection regarding interprofessional practice within clinical education.

12 credits

PTHED 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, this course will also include a written reflection regarding interprofessional practice within clinical education.

12 credits

ELECTIVE OPTIONS

CORED 1699 Interprofessional Education II

This course will provide students, working in interprofessional teams, opportunities to learn and provide integrated, patient-centered care in the development of therapeutic care plans using a team-based approach. Active learning techniques, interprofessional learning, and clinical simulation will be used to enhance the education of learners to effectively engage in problem solving and communication activities that address current health related issues in the care of humans, animals, and the environment.

1 credit

Prerequisites: CORED 1599 Interprofessional Education I as designated by your program

LANGD 1500 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

Prerequisites: Two years of high school or college Spanish

PHARD 1411 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

PSCID 1379 LGBTQI Considerations in the Provision of Healthcare

This course helps students better provide compassionate and thorough patient centered care to members of the Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI) community. Lecture topics include an introduction to LGBTQI culture and history, health and social service needs, and communication strategies. Students learn how knowledge deficits in these areas can lead to health inequities for these populations.

1 credit

PTHED 1400 Independent Study in Physical Therapy Practice

This course is designed to allow the student to be actively engaged in independent study of a topic of their choice after consultation with faculty. Student will analyze concepts and dynamics of the topic such as: ethical conflicts, certification issues, utilization, trends and patterns of practice, managed care issues, and roles of the PT with other healthcare providers. The student will utilize multiple resources to gather information on the topic including traditional evidence searches, professional interviews, and shadowing.

2 credits

Prerequisites: Overall GPA of 3.0 and successful completion of all Physical Therapy Program courses through the spring quarter of the second year.

PTHED 1401 Standardized Measurement in Pediatric Physical Therapy

This course will expand upon the basic introduction to standardized measurement provided in PTHED 1545. Students will examine the measurement characteristics of commonly used standardized assessment tools used in pediatrics, evaluate current evidence related to the specific measurement tools, and interpret results of completed assessments. Standardized assessment tools addressing motor development, motor function, functional ability and participation will be included for children from infancy through adolescence. The seminar type course will also

include clinical experiences.

2 credits

Prerequisites: Overall GPA of 3.0 and successful completion of all Physical Therapy Program courses through the spring quarter of the second year.

PTHED 1402 Mobilization/Manipulation of the Pelvis, Lumbar and Thoracic Spine

Expanding on concepts covered in Kinesiology II, Physical Therapist Evaluation II, and Physical Therapy Interventions II & III this elective will focus on the evidence to support the role of thrust and nonthrust mobilization/manipulation in developing comprehensive examination and intervention plans for the spine and pelvis in physical therapist practice. Student will meet with faculty using a variety of Socratic, seminar and laboratory activities to understand more fully the role that mobilization/manipulation can play in patient management, develop manual therapy skills, and develop an evidence based rationale for the safe and effective use of mobilization/manipulation as part of a comprehensive physical therapy intervention plan.

1 credit

Prerequisites: Overall GPA of 3.0 and successful completion of all Physical Therapy Program courses through the spring quarter of the second year.

PTHED 1403 Clinical Application of Quantitative Gait Data in the Pediatric Population

Expanding on concepts covered in Kinesiology II and Lifespan Human Development, this elective will offer advanced understanding on the biomechanical assessment of gait (3-D kinematics, kinetics, and electromyography). Emphasis will be placed on the application of quantitative gait data for (1) clinical decision making and (2) evaluating outcomes of intervention in children with orthopaedic and neuromuscular disorders. Students will meet weekly with faculty to understand how quantitative gait data is collected and interpreted. Lab sessions will review physical examination measures used for children and instrumentation for 3-D gait analysis. A site visit will also be included at Shriners Hospitals for Children-Chicago where students will participate in data collection on a patient and attend an intervention planning session with orthopaedic surgeons.

1 credit

Prerequisites: Overall GPA of 3.0 and successful completion of all Physical Therapy Program courses through the spring quarter of the second year.

PTHED 1404 Physical Therapy Management of Female Pelvic Floor Function

This course will offer an advanced understanding of the role of the female pelvic floor musculature and urinary incontinence. Students will meet weekly with faculty to increase their understanding of pelvic floor muscle exam,

urinary incontinence and physical therapy interventions. Students will use a review of the literature to develop an examination and plan of care for patients presenting with urinary incontinence.

1 credit

Prerequisites: Overall GPA of 3.0 and successful completion of all Physical Therapy Program courses through the spring quarter of the second year.

PTHED 1405 Research Elective

The research elective is designed to allow the student to plan and participate in a research project under the supervision of Midwestern University Physical Therapy faculty. Students are expected to work relatively independently and to make a substantial contribution to the overall research design, project implementation, data analysis or communication of findings on the project. However, it is recognized that the student is not the person primarily responsible for the project and that the faculty mentor supervises the student in their work. For example, students may be involved in a literature review during the planning stages of research, in designing an experiment or experimental equipment, or in data collection. Their role may change as the project progresses.

2 credits

Prerequisites: Overall GPA of 3.0 and successful completion of all Physical Therapy Program courses through the spring quarter of the second year.

STUDENT ACADEMIC POLICIES

Academic Progress

The academic standing of a student is determined by the student's cumulative grade point average. To progress to the next quarter, a student must satisfactorily complete all didactic courses and academic requirements for the preceding quarter.

Basic Life Support Certification

Enrolled PT students must maintain First Aid and CPR certification at the basic life support level.

FACULTY

Deborah Anderson, PT, Ed.D., P.C.S.

Northern Illinois University

College of Education

Associate Program Director and Associate Professor

Donna J. Cech, PT, D.H.S., P.C.S.

University of Indianapolis

Krannert School of Physical Therapy

Director and Professor

Christine Conroy, PT, DPT, M.H.S.

University of Indianapolis
Krannert School of Physical Therapy
Associate Professor

Thomas J. Dillon, PT, DPT

Midwestern University
College of Health Sciences
Clinical Instructor

Teri Elliott-Burke, PT, M.H.S., W.C.S

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Krannert School of Physical Therapy
Clinic Coordinator and Assistant Professor

Christian C. Evans, PT, Ph.D.

University of Illinois at Chicago
College of Medicine
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
Professor

Judith Burton Hess, PT, D.H.S., O.C.S., Cert. DN

Midwestern University
College of Health Sciences
Assistant Professor

Kent Irwin, PT, D.H.S, M.S., G.C.S.

Midwestern University
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Associate Professor

Sarah A. Keller, PT, DPT, N.C.S

St. Louis University
Doisy College of Health Sciences
Co-Director of Clinical Education and Instructor

Seth Kress, PT

Northwestern University
Department of Physical Therapy and Human Movement
Sciences
Co-Director of Clinical Education and Instructor

Joseph J. Krzak, PT, Ph.D., P.C.S

University of Illinois at Chicago
College of Applied Health Sciences
Assistant Professor

Janey Prodoehl, PT, Ph.D.

University of Illinois at Chicago
College of Applied Health Sciences
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

OCCUPATIONAL THERAPY PROGRAM

MISSION

The Occupational Therapy Program is dedicated to excellence in the education of occupational therapists, and the development of a community of practice leaders who will meet the occupational needs of individuals and communities through compassionate, innovative, and evidence-informed practice.

ACCREDITATION

The Midwestern University Occupational Therapy Program is overseen by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number *c/o* AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. The Master of Occupational Therapy Program is fully accredited; the Doctor of Occupational Therapy Program is in the Candidacy phase of the accreditation process. Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

Midwestern University is accredited by The Higher Learning Commission/A Commission of the North Central Association of Colleges and Schools (HLC/NCA), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413.

PROGRAM DESCRIPTION

The Occupational Therapy Program offers a curriculum leading to the Doctor of Occupational Therapy (OTD) degree for qualified students. The full-time, continuous, entry-level doctoral 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 Doctor of Occupational Therapy degree is a continuous, full-time program, extending 33 months from matriculation to graduation. The maximum allotted time for completion of this program is 49.5 months. It is also required that all Level II fieldwork and doctoral experiential internship requirements must be fulfilled within 16.5 months of completion of the didactic portion of the program.

The Doctor of Occupational Therapy Program offers a balanced combination of foundational, clinical, research and experiential coursework designed to foster therapists who are self-directed, thoughtful, and caring professionals. Approximately two thirds of the 160 curriculum credits are devoted to courses that are centered on the processes and practice of occupational therapy, including fieldwork experiences and the doctoral capstone and internship courses. The remaining one third of the credits include content focused on research, leadership and professional development, and program development. Fieldwork Level I experiences are simultaneous with the occupational therapy practice courses to facilitate students' application of pediatric, adult, and psychosocial content related to evaluation and intervention. This strong curricular framework succeeds in preparing graduates who are practice leaders in occupational therapy.

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 experiences provide the foundation for graduates to identify and contribute to effecting solutions to the major emergent health issues of society and to contribute to the academic and clinical education of future occupational therapy practitioners. The curriculum is designed to prepare graduates for varied roles within occupational therapy, such as practitioner, manager, educator of consumers and peers, and foster leadership roles as faculty, consultant, or entrepreneur. The graduate will be well-prepared to make meaningful, ongoing contributions to individuals, groups, communities, and the profession through collaborative efforts with others in occupational therapy and interdisciplinary education, practice, and research.

Program Objectives

Upon completion of the Occupational Therapy Doctorate program, graduates are expected to:

1. Deliver evidence-informed, occupation-based and occupation-focused services to individuals and groups to promote health, well-being and quality of life
2. Meet the occupational needs of culturally and socially diverse individuals and communities through advocacy and leadership
3. Develop and implement innovative programs for occupational therapy services in traditional and emerging areas of practice
4. Engage in clinical research to facilitate promotion and dissemination of knowledge
5. Uphold the ethical standards, values and attitudes of the occupational therapy profession in one's work, service, and ongoing professional development

These outcomes are accomplished through:

1. A curriculum model based on intentionally sequenced courses that serve as vital links between application, synthesis, and evaluation of knowledge, skills, and attitudes.
2. Intentional dynamic integration of authentic clinical experiences across the curriculum.
3. Critical application of current research and available evidence to improve occupational therapy practice and contribute to the knowledge base of the profession.
4. Occupation-focused coursework and fieldwork experiences designed to embrace critical and ethical reasoning across the lifespan.
5. Collaboration to facilitate individual and group work to develop leadership, team building, and professional skills, behaviors and attitudes.

Planned Program Improvements

With the inauguration of the Occupational Therapy Doctoral (OTD) Program, the faculty plans to monitor closely the student progression across quarters, and ensure close mentoring of Program faculty for students in order to develop practice leaders who will embrace occupational therapy in its best forms for the good of society. We will use innovative and evidence-informed strategies to provide our students with the best professional preparation possible.

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, 2018. 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 3.00 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. Applicants are invited to an interview based on evidence supportive of excellence in:
 - Academic achievement
 - Oral and written communication skills
 - Articulation of the domain and scope of OT practice
 - Community service
 - Leadership in extracurricular or other activities
6. Completion of a first aid course within the three years prior to enrollment.
7. Current certification by the American Heart Association in Basic Life Support (BLS) for Health Care Providers.

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:

Human Anatomy ^{1,2}	3 Sem/4 Qtr hrs
Statistics	3 Sem/4 Qtr hrs
Physiology ¹	3 Sem/4 Qtr hrs
Child Development	3 Sem/4 Qtr hrs
Psychology or Sociology of Aging	3 Sem/4 Qtr hrs
Abnormal Psychology	3 Sem/4 Qtr hrs
Other Social and Behavioral Science	3 Sem/4 Qtr hrs

¹The Anatomy and Physiology requirements may also be fulfilled by taking Anatomy and Physiology I **and** Anatomy and Physiology II, as some universities offer combined courses.

²Human Anatomy must be completed successfully within 5 years of admission to the Program. The lab component with cadaver experience is strongly recommended.

Additional courses in 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.

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, 2017. 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 2016. Due to

the large number of applications and the limited number of seats available, applicants are strongly encouraged to complete their OTCAS application early in the cycle.

2. Letters of Recommendation

Applicants are required to submit a minimum of two letters of recommendation from professionals to OTCAS (<http://www.otcas.org>). The Office of Admissions will only accept letters of recommendation received directly from OTCAS. It is preferred that one of the submitted letters is written by an occupational therapist who has supervised or mentored the applicant or a professional who can speak to the applicant's motivation, experiences in occupational therapy, or readiness for entering the Occupational Therapy Program. The second letter can be written by either a college professor who actually taught the student or a prehealth advisor who knows the applicant well. The applicant should refer to the OTCAS application instructions for specific guidelines and requirements for submitting letters of recommendation.

3. Completed 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 3.00. 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 occupational therapy faculty interviewers, lunch with current Midwestern University occupational therapy 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 the 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. Applicants are extended acceptance to the program based on the aggregate qualitative and quantitative data gathered from the application, interview process, and the completion of all published admissions requirements.

Technical Standards

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

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

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and 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 College Dean and Program Director, will identify and discuss what accommodations, if any, the College/Program would need to make that would allow the candidate to complete the curriculum. The College (/Program) is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment at the College.

Reapplication Process

Students who receive denial or end-of-cycle letters may reapply for the following year's admissions cycle. Before reapplying, however, individuals contemplating reapplication should seek the advice of an admissions counselor. To initiate the reapplication process, prospective students must complete and submit a new application and proceed through the standard application process.

EVALUATION OF STUDENT PERFORMANCE

Students in the Doctor 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.

Evaluations of student performance during the Doctoral Educational Experiential Rotation and Capstone projects are formalized on a project-by-project basis consistent with the individualized nature of this final segment of the Doctor of Occupational Therapy curriculum. Student performance is evaluated based on faculty mentor, on-site mentor and doctoral committee faculty input.

GRADUATION REQUIREMENTS

To qualify for the Doctor of Occupational Therapy degree (OTD), students must:

1. Satisfactorily complete all courses with a minimum cumulative GPA of 3.00 or higher;
2. Satisfactorily complete the required minimum number of 160 credit hours in the curriculum;
3. Receive a favorable recommendation for Doctorate 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 Doctorate 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 the National Board for Certification in Occupational Therapy (NBCOT). Most states (including Illinois) require status as an occupational therapist registered (OTR) to become a licensed occupational therapist (OTR/L). A prior felony conviction may affect a graduate's ability to sit for the NBCOT Certification Exam or attain state licensure.

CURRICULUM

The professional doctorate curriculum is composed of 46 required course credits (quarter hours) for the first calendar year, 58 required course credits for the second calendar year, and 56 required course credits for the third calendar year, for a total of 160 quarter credits. All courses in each quarter are prerequisite to courses in the subsequent quarter.

Fieldwork courses are placed in the second and third years of the curriculum and include three Level I experiences and two 12-credit Level II Fieldwork experiences. 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.

As one component of the Capstone process, the 16-week Doctoral Internship is positioned in the winter and spring quarters of the third year of the curriculum. Whereas the Fieldwork Level II experiences primarily focus on evaluation and intervention processes of occupational therapy, the Capstone and Doctoral Internship experiences are individualized according to each student's areas of interest in occupational therapy program development, research, leadership or advocacy.

The Midwestern University College of Health Sciences Occupational Therapy Program reserves the right to alter its curriculum however and whenever it deems appropriate.

Total Quarter Credits in the Professional Program: 160

First Professional Year:

Total Quarter Credit Hours Required: 46

Fall Quarter

CORED 1599E Interprofessional Education I 1

OTHED 1501	Professional Development I	3
OTHED 1505	Neuroscience for Occupation	3
OTHED 1520	Occupation	3
OTHED 1550	Therapeutic Communication	3
OTHED 1555	Analysis of Occupations	3
Total		16

Winter Quarter

OTHED 1503	Movement for Occupation	3
OTHED 1504	Movement Skills Lab	1
OTHED 1510	Critical Analysis of Evidence	3
OTHED 1530	Theoretical Foundations of Occupational Therapy	3
OTHED 1535	Conceptual Approach to Conditions	3
OTHED 1540	Occupational Therapy Process: Foundations	2
Total		15

Spring Quarter

OTHED 1512	Research Project Development	3
OTHED 1545	Occupational Therapy Process: Children	4
OTHED 1547	Occupational Therapy Process: Adults	4
OTHED 1549	Occupational Therapy Process: Psychosocial	4
Total		15

Second Professional Year:

Total Quarter Credit Hours Required: 58

Summer Quarter

OTHED 1645	Occupational Therapy Practice: Children	4
OTHED 1646	Fieldwork I-A OR	1
OTHED 1647	Occupational Therapy Practice: Adults	4
OTHED 1648	Fieldwork I-B	1
OTHED 1649	Occupational Therapy Practice: Psychosocial	4
OTHED 1650	Activities of Daily Life	2

OTHED 1652	Fieldwork I-C (Summer or Fall)	1
OTHED 1655	Occupational Therapy Leadership	3
Total		14/15

Fall Quarter

OTHED 1610	Research Project Implementation	2
OTHED 1645	Occupational Therapy Practice: Children	4
OTHED 1646	Fieldwork I-A OR	1
OTHED 1647	Occupational Therapy Practice: Adults	4
OTHED 1648	Fieldwork I-B	1
OTHED 1651	Group Process	3
OTHED 1652	Fieldwork I-C (Summer or Fall)	1
OTHED 1661	Occupational Therapy for Upper Extremity Function	3
Total		13/14

Winter Quarter

OTHED 1612	Research Project Synthesis	3
OTHED 1630	Needs Assessment	2
OTHED 1636	Fieldwork II-A	6
OTHED 1670	Disability and Policy	2
OTHED 1680	Educational Strategies in Occupational Therapy	2
Total		15

Spring Quarter

OTHED 1601	Professional Development II	3
OTHED 1614	Data-based Decision Making	3
OTHED 1632	Program Development	3
OTHED 1637	Fieldwork II-A	6
Total		15

Third Professional Year:

*Seminar Options (Weeks 1-5)

**Seminar Options (Weeks 6-10)

Total Quarter Credit Hours Required: 56

Summer Quarter

OTHED 1716	Professional Writing	2
OTHED 1720	Occupational Science (*Seminar Option)	2
OTHED 1722	Recovery and Occupation (**Seminar Option)	2
OTHED 1725	Ergonomics and Universal Design (*Seminar Option)	2
OTHED 1730	Program Evaluation	2
OTHED 1732	Intellectual and Developmental Disabilities (**Seminar Option)	2
OTHED 1740	School-based Practice (**Seminar Option)	2
OTHED 1744	Cognition and Executive Functioning (*Seminar Option)	2
OTHED 1746	Neurorehabilitation (*Seminar Option)	2
OTHED 1748	Gerontology (**Seminar Option)	2
OTHED 1750	Self Management	2
OTHED 1761	Upper Extremity Rehabilitation (**Seminar Option)	2
OTHED 1777	Sensory Processing (*Seminar Option)	2
OTHED 1790	Capstone Development I	1
Total		15
Fall Quarter		
OTHED 1738	Fieldwork II-B	12
Total		12
Winter Quarter		
OTHED 1755	Administration and Management	3
OTHED 1766	Competency Course	1
OTHED 1785	Doctoral Internship	8
OTHED 1792	Capstone Development II	3
Total		15
Spring Quarter		
OTHED 1701	Professional Development III	2
OTHED 1786	Doctoral Internship	8
OTHED 1794	Capstone Completion	1

OTHED 1795	Current Issues in Occupational Therapy Practice	2
OTHED 1799	Certification Examination Preparation Course	1
Total		14
Electives		
CORED 1699	Interprofessional Education II	1
PSCID 1679	LGBTQI Considerations in the Provision of Healthcare	1
Total		-

COURSE DESCRIPTIONS

CORED 1599E Interprofessional Education I
Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. This course will describe the roles and responsibilities of the various healthcare disciplines. It will also provide students, from different health professions, the opportunity to interact with one another as well as simulated patients. This collaboration will promote communication using a team-based approach to the maintenance of health and management of disease. 1 credit

OTHED 1501 Professional Development I
This is the first in a series of three courses in which the student will acquire the understanding and values of becoming a professional, embracing the ethics and standards of occupational therapy, and realizing OT's scope of practice in this state and nationally. Attendance at the Illinois OT Association annual conference and the development of each student's individualized learning plan is also included as a part of this course. 3 credits

OTHED 1503 Movement for Occupation
The interrelationships between structural design and functional capabilities of the human body for use in the enactment of occupational performance will be provided in this course. Principles from anatomy, neuromotor control, and kinesiology principles will be highlighted in relation to their influence on daily task performance and purposeful activities. 3 credits

OTHED 1504 Movement Skills Lab
This lab course emphasizes the mastery of basic movement skills often used in occupational therapy practice. The

assessment of joint range of motion and muscle strength, and the acquisition of certain movement skills, such as transfers and basic neurorehabilitation techniques, will be highlighted.
1 credit

OTHED 1505 Neuroscience for Occupation

This course provides students with an essential knowledge base of neuroscience for understanding the ways in which the principle structural components, corresponding functions of the nervous system, and the impact of neurological dysfunction on human occupation. Specific emphasis will be placed on the integrated influences of the autonomic nervous system, sensory processing, motor control, emotion and behavior control, and cognitive and executive functions on occupational performance.

3 credits

OTHED 1510 Critical Analysis of Evidence

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. Choosing an area of research focus, developing appropriate questions, and beginning the literature review will be emphasized.

3 credits

OTHED 1512 Research Project Development

Self-directed learning is emphasized in the development of beginning research skills for 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 review board approval.

3 credits

OTHED 1520 Occupation

This course provides students with a thorough foundation for understanding the complex nature of occupation and its contribution to the creation of one's identity and roles, both personal and societal. Occupational science, meaningful activity, and the essential historical tenets of occupational therapy are emphasized using current and historical research and literature.

3 credits

OTHED 1530 Theoretical Foundations of Occupational Therapy

This course provides the learner with philosophical assumptions, theories, models of practice and frames of reference that are central to occupation-focused therapy. Using the work of OT scholars, including the Slagle lecturers, students will actively engage in reading, discussion,

composition, and application to one's life and emerging practice as an occupational therapist.
3 credits

OTHED 1535 Conceptual Approach to Conditions

This course addresses an approach to conceptualizing the different types of human conditions that often precipitate the need for occupational therapy services. Developmental, medical, neurological, orthopedic, and psychiatric categories of conditions will be explored with emphasis placed on the conceptual considerations which guide the identification and evaluation process given a client's occupational needs.

3 credits

OTHED 1540 Occupational Therapy Process: Foundations

This course underscores the importance of the occupational therapy process for enacting the practice of OT. Students will acquire an in-depth understanding of the OT Intervention Process Model and the OT Practice Framework upon which to build future occupational therapy practice.

2 credits

OTHED 1545 Occupational Therapy Process: Children

This course emphasizes the application of occupational therapy models of practice for the implementation of the OT process. Goal writing, documentation, assessments, and intervention planning will be highlighted for practice with infants, children and adolescents. Critical reasoning, prioritization of developmental considerations, family systems, and occupation-based practice will be stressed.

4 credits

OTHED 1547 Occupational Therapy Process: Adults

This course emphasizes the application of occupational therapy models of practice for assessment and intervention of adults of all ages. Goal writing, documentation, assessments, and intervention planning will be highlighted for practice with adults who have occupational dysfunction. Critical reasoning, issues of health and disability, adult roles, and occupation-based practice will be stressed.

4 credits

OTHED 1549 Occupational Therapy Process: Psychosocial

This course emphasizes the application of occupational therapy models of practice for assessment and intervention of adults of all ages who have psychosocial dysfunction. Goal writing, documentation, assessments, and intervention planning will be highlighted for practice with adults who have occupational dysfunction. Critical reasoning, management of mental illness, and occupation-based practice will be highlighted.

4 credits

OTHED 1550 Therapeutic Communication

This course provides students with an in-depth inquiry into the intentional relationship and the essential dimensions of utilizing communication therapeutically. The intentional relationship, therapeutic use of self, and the critical skills of interviewing, actively listening and responding to others will be emphasized for developing the occupational profile and serving clients across the lifespan. The learner will develop self-awareness and empathy to support the use of oneself as an artful, skillful professional. Interviewing, narrative, therapeutic relationship-building, and the creation of the occupational profile for practice are highlighted.

3 credits

OTHED 1555 Analysis of Occupations

This course emphasizes the development of the unique analytic skills occupational therapists bring to practice in task and activity analyses for designing and implementing occupations for their clients. The use of everyday activities, varied media, and the ability to up- and down-grade purposeful daily life occupations will be highlighted.

3 credits

OTHED 1601 Professional Development II

This is the second of three courses in which the student will deepen their understanding of being an occupational therapy professional. This course is positioned between the Level II Fieldwork rotations to afford students an opportunity to explore issues of leadership, ethical dilemmas, and professional responsibility. Attendance at the national AOTA annual conference may also be included as a part of this course.

3 credits

OTHED 1610 Research Project Implementation

Self-directed learning builds upon work completed in prerequisite research courses to implement students' research studies and data collection. Institutional review board approval initiates the processes of subject recruitment, data collection efforts, and the initial analysis of results.

2 credits

OTHED 1612 Research Project Synthesis

Results from the previous research coursework are subjected to descriptive or statistical analysis and integrated with current literature in occupational therapy. Completed projects are presented in poster format for peer review, as well as a final manuscript suitable for submission for possible publication.

3 credits

OTHED 1614 Data-based Decision Making

This course will prepare students to design and implement single-subject designs which are used primarily to evaluate

the effect of a variety of interventions in applied research. These designs are sensitive to individual differences whereas group designs are sensitive to averages of groups. Students will read current and relevant literature and apply new knowledge to their own practice studies.

3 credits

OTHED 1630 Needs Assessment

This course is the first of three courses focused on program development within occupational therapy practice. As a first essential step, identifying and assessing the need for a specific program within an existing or emerging area of practice provides the foundation upon which new and innovative programs may be constructed. Select approaches and methods will be provided for students to learn and integrate into their program development coursework which follows.

2 credits

OTHED 1632 Program Development

This is the second of three courses related to program development within occupational therapy practice. Students work in small groups to develop a realistic model for service provision within an agency or organization, private clinic, or community setting. Emerging and non-traditional areas of practice are emphasized.

3 credits

OTHED 1636 Fieldwork II-A

This rotation is comprised of supervised field experience with clients and/or client groups who exhibit a variety of medical, developmental, or psychosocial conditions. This rotation emphasizes the development of disciplined, higher-level critical reasoning skills necessary to plan and provide occupation-based and occupation-focused services.

6 credits

OTHED 1637 Fieldwork II-A

This course follows immediately OTHED 1636: Fieldwork II-A and continues the supervised field experience with clients and/or client groups who exhibit a variety of medical, developmental, or psychosocial conditions. This rotation emphasizes the development of disciplined, higher-level critical reasoning skills necessary to plan and provide occupation-based and occupation-focused services.

6 credits

OTHED 1645 Occupational Therapy Practice: Children

This course focuses on the application and synthesis of OT practice with infants, children, and adolescents across varied practice settings. Case-based and authentic methods are used to enhance students' evaluation and intervention skills for practice. This course is offered in both the summer and fall quarters, and is held concurrently with OTHED 1646:

Fieldwork I-A for experiences with children.
4 credits

OTHED 1646 Fieldwork I-A

This course centers on guided learning experiences in school, clinic, home, or community settings that serve infants, children or adolescents. Students obtain opportunities to observe, evaluate and participate in intervention with the pediatric population with guidance and mentoring from an on-site supervisor. This course requires the students are on fieldwork weekly throughout the quarter, in conjunction with OTHED 1645: Occupational Therapy Practice: Children.

1 credit

OTHED 1647 Occupational Therapy Practice: Adults

This course focuses on the application and synthesis of OT practice with adults and seniors across varied practice settings. Case-based and authentic methods are used to enhance students' evaluation and intervention skills for practice. This course is offered in both the summer and fall quarters, and is held concurrently with OTHED 1648: Fieldwork I-B for experiences with adults.

4 credits

OTHED 1648 Fieldwork I-B

This course centers on guided learning experiences in hospital, clinic, home, or community settings that serve adult clients. Students obtain opportunities to observe, evaluate and participate in intervention with the adult population with guidance and mentoring from an on-site supervisor. This course requires the students are on fieldwork weekly throughout the quarter, in conjunction with OTHED 1647: Occupational Therapy Practice: Adults.

1 credit

OTHED 1649 Occupational Therapy Practice: Psychosocial

This course focuses on the application and synthesis of OT practice with persons who have psychosocial dysfunction or mental illness across varied practice settings. Case-based and authentic methods are used to enhance students' evaluation and intervention skills for practice. Students may concurrently take OTHED 1652: Fieldwork I-C with this course.

4 credits

OTHED 1650 Activities of Daily Life

This course emphasizes the importance and value of personal and complex or instrumental activities of daily living across the lifespan. Selected assessment procedures, intervention techniques, and field experiences are offered as learning opportunities. The importance of occupations within one's daily habits and routines, and the use of adaptive equipment, the application of seating and positioning, and community

access and mobility are included.
2 credits

OTHED 1651 Group Process

This course focuses on the ways in which groups are used in occupational therapy practice across different settings and with a variety of client populations. This lab course emphasizes the theoretical approach, design, and implementation of groups while highlighting issues related to the phases of group development, establishing cohesion, managing conflict, and the application of interpersonal and therapeutic skills in group contexts. Students may concurrently take OTHED 1652: Fieldwork I-C with this course.

3 credits

OTHED 1652 Fieldwork I-C (Summer or Fall)

This course centers on guided learning experiences in hospital, clinic, home, or community settings that serve clients with psychosocial dysfunction. Students obtain opportunities to observe, evaluate and participate in intervention with guidance and mentoring from an on-site supervisor. This course requires the students are on fieldwork weekly throughout the quarter, in conjunction with OTHED 1649: Occupational Therapy Practice: Psychosocial or OTHED 1651: Group Process.

1 credit

OTHED 1655 Occupational Therapy Leadership

This course examines the evidence bases for leadership roles and responsibilities in occupational therapy. The values, approaches, and importance of guiding change based on strong vision and mission are highlighted. Advocacy is emphasized as part of occupational therapy leadership.

3 credits

OTHED 1661 Occupational Therapy for Upper Extremity Function

This course highlights occupation-focused and occupation-based approaches to occupational therapy intervention for enhancing upper extremity function impacted by certain orthopedic and neurologic conditions. The inclusion of preparatory interventions, such as the design and application of orthotic devices and physical agent modalities, are included in this course.

3 credits

OTHED 1670 Disability and Policy

This course will analyze contemporary concepts, issues, and legislation surrounding disability. The course will review key definitions of disability within the context of significant models and various methodological approaches. Emphasis will be placed on the public policy issues that shape them.

2 credits

OTHEd 1680 Educational Strategies in Occupational Therapy

This course explores the processes and practices of education in professional and academic settings for occupational therapy. The theoretical foundations of teaching and learning, and the varied educational roles of occupational therapists will be highlighted. Students will apply course concepts to the development of their individual model of teaching and learning, and the ways in which occupational therapists collaborate, consult, and educate others in their practice settings.

2 credits

OTHEd 1701 Professional Development III

This is the third of three courses in which the student explores issues related to professionalism and becoming part of a “doctoring profession”. This course is positioned after the completion of the doctoral internship in the last quarter of the program. Students will construct goals and plans for continued professional development and prepare for obtaining positions as occupational therapy professionals.

2 credits

OTHEd 1716 Professional Writing

This course prepares the student to write and publish professional and scientific papers. The course covers the preparation of manuscripts, style and format, citation methods, peer review processes, and the ethics of professional writing.

2 credits

*OTHEd 1720 Occupational Science (*Seminar Option)*

This seminar will provide a comprehensive examination into the current literature for the discipline of occupational science in occupational therapy and other professional inquiry. Applications to OT practice and scholarship will be explored.

2 credits

*OTHEd 1722 Recovery and Occupation (**Seminar Option)*

This seminar will provide a comprehensive exploration of the concepts that lie at the core of the recovery model and their relationship to the guiding principles of occupational therapy practice. Coursework will explore strategies for uniting occupation and evidence-informed approaches for supporting mental health and recovery processes.

2 credits

*OTHEd 1725 Ergonomics and Universal Design (*Seminar Option)*

This seminar examines the biomechanical design and modification of equipment, machines, furniture, and tools one uses in daily life for the best person-environment fit. It

emphasizes the importance of appropriate, safe, and efficient designs for environmental factors to prevent or reduce musculoskeletal strain or disorders.

2 credits

OTHEd 1730 Program Evaluation

This is the third course in a series of three courses on program development. As an essential and often overlooked step, evaluating the strengths and implications of a newly developed program from the perspectives of the consumers, organization, and other parties validates the efficacy of the program for intended recipients of the program. Select approaches will be provided for students to learn and integrate program evaluation methods and apply to group projects.

2 credits

*OTHEd 1732 Intellectual and Developmental Disabilities (**Seminar Option)*

This seminar is an application of the occupational therapy process with adults with intellectual and developmental disabilities. Resources of evidence-based and research literature, as well as the role of occupational therapy with underserved populations, will be highlighted.

2 credits

OTHEd 1738 Fieldwork II-B

This rotation is comprised of supervised field experience with clients and/or client groups who exhibit a variety of medical, developmental, or psychosocial conditions. This rotation emphasizes the development of disciplined, higher-level critical reasoning skills necessary to plan and provide occupation-based and occupation-focused services. Students are supervised by registered occupational therapists with a minimum of one year of experience.

12 credits

*OTHEd 1740 School-based Practice (**Seminar Option)*

The purpose of this seminar is to prepare occupational therapy students to provide effective school-based services. This course will emphasize student-centered services, problem solving models, team collaboration, and evidence-based intervention strategies. In addition, students will develop an understanding for school legislation at the federal, state, and local levels and understand how policy influences OT service delivery in schools.

2 credits

*OTHEd 1744 Cognition and Executive Functioning (*Seminar Option)*

This seminar examines in depth the neurobehavioral foundations of thinking, reasoning, decision-making and other aspects of executive functioning utilizing the most current evidence in occupational therapy and related fields.

The effect of specific neurologic disorders and implications for occupational therapy practice will be explored.
2 credits

*OTHEd 1746 Neurorehabilitation (*Seminar Option)*

This seminar will provide the student with a deeper understanding of adult neurological rehabilitation. The main focus of this course will be related to the ways in which motor and cognitive functions influence occupational performance. This course will provide the student with opportunities to further explore occupation-based approaches to evaluation and intervention.
2 credits

*OTHEd 1748 Gerontology (**Seminar Option)*

This seminar will utilize current evidence and research to explore occupational therapy practice with older adults. The course will also include an application of the OT process with older adults, especially those at risk for or who have dementia. The factors which impede successful engagement in occupation for older adults, as well as opportunities to grade and adapt the environment, activities, and occupations, will be emphasized.
2 credits

OTHEd 1750 Self Management

This course will provide students with the background, evidence bases, and approaches to self-management available for occupational therapy practice for clients across the lifespan. The content will build on knowledge from previous practice, education, and program development courses.
2 credits

OTHEd 1755 Administration and Management

This course provides students with the foundational knowledge and skills to assume administrative or management roles and responsibilities. The topics of strategic planning, business plans, legal and reimbursement issues, departmental budgeting, inventory management, supervision and personnel management are covered. Links to leadership are addressed.
3 credits

*OTHEd 1761 Upper Extremity Rehabilitation (**Seminar Option)*

This seminar focuses on advanced evaluation and intervention strategies for the remediation of physical limitations that are primarily musculoskeletal in nature. Emphasis is placed on the process of orthotic fabrication in the context of occupation-based intervention. Various mechanisms and methods of mobilization of tissues will be introduced and practiced on specific client cases.
2 credits

OTHEd 1766 Competency Course

This course is placed after successful completion of all coursework and Level II fieldwork experiences, but prior to the DEER Internship component. Students will demonstrate mastery of occupational therapy course content to date by successful completion of the NBCOT® Practice exam, competent construction of an occupational therapy portfolio assignment.
1 credit

*OTHEd 1777 Sensory Processing (*Seminar Option)*

This seminar focuses on the application of the theory of sensory integration as well as the current evidence and research on the neurobehavioral foundations of sensory processing. The evaluation and intervention processes for individuals with sensory processing dysfunction will be highlighted.
2 credits

OTHEd 1785 Doctoral Internship

This internship is divided between two quarters to ensure that each student completes 16 full weeks of off-campus doctoral rotation in an organization or facility in which they are creating and implementing their scholarship/capstone projects. While largely independent work on the part of the student, each student receives individual supervision and guidance from both a faculty member as well as on-site mentor.
8 credits

OTHEd 1786 Doctoral Internship

This course is the second of two courses for the Doctoral Internship, or 16 weeks of off-campus doctoral rotation. Independent but mentored work on the part of the student is an essential component of this course.
8 credits

OTHEd 1790 Capstone Development I

This course will focus on the conceptualization and initial development of the student's scholarship or capstone project proposal. Each student will construct a proposed plan for their work and determine the site(s) for receipt of their project. A timetable for each step of the project will also be articulated.
1 credit

OTHEd 1792 Capstone Development II

The purpose of this course is to provide the student with the time and individualized guidance needed to refine each student's scholarship Capstone Project, including the goals, methods, supports, and anticipate and prevent potential constraints prior to initiation of the DEER internship. Students will present an oral defense of their proposed Capstone DEER projects for implementation during the

Doctoral Internship component.
3 credits

OTHED 1794 Capstone Completion

This course emphasizes the completion of each student's scholarship / capstone project. Each student will be required to defend their project, prepare their project for final dissemination, including publication and presentation, and ensure that, as appropriate, the project is implemented at the collaborating site(s) since the doctoral internship rotation.
1 credit

OTHED 1795 Current Issues in Occupational Therapy Practice

This course focuses on contemporary issues in various areas of practice at the state, regional, national, and international levels. Opportunities for professional responsibility and action will be highlighted.
2 credits

OTHED 1799 Certification Examination Preparation Course

This course provides the student with a formalized approach to studying for and developing the skills and confidence necessary for taking the National Board for Certification in Occupational Therapy examination.
1 credit

ELECTIVE COURSE DESCRIPTIONS

CORED 1699 Interprofessional Education II

This course will provide students, working in interprofessional teams, opportunities to learn and provide integrated, patient-centered care in the development of therapeutic care plans using a team-based approach. Active learning techniques, interprofessional learning, and clinical simulation will be used to enhance the education of learners to effectively engage in problem solving and communication activities that address current health related issues in the care of humans, animals, and the environment.
1 credit

Prerequisites: CORED 1599 Interprofessional Education I as designated by your program

PSCID 1679 LGBTQI Considerations in the Provision of Healthcare

This course provides students, working in interprofessional teams, opportunities to learn and provide integrated, patient-centered care in the development of therapeutic care plans using a team-based approach. Active learning techniques, interprofessional learning, and clinical simulation will be used to enhance the education of learners to effectively engage in problem solving and communication activities that address current health related issues in the care of humans, animals,

and the environment.
1 credit

STUDENT ACADEMIC POLICIES

Academic Progress

The academic standing of a student is determined by the student's cumulative grade point average. The student must pass all courses and maintain a cumulative grade point average of 3.0 or higher to have achieved satisfactory academic progress. A student must satisfactorily complete all didactic courses and academic requirements from the preceding quarter.

Cardiopulmonary Resuscitation (CPR) Certification

Students are responsible for maintaining CPR certification in Basic Life Support (BLS) for Health Care Providers while enrolled in the Program.

FACULTY

Kimberly A. Bryze, Ph.D., OTR

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College of Education
Director and Professor

Susanne A. Higgins, O.T.D., OTR

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BIOMEDICAL SCIENCES PROGRAM

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, dental school or other health professional program. All students take a total of 45 quarter hour credits: 41 required core credits and 4 elective credits. Core courses include: Biochemistry I & II, Human Genetics, Human Anatomy (with lab), Human Physiology I & II, Pathophysiology, Medical Microbiology, Molecular Immunology, Pharmacology I, II & III, Neuroscience 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 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 866/473-4373 or visit <http://www.ets.org>
 - 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, veterinary medicine 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

Course	Sem. Hrs.	Qtr. Hrs.
Biology with lab	8	12
General Chemistry with lab	8	12
Organic Chemistry with lab	8	12
Physics	4	6
Mathematics	3	4

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 from GRE, MCAT, DAT, PCAT or OAT.
5. The deadline for submitting a completed application is July 15.

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 application 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

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

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

1. Observation: The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. Communication: The candidate must be able to communicate effectively, efficiently and sensitively

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

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

Transfer Course 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.

Transferring Between Programs

Transferring between the Master of Arts in Biomedical Sciences degree program and the Master of Biomedical Sciences degree program is prohibited. Master of Arts students who do not get accepted into a professional program after the first year cannot continue for a second year to get the Master of Biomedical Sciences degree. Students who complete coursework in one Biomedical Sciences program are ineligible for admission into the other Biomedical Sciences program.

Transferring from a Program Outside of Midwestern University

The Master of Arts in Biomedical Sciences degree program does not accept transfer students from a Master's Program outside of Midwestern University. Students would need to apply for admission to the Master of Arts in Biomedical Sciences degree program.

GRADUATION REQUIREMENTS

To qualify for the Master of Arts in Biomedical Sciences (MABS) degree, 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

BIOCD	0510	Biochemistry I	2.5
BISCD	0530	Professional Development	1
PHARD	0594	Pharmacology I	3
PHYSD	0520	Human Physiology I	3.5

	Elective	1-4
Total		11-14

Winter Quarter

ANATD 0503	Human Anatomy	4
BIOCD 0520	Biochemistry II	3.5
MICRD 0520	Molecular Immunology	3
PHARD 0595	Pharmacology II	3
PHYSD 0521	Human Physiology II	3.5
Total		17

Spring Quarter

ANATD 0520	Human Neuroscience	3
BIOCD 0530	Human Genetics	1
BISCD 0540	Pathophysiology	4
MICRD 0530	Medical Microbiology	3
PHARD 0596	Pharmacology III	3
	Elective	1-4
Total		15-18

Elective Course Options

BIOCD 0847	Nutrition in Preventative Medicine	1
BISCD 0812	Fundamentals of Research	3
BISCD 0820	Ethics of Research and Experimentation	2
BISCD 0826	Research Design and Methodology	3
BISCD 0844	Biomedical Imaging	2
BISCD 0860, 0861, or 0862	Research Elective	Each course 1-4
LANGD 0800	Medical Spanish	2
PHARD 0830	Cardiovascular Pharmacology	2
PHYSD 0837	Exercise Physiology	3
PSCID 0871	Alternative Therapies and Natural Products	3
PSCID 0876	Development of Newly Approved Drug Therapies	2

PSCID 1679 LGBTQI Considerations in the Provision of Healthcare 1

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.

ANATD 0503 Human 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

ANATD 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 from the Department of Anatomy.
3 credits

BIOCD 0510 Biochemistry I

This course emphasizes principles and concepts of structure-function relationships in major biomolecules and human metabolism. This course includes lectures and workshops which utilize small group discussions focusing on clinical case studies to illustrate principles of clinical biochemistry.
2.5 credits

BIOCD 0520 Biochemistry II

This course emphasizes concepts in cell and molecular biology and human nutrition. This course includes lectures and workshops which utilize small group discussions focusing on clinical case studies to illustrate principles of clinical biochemistry.
3.5 credits

BIOCD 0530 Human Genetics

This course is devoted to introducing the foundation 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

BISCD 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 and personal statements.

1 credit

BISCD 0540 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.

4 credits

MICRD 0520 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

MICRD 0530 Medical Microbiology

This course introduces the student to the medical microbial world with those concepts that are basic to viruses, prokaryotic 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. MICRD 0583 Medical Microbiology with lab for 4 credits may be taken as an alternative after Program Director's approval.

3 credits

MICRD 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. Requires Program Director's approval to take in place of MICRD 0530.

4 credits

PHARD 0594, 0595, 0596 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.

Each course 3 credits

PHYSD 0520, 0521 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.

Each course 3.5 credits

ELECTIVES

BIOCD 0847 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

BISCD 0812 Fundamentals of Research

The purpose of this 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.

3 credits

BISCD 0820 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

BISCD 0826 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

BISCD 0844 Biomedical Imaging

This course covers various forms of clinical and research-grade microscopy. The format will consist of a weekly one hour lecture and a two hour lab exercise (hands-on experience with compound, fluorescence, and confocal microscopes, as well as computer programs for image analysis).

2 credits

Prerequisites: BIOCD 0510 Biochemistry I and BISCD 0812 Fundamentals of Research or prior course director approval.

BISCD 0845 Biomarkers in Health and Disease

The purpose of this elective course is to present the concept and importance of biomarkers in health and disease. Generally speaking, a biomarker is anything that can be used as an indicator of a particular disease state or some other physiological state. We will cover the fundamentals of biomarker development, describe research methodologies for identification and detection of biomarkers and review several biomarkers currently used in the clinic along with some promising candidate biomarkers.

2 credits

Prerequisites: BIOCD 0510 Biochemistry I or equivalent.

BISCD 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: PHYSD 0520 Human Physiology I; PHYSD 0521 Human Physiology II; BIOCD 0510 Biochemistry I; BIOCD 0520 Biochemistry II or Course Director approval

BISCD 0856 Advanced Topics/Journal Club

Advanced Topics/Journal Club is an opportunity for students to receive individualized or small group instruction on selected advanced topics in any of the basic science

disciplines. Format or 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.

1-3 credits

BISCD 0860, 0861, or 0862 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.

Each course 1-4 credits

Prerequisites: BISCD 0812 Fundamentals of Research; Approval of the course director.

LANGD 0800 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

Prerequisites: Two years of high school Spanish or college Spanish

PHARD 0830 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.

2 credits

Prerequisites: PHARD 0594 Pharmacology I; PHARD 0595 Pharmacology II

PHYSD 0837 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

Prerequisites: PHYSD 0520, 0521 Human Physiology I, II

PSCID 0871 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. Requires course director approval.
3 credits

PSCID 0876 Development of Newly Approved Drug Therapies
The FDA is constantly engaged in evaluating new drug treatments and approving them for marketing in the US. Annually, the FDA approves about 20 new drug therapies. The process involved in the development of new drug therapies for certain clinical conditions and diseases will be discussed. The business aspects of developing new drug therapies, and the impact of pharmaceutical innovations on society and the business community will be covered.
2 credits

PSCID 1679 LGBTQI Considerations in the Provision of Healthcare
This course provides students, working in interprofessional teams, opportunities to learn and provide integrated, patient-centered care in the development of therapeutic care plans using a team-based approach. Active learning techniques, interprofessional learning, and clinical simulation will be used to enhance the education of learners to effectively engage in problem solving and communication activities that address current health related issues in the care of humans, animals, and the environment.
1 credit

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, dental school or other health professions program. 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 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 <http://www.ets.org>. OR
 - Medical College Admission Test (MCAT) scores. Contact the MCAT Program Office at 202/828-0690 or visit <http://www.aamc.org/students/applying/mcat> OR
 - Dental Admission 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 800/627-7271 or visit www.pcatweb.info. OR
 - 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.
7. Passage of the Midwestern University criminal background check.
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 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).
6. The deadline for submitting a completed application is July 15.

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

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

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

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

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

Candidates are required to certify that they understand and meet these Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the College Dean and Program Director, will identify and discuss

what accommodations, if any, the College (/Program) would need to make that would allow the candidate to complete the curriculum. The College (/Program) is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment at the College.

Dual Degree Option

The Biomedical Sciences Program offers an educational opportunity to current and incoming students in other CHS programs or colleges at Midwestern University. 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 Course 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.

Transferring Between Programs

Transferring between the Master of Biomedical Sciences degree program and the Master of Arts in Biomedical Sciences degree program is prohibited. Master of Biomedical Sciences students who leave the program after their first year will not be granted a Master of Arts degree. Students who complete coursework in one Biomedical Sciences program are ineligible for admission into the other Biomedical Sciences program.

Transferring from a Program Outside of Midwestern University

The Master of Biomedical Sciences degree program does not accept transfer students from a Master's Program outside of Midwestern University. Students would need to apply for admission to the Master of Biomedical Sciences degree program.

GRADUATION REQUIREMENTS

To qualify for the Master of Biomedical Sciences (MBS) degree, 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 the required minimum 72 quarter hours of 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

BIOCD	0560, 0570, 0580	Biochemistry I, II, Human Genetics
MICRD	0583, 0599	Medical Microbiology Molecular Immunology
PHARD	0994, 0995, 0996	Pharmacology I, II, III
PHYSD	0550, 0551	Human Physiology I, II

Total **21-23**

Required Courses: Research and Thesis

BISCD	0550	Professional Development	1
BISCD	0552	Fundamentals of Research	3
BISCD	0556	Research Design and Methodology	3
BISCD	0557	Principles of Biostatistics	3
BISCD	0558	Literature Review	2
BISCD	0560, 0660, 0661, 0662, 0663	Laboratory Research for Thesis	Each course 1-6
BISCD	0570	Ethics of Research and Experimentation	2
BISCD	0650	Journal Club	3
BISCD	0653, 0654	Seminar in the Biomedical Sciences	Each course 1
BISCD	0665	Thesis Proposal	3
BISCD	0680	Thesis	4

Total **43**

Students must complete sufficient elective coursework to satisfy the credit requirement for graduation.

Elective Options

ANATD	0900	Human Gross Anatomy & Embryology	7
ANATD	0945	Human Anatomy	4
ANATD	0955	Human Neuroscience	3

ANATD	0965	Human Neuroscience	4
BIOCD	0947	Nutrition in Preventative Medicine	1
BISCD	0944	Biomedical Imaging	2
BISCD	0945	Biomarkers in Health and Disease	2
BISCD	0950	Intestinal Bacteria in Health and Disease	2
BISCD	0980	Pathophysiology	4
LANGD	0900	Medical Spanish	2
PHARD	0930	Cardiovascular Pharmacology	2
PHYSD	0937	Exercise Physiology	3
PSCID	0971	Alternative Therapies and Natural Products	3
PSCID	0976	Development of Newly Approved Drug Therapies	2
PSCID	0979	LGBTQI Considerations in the Provision of Healthcare	2
Total			6-8

Sample Curriculum

Total Credit Hours for Sample Curriculum: 87

First Year

Total: 42

Fall Quarter

BIOCD	0560	Biochemistry I	2.5
BISCD	0550	Professional Development	1
BISCD	0552	Fundamentals of Research	3
BISCD	0556	Research Design and Methodology	3
PHYSD	0550	Human Physiology I	3.5

Total 13

Winter Quarter

BIOCD	0570	Biochemistry II	3.5
BISCD	0557	Principles of Biostatistics	3
MICRD	0599	Molecular Immunology	3
PHYSD	0551	Human Physiology II	3.5

Total 13

Spring Quarter

BIOCD	0580	Human Genetics	1
BISCD	0558	Literature Review	2
BISCD	0560	Laboratory Research for Thesis	3
BISCD	0570	Ethics of Research and Experimentation	2
BISCD	0980	Pathophysiology	4
MICRD	0583	Medical Microbiology	4
Total			16

Second Year

Total: 45

Summer Quarter

BISCD	0650	Journal Club	3
BISCD	0660	Laboratory Research for Thesis	3
BISCD	0665	Thesis Proposal	3
BISCD	0945	Biomarkers in Health and Disease	2
PHYSD	0937	Exercise Physiology	3

Total 14

Fall Quarter

BISCD	0653	Seminar in the Biomedical Sciences	1
BISCD	0661	Laboratory Research for Thesis	4
PHARD	0994	Pharmacology I	3
PSCID	0971	Alternative Therapies and Natural Products	3

Total 11

Winter Quarter

BISCD	0654	Seminar in the Biomedical Sciences	1
BISCD	0662	Laboratory Research for Thesis	4
BISCD	0950	Intestinal Bacteria in Health and Disease	2
PHARD	0995	Pharmacology II	3

Total 10

Spring Quarter

BISCD	0663	Laboratory Research for Thesis	3
BISCD	0680	Thesis	4
PHARD	0996	Pharmacology III	3

Total

10

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.

BIOCD 0560 Biochemistry I

This course emphasizes principles and concepts of structure-function relationships in major biomolecules and human metabolism. This course includes lectures and workshops which utilize small group discussions focusing on clinical case studies to illustrate principles of clinical biochemistry.

2.5 credits

BIOCD 0570 Biochemistry II

This course emphasizes concepts in cell and molecular biology and human nutrition. This course includes lectures and workshops which utilize small group discussions focusing on clinical case studies to illustrate principles of clinical biochemistry.

3.5 credits

BIOCD 0580 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

BISCD 0550 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 and personal statements.

1 credit

BISCD 0552 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.

3 credits

BISCD 0556 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

BISCD 0557 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

BISCD 0558 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

BISCD 0560, 0660, 0661, 0662, 0663 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.

Each course 1-6 credits

Prerequisites: BISCD 0552 Fundamentals of Research

BISCD 0570 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

BISCD 0650 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.

3 credits

BISCD 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.

Each course 1 credit

BISCD 0655, 0656 Seminar in the Biomedical Sciences for Dual Degree

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.

Each course 1 credit

BISCD 0665 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

BISCD 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

BISCD 0690, 0691, 0692, 0693, 0694, 0695, 0696, 0697, 0698, 0699 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. A fee is assessed with enrollment in these courses.

Each course 0.5 credits

MICRD 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

MICRD 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

PHARD 0994, 0995, 0996 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.

Each course 3 credits

PHYSD 0550, 0551 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.

Each course 3.5 credits

ELECTIVES

ANATD 0900 Human Gross Anatomy & Embryology

This course presents lectures and cadaver dissection laboratories emphasizing the normal structure of the human body; the embryologic basis of adult anatomy; the relationship between structure and function; and the use of human gross anatomy in physical diagnosis.

7 credits

ANATD 0945 Human Anatomy

This course provides fundamental knowledge of normal human structure and function. The emerging theme will be 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

ANATD 0955 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 from the Department of Anatomy.

3 credits

ANATD 0965 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

BIOCD 0947 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

BISCD 0944 Biomedical Imaging

This course covers various forms of clinical and research-grade microscopy. The format will consist of a weekly one hour lecture and a two hour lab exercise (hands-on experience with compound, fluorescence, and confocal microscopes, as well as computer programs for image analysis).

2 credits

Prerequisite: BIOCD 0560 Biochemistry I and BISCD 0552 Fundamentals of Research or prior course director approval.

BISCD 0945 Biomarkers in Health and Disease

The purpose of this elective course is to present the concept and importance of biomarkers in health and disease. Generally speaking, a biomarker is anything that can be used as an indicator of a particular disease state or some other physiological state. We will cover the fundamentals of biomarker development, describe research methodologies for identification and detection of biomarkers and review several biomarkers currently used in the clinic along with some promising candidate biomarkers.

2 credits

Prerequisites: BIOCD 0560 Biochemistry I or equivalent.

BISCD 0950 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: PHYSD 0550, 0551 Human Physiology I, II; BIOCD 0560, 0570 Biochemistry I, II; and MICRD 0583 Medical Microbiology or prior Course Director approval.

BISCD 0956, 0957, 0958, 0959, 0960 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.

1-3 credits

BISCD 0970, 0971, or 0972 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.

Each course 1-4 credits

Prerequisites: BISCD 0552 Fundamentals of Research; Approval of the course director.

BISCD 0980 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.

4 credits

LANGD 0900 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

Prerequisites: Two years of high school Spanish or college Spanish

PHARD 0930 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.

2 credits

Prerequisites: PHARD 0994, 0995 Pharmacology I, II

PHYSD 0937 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

Prerequisites: PHYSD 0550, 0551 Human Physiology I, II

PSCID 0971 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.

Requires Course Director approval.

3 credits

PSCID 0976 Development of Newly Approved Drug Therapies

The FDA is constantly engaged in evaluating new drug treatments and approving them for marketing in the US. Annually, the FDA approves about 20 new drug therapies. The process involved in the development of new drug therapies for certain clinical conditions and diseases will be discussed. The business aspects of developing new drug therapies, and the impact of pharmaceutical innovations on society and the business community will be covered.

2 credits

PSCID 0979 LGBTQI Considerations in the Provision of Healthcare

This course helps students better provide compassionate and thorough patient centered care for members of the Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI) community. Lecture topics include an introduction to LGBTQI culture and history, health and social service needs, and communication strategies. Students learn how knowledge deficits in these area can lead to health inequities for these populations.

2 credits

FACULTY

Mae Ciancio, Ph.D.

Loyola University
Stritch School of Medicine
Associate Professor

Michael J. Fay, Ph.D.

University of Mississippi
School of Pharmacy
Director and Professor

Joshua Z. Gasiorowski, Ph.D.

Northwestern University
Integrated Graduate Program
Assistant Professor

Kolla Kristjansdottir, Ph.D.

Duke University
Duke University Medical Center
Assistant Professor

Kathy J. LePard, Ph.D.

Ohio State University
Program Coordinator of the Master of Arts in Biomedical Sciences Program and Professor

CLINICAL PSYCHOLOGY PROGRAM

MISSION

The Midwestern University Doctor of Psychology (Psy.D.) in Clinical Psychology Program educates and trains students to be Health Service Psychologists in the general practice of evidence-based clinical psychology serving diverse populations.

AIMS

The Program's overall goal is to educate and train students in the practitioner-scholar training model for the practice of clinical psychology. In service of this goal the Program has four broad educational aims:

1. Students acquire theoretical and scientific knowledge in the entry-level practice of clinical psychology working with diverse individuals and groups.
2. Students develop and utilize a strong set of clinical skills, behaviors, and attitudes that reflect the highest ethical and professional standards in the entry-level practice of clinical psychology working with diverse individuals and groups.
3. Students engage in research and evaluation, contribute to the body of knowledge, and evaluate clinical outcomes using empirically based information and methods.
4. Students develop an appreciation for the value of interdisciplinary collaboration and practice and are able to work effectively with professionals from other healthcare disciplines.

ACCREDITATION

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 St., Suite 7-500, Chicago, IL 60604-1413; 800/621-7440. The Psy.D. degree program is accredited by the American Psychological Association. Accreditation information can be obtained from the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE; Washington, DC 20002-4242. Phone: 202/336-5979; TDD/TTY: 202/336-6123. Website: <http://www.apa.org/ed/accreditation/index.aspx>.

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 recommendations of the American Psychological Association (APA) for broad and general education and training for Health Service Psychologists. Students are educated and trained in the current body of knowledge in the following discipline-specific domains: the history and systems of psychology; affective aspects of behavior; biological aspects of behavior; cognitive aspects of behavior; developmental aspects of behavior; social aspects of behavior; and an advanced integration of these areas. Knowledge of research and quantitative methods is also necessary, including research methods, quantitative methods of data analysis, and psychometric theory.

The program centers on the development of appropriate competencies reflected in the American Psychological Association (APA) Standards of Accreditation (SoA; APA, 2015). There are nine required profession-wide competencies. The program has key points in the curriculum targeted to assess progress in attaining these competencies. These include competencies in Research, Ethics and Legal Standards, Individual and Cultural Diversity, Professional Values, Attitudes and Behavior, Communication and Interpersonal Skills, Assessment, Intervention, Supervision, and Consultation and Interprofessional/Interdisciplinary Skills.

Research Competency: The research competency rests on the student's understanding of research, research methods, and techniques of data collection and analysis. Students will also understand the reciprocal relationship between science and clinical practice. Students are expected to be able to use this knowledge to critically evaluate and solve novel problems, to independently formulate research or other scholarly activity

of sufficient quality and rigor to potentially contribute to the scientific or professional knowledge base, and to disseminate such research or scholarly activity via professional publications and presentations at the local, regional or national level.

Ethics and Legal Standards Competency: This competency includes having a working knowledge of ethical, legal and professional standards and guidelines at the organizational, local, state, and federal level. Students are expected to act in accordance with those standards and guidelines and conduct themselves in an ethical manner in all professional activities. This competency also includes the ability to recognize ethical dilemmas when they arise and to apply ethical decision making in order to resolve those dilemmas.

Individual and Cultural Diversity Competency: This competency stresses that students will develop the ability to conduct all of their professional activities with sensitivity to human diversity and will demonstrate an ability to work effectively with diverse individuals and groups. Students must demonstrate knowledge, awareness, sensitivity and skills when working with diverse individuals and communities who embody a variety of cultural and personal backgrounds and characteristics. As such, students must demonstrate an understanding of their own personal/cultural history, attitudes and biases that may affect their understanding and interaction with others, have knowledge of the current theoretical and empirical knowledge base related to addressing diversity in professional activities, and show the ability to integrate this awareness and knowledge of individual and cultural differences in the conduct of their professional roles.

Professional Values, Attitudes and Behavior Competency: This competency is evidenced by the ability to demonstrate an adherence to the professional values, attitudes and behaviors that define the profession of psychology. This includes honesty, integrity and personal responsibility, as well as concern for the welfare of others. It includes one's professional identity as well as deportment in interactions with clients and with others including peers, supervisors, faculty, and other professionals. Students are expected to demonstrate openness and responsiveness to feedback and supervision. Professionalism also includes the capacity for self-reflection, self-care and an appreciation of lifelong learning.

Communication and Interpersonal Skills Competency: Communication and Interpersonal Skills are foundational competencies for health service psychology. This competency requires a demonstration of the ability to relate effectively and meaningfully with a wide range of individuals, groups and communities. This includes the ability to form and maintain productive and respectful relationships with clients, peers, supervisors, and other professionals. This competency

also entails the ability to produce and comprehend nonverbal, oral and written communication and to have a thorough grasp of professional language and concepts. Students are expected to demonstrate effective interpersonal skills and to be able to manage difficult communication or conflict.

Assessment Competency: The assessment competency involves the evidence-based assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, or organizations. It includes knowledge of principles of measurement and psychometrics. This competency also requires the knowledge and skills necessary for effective selection, administration, scoring and interpretation of assessment measures appropriate to the specific purpose or goals of the assessment and the individual being assessed. The assessment competency also requires an ability to synthesize multiple sources of data to develop appropriate diagnoses, conceptualizations and treatment plans and to communicate that information in an effective oral and written manner to a range of audiences.

Intervention Competency: The intervention competency requires students to demonstrate the knowledge, skills and attitudes necessary to conduct evidence-based interventions with individuals, families, groups and other systems. This competency encompasses the ability to establish and maintain effective therapeutic relationships, develop case formulations and implement treatment plans using relevant theory and research for effective clinical decision making. It includes the ability to monitor and evaluate the effectiveness of chosen intervention approaches and to appropriately revise treatment strategies as necessary and appropriate.

Supervision Competency: The supervision competency requires students to be able to demonstrate a knowledge of supervision models and practices. This includes having knowledge of how trainees and clinicians develop into skilled professionals, knowledge of the procedures and processes of effective supervision, and knowledge of how to effectively evaluate those skills in others.

Consultation and Interprofessional/Interdisciplinary Competency: The consultation and interprofessional/interdisciplinary competency requires students to demonstrate knowledge of consultation models and practices, and to demonstrate respect for the roles and perspectives of other professions. It involves the ability to function in interdisciplinary contexts, and interact collaboratively with professionals in other disciplines in order to seek or share knowledge, address problems, promote effective professional activities and enhance outcomes.

Program Philosophy

The Doctor of Psychology in Clinical Psychology Program follows the practitioner-scholar training model that was

accepted by the American Psychological Association at the Vail Conference (1973). 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 and empirical bases of the clinical practice of psychology, and the ability to utilize the knowledge in specific clinical situations. The program's goal is to educate and train individuals to enter careers as Health Service Psychologists emphasizing the delivery of direct psychological services and consultation. Relevant theory, research, and field experiences are integrated toward the development of competent and ethical Health Service Psychologists who are respectful of individual and cultural differences in the provision of evidence-based psychological services.

Program Length

The Psy.D. Program is designed to be completed in five years. Full-time students will complete four years of coursework, clerkship, and practicum experiences. This is followed by a one-year full-time internship and the satisfactory completion of the dissertation. A total of at least 237 quarter hours is required for the Psy.D. degree. However, students may elect to complete the program with up to 278 credits. Those electing the Child and Adolescent Emphasis may complete the program with up to 256 credits. Note, some evening classes or weekend courses may be scheduled. The maximum allotted time for completion of the program is seven years. Students who exceed the maximum time to completion will be referred to the Clinical Psychology Academic Review Committee and may be dismissed by the program.

Master of Arts in Clinical Psychology Degree

Students are only admitted into the Psy.D. Program. There is no terminal Master of Arts degree program. Students electing to receive the M.A. degree must have successfully completed all of the required 1500 and 1600 level courses, clerkship, and practicum experiences for a minimum of 107 credit hours.

Clerkship

The Psy.D. Program offers a number of supervised pre-practicum clinical and clinical research experiences in the first year of study. All students are required to complete two quarters of clerkship. Under supervision of program faculty, students work at training sites in a variety of clinical and/or clinical research roles appropriate for their level of training. Students can choose 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 supervisors. For more information, refer to

the current Clinical Psychology Program Clinical Training Manual.

Clinical Practicum

All students must successfully complete practicum experiences in the second, third and fourth years 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 15 quarters of practicum. Students typically work approximately 16 to 20 hours per week in a clinical setting. The practicum experiences in psychodiagnostics and psychotherapy total approximately 1,500 hours over three years. Typically, the student completes a diagnostic practicum in the second year of study, a therapy practicum in the third year, and an advanced practicum in the fourth year. Practicum placements may require work in the summer months, over holiday periods, and during breaks in the academic calendar. 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. For more information, refer to the current Clinical Psychology Clinical Training Manual.

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 year-long 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 previous coursework and practicum experiences. The internship is a critical component of the Psy.D. Program and cannot be waived.

Students apply for the internship during the fourth year of the program. Students must satisfactorily complete all required coursework, clerkship, and practicum experiences prior to going on internship. Students must also satisfactorily propose the Dissertation prior to applying for internship. Students with a previous Master's degree from another program may petition to apply for internship prior to their

fourth year of the program. Final decisions about eligibility to apply for internship rest with the Program Director, Director of Training, and the Clinical Psychology Academic Review Committee.

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 is a stipend position. For more information, refer to the current Clinical Psychology Clinical Training Manual.

Dissertation

The successful completion of a Dissertation 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 Dissertation 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 Dissertation. Students must present the proposal to their committee for approval before the Dissertation is implemented. The student then completes the project and submits a written document detailing the Dissertation. Each student must present an oral defense of the Dissertation upon its completion. Following a successful defense, the student must provide the program with copies of the final Dissertation for binding. The Dissertation takes a minimum of 12 months to complete. With the Program Director's approval, students needing additional time beyond the internship year to complete the Dissertation must register for PSYCD 1990-1999 Dissertation Post-Internship I - X, as needed, a 0.5 credit hour course. For more information regarding Dissertation policies and requirements refer to the current Clinical Psychology Program Dissertation Manual.

Student Admissions, Outcomes, and Other Data

Time to Completion for all students entering the Program:

Outcome	Year in which Degrees were Conferred																	
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Total	
Total number of students with doctoral degree conferred on transcript	5		10		26		19		17		18		5		15		115	
Mean number of years to complete the program	4.2		4.7		4.9		5.1		5.1		5.4		4.8		5.1		5.01	
Median number of years to complete the program	4.0		5.0		5.0		5.0		5.0		5.0		5.0		5.0		5.0	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	4	80.0%	4	40.0%	9	34.6%	6	31.6%	4	23.5%	3	16.7%	2	40.0%	1	6.7%	33	28.7%
Students in 5 years	1	20.0%	5	50.0%	11	42.3%	9	47.4%	8	47.1%	8	44.4%	2	40.0%	12	80.0%	56	48.7%
Students in 6 years	0	0.0%	1	10.0%	4	15.4%	1	5.3%	4	23.5%	4	22.2%	1	10.0%	2	13.3%	17	14.8%
Students in 7 years	0	0.0%	0	0.0%	2	7.7%	3	15.8%	1	5.9%	2	11.1%	0	0.0%	0	0%	8	6.96%
Students in more than 7 years	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	5.5%	0	0.0%	0	0%	1	0.9%

For information regarding admissions policies that allow students to enter with credit for prior graduate work, please see the [Transfer of Credit](#) section of the Midwestern University Catalog, Clinical Psychology Program.

**Required Internship:
Internship Placement - Table 1**

Outcome	Year Applied for Internship															
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	2	14.28%	3	15.79%	0	0.00%	1	6.25%	1	7.70%	1	10.00%	9	56.25%	11	57.9%
Students who obtained APPIC member internships that were not APA/CPA-accredited	10	71.42%	15	78.95%	20	95.23%	15	93.75%	11	84.60%	9	90.00%	7	43.75%	8	42.1%
Students who obtained other membership organization internships (e.g., CAPIC) that were not APA/CPA-accredited	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Students who obtained other internships that were not APA/CPA-accredited	1	7.14%	1	5.26%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Students who obtained any internship	13	92.86%	19	100%	20	95.23%	16	100%	12	92.30%	10	100%	16	100%	19	100%
Students who sought or applied for internships including those who withdrew from the application process	14	-	19	-	21	-	16	-	13	-	10	-	16	-	19	-

Internship Placement - Table 2

Outcome	Year Applied for Internship															
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	14	-	19	-	21	-	16	-	13	-	10	-	16	-	19	-
Students who obtained paid internships	13	92.86%	18	94.74%	20	95.23%	16	100%	12	92.30%	10	100%	16	100%	19	100%
Students who obtained half-time internships	0	0.00%	1	5.26%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Estimated Cost of Attendance:

Description	2016-2017 1st-year Cohort Cost
Tuition for full-time students (in-state)	\$27,018
Tuition for full-time students (out-of-state)	\$27,018
Tuition per credit hour for part-time students (<i>if applicable</i>)	N/A
University/institution fees or costs	\$659
Additional estimated fees or costs to students (e.g. books, travel, etc.)	\$2,029

Tuition rate are subject to change each academic year. Historically, tuition has increased between 2% and 7% annually.

Attrition:

Variable	Year of First Enrollment															
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	20	-	15	-	12	-	21	-	20	-	18	-	23	-	29	-
Students whose doctoral degrees were conferred on their transcripts	19	95.0%	13	86.7%	5	41.7%	2	9.5%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Students still enrolled in program	0	0.00%	0	0.00%	3	25.0%	5	23.8%	17	85.0%	18	100%	18	78.30%	29	100%
Students no longer enrolled for any reason other than conferral of doctoral degree	1	5.0%	2	13.3%	1	8.3%	4	19.0%	2	10.0%	0	0.00%	5	21.7%	0	0.00%

Licensure

Outcome	2006 to 2016
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	100
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	83
Licensure percentage	83.0%

Per the recommendation of the American Psychological Association (APA), licensure information is calculated and presented for students two or more years post-graduation. Information regarding licensure rates is collected using the following methodologies:

- Direct correspondence with program graduates
- Systematic inspection of professional regulation websites

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. Please refer to the Admissions website (<http://www.midwestern.edu/programs-and-admission/il-clinical-psychology/admissionapply.html#applicatio>) for the current deadlines for priority consideration.

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. An undergraduate grade point average (GPA) of 3.000 on a 4.000 scale is required.
 - If the applicant has graduate courses, but no degree granted, this will be viewed as an extension of the undergraduate work and will be evaluated as part of a cumulative GPA.
 - If the applicant has a conferred graduate degree in psychology or a related mental health field from a regionally accredited university, the GPA from that graduate program will be weighted more heavily than the undergraduate GPA.
3. Completion of 18 semester hours or equivalent of prerequisite coursework in psychology with a grade

of C 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, 2013.
 - For more information about the GRE, contact Educational Testing Services (ETS) at 609/771-7670 or 866/473-4373 or visit www.ets.org/gre.
5. Demonstration of 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.

Application Process and Deadlines

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. A Completed Online Application
 - 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. Letters of recommendation
 - Applicants must submit two properly signed and sealed letters of recommendation from professionals who know the applicant well (e.g., teachers, advisors, professional colleagues or supervisors).
3. A personal statement that reflects the educational and career goals of the applicant 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.
4. Current curriculum vitae or resume.

5. Official transcripts from all postsecondary schools attended.
6. GRE scores receive consideration in all applicant admission applications, although the GRE score is supplemental to other admissions data. Applicants are required to submit official GRE general test score directly to Northwestern University from the Educational Testing Service.
7. Applications are accepted on a rolling basis. The final deadline for submitting a completed application is July 15. However, applicants are strongly encouraged to complete applications early in order to be considered for a position in the class.

Send application materials to:

Northwestern University
Office of Admissions
555 31st St.
Downers Grove, IL 60515
800/458-6253
admissil@northwestern.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 Northwestern 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 files 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 Northwestern University, students must submit a Petition for Advanced Standing/Transfer of Credit Form and a course syllabus. All requests for Advanced Standing must be submitted prior to registration for the first quarter of the program. Requests will not be accepted after the student's first quarter in the program. The transfer of credit has the following conditions:

1. A maximum of 40 quarter hours, 32 trimester hours, or 27 semester hours, of credit for coursework completed prior to matriculation may be considered;
2. Transferred course credit is limited to graduate level courses in psychology or mental health from

- recognized, regionally accredited degree granting institutions;
3. Credit may be awarded for required courses completed from other doctoral programs;
4. Credit may only be awarded for courses in which a grade of B- or higher was attained;
5. Credit is not transferable for clerkship, practica or internship; or courses that include a competency gateway; (for more information refer to the current Clinical Training Manual)
6. The program may require a competency examination to determine satisfactory performance before awarding credit for a course;
7. Credit can only be awarded for courses completed within a seven-year period before matriculation.

If a course is accepted for credit, the equivalent Northwestern University course and Advanced Placement (AP) notation will be recorded on the transcript along with the name of the institution at which the credit was earned. Any earned letter grade will not be included on the transcript or used in the GPA calculation.

Students requesting, and receiving, Advanced Standing understand that this might have financial and scheduling implications throughout their time at MWU. While the Program will work with the student, it is the STUDENT'S responsibility to ensure they have enough credits to qualify for Financial Aid for any given quarter.

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 Master of Arts degree in Clinical Psychology (M.A.) is awarded if the following conditions are fulfilled by students in the Psy.D. Program:

1. Satisfactory completion of a minimum of 107 credit hours including all required courses (83 credits), Interprofessional Education course (1 credit), clerkships (2 credits), and practica and practicum seminars (21 credits).
2. Attainment of a cumulative grade point average of 3.000 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. Settlement of all financial accounts with the University.

To receive the Doctor of Psychology in Clinical Psychology (Psy.D.), 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 237 credits consisting of all the required courses;
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 Dissertation, 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 University.

Requirements for Full Time Study in Residence

A residency requirement must be satisfied as a condition of graduation. According to the American Psychological Association Standards of Accreditation (APA, 2015) students must meet the following requirements:

1. A minimum of 3 full-time academic years of graduate study (or the equivalent thereof) plus an internship prior to receiving the doctoral degree;
2. At least 2 of the 3 academic training years (or the equivalent thereof) within the program from which the doctoral degree is granted;
3. At least 1 year of which must be in full-time residence (or the equivalent thereof) at that same program. At this University this is defined as the successful completion of a minimum of twelve quarter hours per term for three consecutive quarters.

All enrolled students, including those enrolled with transfer credits, must meet or exceed the minimum residency requirements. All students must additionally complete all training experiences (clerkship, practica and a full-time predoctoral internship) during their residency in the Program.

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 pre- and 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

The following curriculum applies to all students who matriculated in Fall 2017 or thereafter. For students who matriculated prior to Fall 2013, refer to the 2016-2017 Midwestern University Catalog for the relevant curriculum listing.

Total Quarter Credits in the Professional Program: 237-278. Students electing the Child and Adolescent Emphasis may take up to 256 total quarter credits. Students entering the program with Advanced Standing may complete the program in four years with a minimum of 219 credits.

The total number of quarter credits is dependent upon which, if any, elective courses are taken by the student.

With the Program Director's approval, students needing additional time during or beyond the internship year to complete the Dissertation must register for PSYCD 1921-1924 Dissertation Continuation I-IV or PSYCD 1990-1999 Dissertation Post-Internship I - X as needed, a 0.5 credit hour course, to complete the dissertation requirement.

Note: The Clinical Psychology Program reserves the right to alter its curriculum however and whenever it deems appropriate.

First Professional Year:

Total Quarter Credit Hours First Year: 46

Fall Quarter

CORED	1599H	Interprofessional Education I	1
PSYCD	1501	Professional Issues and Ethics	3
PSYCD	1504	Research Methods and Design	3
PSYCD	1505	Professional Development Seminar I	1
PSYCD	1515	Tests and Measurements I	3
PSYCD	1520	Clinical Appraisal and Interviewing	3

Total 14

Winter Quarter				PSYCD 1654	Social and Cultural Bases of Behavior	3
PSYCD	1502	Life Span Development I	3	PSYCD 1670	Psychopathology II: Depressive, Bipolar and Schizophrenia Spectrum Disorders	3
PSYCD	1506	Professional Development Seminar II	1	PSYCD 1682	Diagnostic Practicum I	5
PSYCD	1510	Statistics I	3	PSYCD 1683	Diagnostic Practicum Seminar I	2
PSYCD	1516	Tests and Measurements II	2	Total		19
PSYCD	1524	Intelligence Testing I	3	Winter Quarter		
PSYCD	1525	Intelligence Testing II	3	PSYCD 1632	Psychodynamic Approaches to Psychotherapy	3
PSYCD	1531	Introduction to Psychotherapy	1	PSYCD 1636	Behavior Therapy	4
PSYCD	1582	Clerkship I	1	PSYCD 1671	Child Psychopathology	3
Total			17	PSYCD 1684	Diagnostic Practicum II	5
Spring Quarter				PSYCD 1685	Diagnostic Practicum Seminar II	2
PSYCD	1503	Life Span Development II	3	Total		17
PSYCD	1508	Research Methods II	3	Spring Quarter		
PSYCD	1526	Personality Assessment I: Objective Techniques	3	PSYCD 1631	Cognitive Behavioral Theories and Approaches to Psychotherapy	3
PSYCD	1527	Personality Assessment II: Projective Techniques	2	PSYCD 1680	Research Seminar: Integration of Science and Practice	2
PSYCD	1565	History and Systems	3	PSYCD 1681	Dissertation Development	1
PSYCD	1583	Clerkship II	1	PSYCD 1686	Diagnostic Practicum III	5
Total			15	PSYCD 1687	Diagnostic Practicum Seminar III	2
Second Professional Year:				Total		13
Total Quarter Credit Hours Second Year:			61-67	Third Professional Year:		
Summer Quarter				Total Quarter Credit Hours Third Year: 50-59		
PSYCD	1600	Diagnostic Practicum (Optional)	5	Summer Quarter		
PSYCD	1601	Diagnostic Practicum Seminar (Optional)	1	PSYCD 1705	Systems Theory	3
PSYCD	1611	Statistics II	3	PSYCD 1720	Therapy Practicum (Optional)	5
PSYCD	1651	Biological Bases of Behavior	3	PSYCD 1721	Therapy Practicum Seminar (Optional)	1
PSYCD	1660	Cognitive-Affective Bases of Behavior I	3	PSYCD 1731	Supervision and Consultation	3
PSYCD	1669	Psychopathology I: Anxiety and Personality Disorders	3		Electives	0-3
Total			12-18	Total		6-15
Fall Quarter				Fall Quarter		
PSYCD	1620	Advanced Assessment	3			
PSYCD	1640	Introduction to Neuropsychology	3			

PSYCD	1710	Diversity in Clinical Psychology	3
PSYCD	1770	Human Sexuality	3
PSYCD	1772	Advanced Psychopathology and Psychotherapy	3
PSYCD	1782	Therapy Practicum I	5
PSYCD	1783	Therapy Practicum Seminar I	1
Total			15
Winter Quarter			
PSYCD	1708	Advanced Ethics	3
PSYCD	1746	Advanced Social-Cultural Bases of Behavior	3
PSYCD	1776	Health Psychology	3
PSYCD	1784	Therapy Practicum II	5
PSYCD	1785	Therapy Practicum Seminar II	1
Total			15
Spring Quarter			
PSYCD	1750	Psychopharmacology	3
PSYCD	1760	Cognitive-Affective Bases of Behavior II	3
PSYCD	1777	Integrated Healthcare	2
PSYCD	1786	Therapy Practicum III	5
PSYCD	1787	Therapy Practicum Seminar III	1
Total			14
Fourth Professional Year:			
Total Quarter Credit Hours Fourth Year:			30-39
Summer Quarter			
PSYCD	1800	Advanced Therapy Practicum (Optional)	5
PSYCD	1801	Advanced Therapy Practicum Seminar (Optional)	1
PSYCD	1811	Dissertation I	2
PSYCD	1822	Professional Development and Lifelong Learning I	1
		Electives	0-3
Total			3-12
Fall Quarter			
PSYCD	1812	Dissertation II	2

PSYCD	1823	Professional Development and Lifelong Learning II	1
PSYCD	1882	Advanced Practicum I	5
PSYCD	1883	Advanced Practicum Seminar I	1
Total			9
Winter Quarter			
PSYCD	1813	Dissertation III	2
PSYCD	1824	Professional Development and Lifelong Learning III	1
PSYCD	1884	Advanced Practicum II	5
PSYCD	1885	Advanced Practicum Seminar II	1
Total			9
Spring Quarter			
PSYCD	1814	Dissertation IV	2
PSYCD	1825	Professional Development and Lifelong Learning IV	1
PSYCD	1886	Advanced Practicum III	5
PSYCD	1887	Advanced Practicum Seminar III	1
Total			9
Fifth Professional Year:			
Total Credits Hours Fifth Year:			50-52
PSYCD 1905 Internship			50
Summer Quarter			
PSYCD	1921	Dissertation Continuation I (Optional)	0.5
Total			0.5
Fall Quarter			
PSYCD	1922	Dissertation Continuation II (Optional)	0.5
Total			0.5
Winter Quarter			
PSYCD	1923	Dissertation Continuation III (Optional)	0.5
Total			0.5
Spring Quarter			
PSYCD	1924	Dissertation Continuation IV (Optional)	0.5
Total			0.5

Electives

PSYCD	1332	Theories of Counseling and Psychotherapy	3
PSYCD	1338	Theories of Vocational Counseling	3
PSYCD	1339	Counseling Modalities & Chemical Dependency	3
PSYCD	1345	Theories and Approaches to Marriage Counseling and Therapy	3
PSYCD	1346	Group Dynamics: Applied Therapy and Counseling Techniques	3
PSYCD	1437	Career Guidance and Counseling	3
PSYCD	1440	Advanced Issues in Substance Abuse	3
PSYCD	1447	Advanced Group Therapy and Counseling	3
PSYCD	1465	Psychology of Rehabilitation	3
PSYCD	1472	Advanced Child & Adolescent Development	3
PSYCD	1473	Child & Adolescent Assessment I	3
PSYCD	1474	Child & Adolescent Assessment II	3
PSYCD	1475	Child & Adolescent Psychotherapy I	3
PSYCD	1476	Child & Adolescent Psychotherapy II	3
PSYCD	1478	Directed Readings in Clinical Psychology I	1-3
PSYCD	1479	Directed Readings in Clinical Psychology II	1-3
PSYCD	1480	Forensic Psychology	3
PSYCD	1482	Family Therapy and Counseling	3
PSYCD	1488	Independent Study I	1-3
PSYCD	1489	Independent Study II	1-3
PSYCD	1494	Special Topics	1-3
OTHED	1520	Occupation	3
PSCID	1379	LGBTQI Considerations in the Provision of Healthcare	1

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.

CORED 1599H Interprofessional Education I

Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. This course will describe the roles and responsibilities of the various healthcare disciplines. It will also provide students, from different health professions, the opportunity to interact with one another as well as simulated patients. This collaboration will promote communication using a team-based approach to the maintenance of health and management of disease.
1 credit

PSYCD 1501 Professional Issues and Ethics

Legal, ethical, and professional issues are discussed in the context of the delivery of mental health services. This includes the American Psychological Association Ethical Standards and Code of Conduct (APA, 2010), current practice guidelines, state and federal mental health law and regulations relating to privacy and confidentiality in interdisciplinary contexts, ethical standards in research, and issues related to competency, licensure and lifelong learning.
3 credits

PSYCD 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

PSYCD 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

Prerequisites: PSYCD 1502 Life Span Development I

PSYCD 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

PSYCD 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.

Each course 1 credit

PSYCD 1508 Research Methods II

Building on the skills and techniques acquired in PSYCD 1504 (Research Methods and Design), this course explores research in various applied settings, and further explores the direct relationship between research and clinical practice. Special emphasis is placed on students developing their own original research protocols and the practical considerations involved.

3 credits

Prerequisites: PSYCD 1504 Research Methods and Design

PSYCD 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

Prerequisites: PSYCD 1504 Research Methods and Design

PSYCD 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

PSYCD 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

Prerequisites: PSYCD 1515 Tests and Measurements I

PSYCD 1520 Clinical Appraisal and Interviewing

This course provides the clinical psychology trainee with a comprehensive approach to learning the techniques of clinical interviewing and diagnostic assessment. The student will learn what questions to ask and how to structure and guide the clinical interview. Development of clinical interviewing skills is both didactic and experiential with the student conducting mock interviews of patients. Students are introduced to diagnostic assessment, active listening, psychological inference and basic report writing.

3 credits

PSYCD 1524 Intelligence Testing I

This course introduces the student to the theory, administration, scoring, and interpretation of standard intelligence tests. Intellectual assessment scales examined include the Stanford-Binet, and the various Wechsler Scales. Basic interpretation and report writing skills are developed. Biopsychosocial, cultural, ethnic, and disability factors affecting test validity and interpretation are also examined.

3 credits

Prerequisites: Concurrent enrollment in PSYCD 1525 Intelligence Testing II

PSYCD 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

Prerequisites: Concurrent enrollment in PSYCD 1524 Intelligence Testing I

PSYCD 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: PSYCD 1524 Intelligence Testing I; PSYCD 1525 Intelligence Testing II; Concurrent enrollment in PSYCD 1527 Personality Assessment II: Projective Techniques

PSYCD 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: PSYCD 1524 Intelligence Testing I; PSYCD 1525 Intelligence Testing II; Concurrent enrollment in PSYCD 1526 Personality Assessment I: Objective Techniques

PSYCD 1531 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 lecture and multi-media presentations, 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. (This course replaces PSYCD 1530.)

1 credit

PSYCD 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

PSYCD 1582, 1583 Clerkship I, II

The clerkship sequence is a supervised pre-practicum field experience for students, focusing on the development of clinical and clinical research skills. A clerkship may take place in a number of settings under the direct supervision of program faculty. Students work at training sites in a variety of clinical and research roles. A student must complete a minimum of 2 credits of clerkship.

Each course 1 credit

Prerequisites: Approval of Program Director

PSYCD 1600 Diagnostic Practicum (Optional)

The diagnostic practicum is designed to provide the practical experiences in psychodiagnostics that are appropriate for the training of practitioners in clinical psychology. The practicum is offered for students attending an externship in the summer quarter if required by the external site.

5 credits

Prerequisites: Approval of Director of Training, and Program Director; Concurrent enrollment in PSYCD 1601 Practicum Seminar

PSYCD 1601 Diagnostic Practicum Seminar (Optional)

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 the clinical setting.

1 credit

Prerequisites: Approval of Director of Training, and Program Director; Concurrent enrollment in PSYCD 1600 Practicum

PSYCD 1611 Statistics II

This course is designed to promote learning of 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: PSYCD 1504 Research Methods and Design; PSYCD 1510 Statistics I

PSYCD 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 and recommendations. Examination of differential diagnoses, formulating a case conceptualization and recommendations, clinical report writing and feedback are reviewed with consideration of diversity issues.

3 credits

Prerequisites: PSYCD 1520 Clinical Appraisal and

Interviewing; PSYCD 1524 Intelligence Testing I; PSYCD 1525 Intelligence Testing II; PSYCD 1526 Personality Assessment I: Objective Techniques; PSYCD 1527 Personality Assessment II: Projective Techniques

PSYCD 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, 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

Prerequisites: PSYCD 1531 Introduction to Psychotherapy; PSYCD 1636 Behavior Therapy

PSYCD 1632 Psychodynamic Approaches to Psychotherapy

Beginning with the seminal work of Freud, this course examines the development of the rich and diverse psychodynamic approaches to theory and technique. The drive, ego, object relations and self-psychological models are reviewed and contrasted. Application of psychodynamic theory in treatment is also discussed. Case studies are used to exemplify the various techniques used in the psychodynamic approach.

3 credits

Prerequisites: PSYCD 1520 Clinical Appraisal and Interviewing; PSYCD 1531 Introduction to Psychotherapy;

PSYCD 1636 Behavior Therapy

This advanced course will examine the application of learning theory to behavior therapy and CBT as applied to a variety of psychopathologies, behavior disorders, and other mental health conditions in adults. Behavioral and cognitive-behavioral therapy techniques shown to be most effective in the treatment/remediation of symptoms and psychopathological conditions will be introduced. Also examined will be how behavior therapy is applied to various, sometimes underserved populations such as individuals with chronic mental illness and individuals with different ethnic, racial, or cultural backgrounds.

4 credits

Prerequisites: PSYCD 1531 Introduction to Psychotherapy; PSYCD 1660 Cognitive-Affective Bases of Behavior I

PSYCD 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: PSYCD 1515 Tests and Measurements I; PSYCD 1516 Tests and Measurements II; PSYCD 1651 Biological Bases of Behavior

PSYCD 1651 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. (This course was previously PSYCD 1550.)

3 credits

PSYCD 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

Prerequisites: PSYCD 1502 Life Span Development I

PSYCD 1660 Cognitive-Affective Bases of Behavior I

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

Prerequisites: PSYCD 1502 Life Span Development I

PSYCD 1669 Psychopathology I: Anxiety and Personality Disorders

The course provides students with theory and research underlying anxiety and personality disorders. Topics include introduction to categorical vs. dimensional classification of dual diagnoses, anxiety disorders, obsessive-compulsive and related disorders, trauma and stressor-related disorders, somatic symptom and related disorders, dissociative disorders, and personality disorders. Biopsychosocial aspects of disorders are reviewed. Diagnostic differentiation and empirically supported assessment and treatment approaches are presented. Inter-individual diversity is highlighted.

3 credits

Prerequisites: PSYCD 1520 Clinical Appraisal and Interviewing

PSYCD 1670 Psychopathology II: Depressive, Bipolar and Schizophrenia Spectrum Disorders

This course will provide students with an introduction to underlying depressive disorders, bipolar and related disorders, and schizophrenia spectrum and other psychotic disorders. Other topics covered include suicide, neurocognitive disorders, feeding and eating disorders, sexual dysfunctions, gender dysphoria, and paraphilic 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

Prerequisites: PSYCD 1520 Clinical Appraisal and Interviewing; PSYCD 1669 Psychopathology I: Anxiety and Personality Disorders

PSYCD 1671 Child Psychopathology

This course provides a broad overview of child and adolescent psychopathology, including a focus on understanding basic concepts (e.g., DSM-V diagnostic criteria), issues related to classification and assessment, the historical context of disorders, developmental influences (including maltreatment), theoretical perspectives, existing research. An introduction to assessment, diagnosis, case conceptualization, and developing treatment interventions will also be covered.

3 credits

Prerequisites: Prerequisites: PSYCD 1502 Life Span Development I; PSYCD 1520 Clinical Appraisal and Interviewing; PSYCD 1669 Psychopathology I: Anxiety and Personality Disorders; PSYCD 1670 Psychopathology II: Depressive, Bipolar and Schizophrenia Spectrum Disorders

PSYCD 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: PSYCD 1504 Research Methods and Design; PSYCD 1508 Research Methods II; PSYCD 1510 Statistics I; PSYCD 1611 Statistics II

PSYCD 1681 Dissertation Development

This course focuses on the initial development of the Dissertation proposal. Students identify an area of clinical or empirical interest and develop a related focus of study for the

Dissertation. Students receive guidance from their chair and members of their Dissertation committee.

1 credit

Prerequisites: PSYCD 1504 Research Methods and Design; PSYCD 1508 Research Methods II; PSYCD 1510 Statistics I; PSYCD 1611 Statistics II; Approval of Program Director

PSYCD 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. Students must complete a minimum of 15 quarter hours in this sequence.

Each course 5 credits

Prerequisites: Approval of Director of Training, Academic Review Committee, and Program Director; Concurrent enrollment in PSYCD 1683, 1685, or 1687 Diagnostic Practicum Seminar I, II, or III, respectively. For more information refer to the current Clinical Psychology Clinical Training Manual.

PSYCD 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 the clinical setting.

Each course 2 credits

Prerequisites: Approval of Director of Training, Academic Review Committee, and Program Director; Concurrent enrollment in PSYCD 1682, 1684, or 1686 Diagnostic Practicum I, II, or III, respectively. For more information refer to the current Clinical Psychology Clinical Training Manual.

PSYCD 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: PSYCD 1502 Life Span Development I; PSYCD 1503 Life Span Development II; PSYCD 1531 Introduction to Psychotherapy

PSYCD 1708 Advanced Ethics

This course will focus on ethical decision making and the practical application of ethical principles to examine ethical and legal dilemmas utilizing a case-based format.

3 credits

Prerequisites: PSYCD 1501 Professional Issues and Ethics

PSYCD 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

Prerequisites: PSYCD 1654 Social and Cultural Bases of Behavior

PSYCD 1720 Therapy Practicum (Optional)

The practicum is designed to provide the practical experiences in psychotherapy that are appropriate for the training of practitioners in clinical psychology. The practicum is offered for students attending an externship in the summer quarter if required by the external site.

5 credits

Prerequisites: Approval of Director of Training and Program Director; Concurrent enrollment in PSYCD 1721 Practicum Seminar

PSYCD 1721 Therapy Practicum Seminar (Optional)

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 the clinical setting.

1 credit

Prerequisites: Approval of Director of Training, and Program Director; Concurrent enrollment in PSYCD 1720 Practicum

PSYCD 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

PSYCD 1746 Advanced Social-Cultural Bases of Behavior

This course continues to 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

Prerequisites: PSYCD 1654 Social and Cultural Bases of Behavior

PSYCD 1750 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. (This course was previously numbered PSYCD 1650.)

3 credits

Prerequisites: PSYCD 1651 Biological Bases of Behavior

PSYCD 1760 Cognitive-Affective Bases of Behavior II

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

Prerequisites: PSYCD 1660 Cognitive-Affective Bases of Behavior I

PSYCD 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

Prerequisites: PSYCD 1651 Biological Bases of Behavior

PSYCD 1772 Advanced Psychopathology and Psychotherapy

The course will provide students with an in-depth and advanced overview of the theory and research underlying various forms of psychopathology. Concurrently, various psychotherapeutic approaches to the treatment of these disorders will be investigated, including cognitive-behavioral, psychoanalytic, psychodynamic, group, family and humanistic approaches. The course focuses on the clinical manifestations of psychopathology in adults and the effective use of psychotherapy as identified in the empirical clinical research.

3 credits

Prerequisites: PSYCD 1631 Cognitive Behavioral Theories and Approaches to Psychotherapy; PSYCD 1632 Psychodynamic Approaches Psychotherapy; PSYCD 1636 Behavior Therapy; PSYCD 1669 Psychopathology I: Anxiety and Personality Disorders; PSYCD 1670 Psychopathology II: Depressive, Bipolar and Schizophrenia Spectrum Disorders; PSYCD 1710 Diversity in Clinical Psychology

PSYCD 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: PSYCD 1651 Biological Bases of Behavior

PSYCD 1777 Integrated Healthcare

This course will introduce the student to the critical changes taking place in the healthcare market as it applies to Behavioral Medicine. Over the past decade Clinical Psychology has been moving toward an Integrated Healthcare Model that will radically change the role of Clinical Psychologists in the near and distant future. This course will examine the evolution of the clinical psychologist into a functional member of a healthcare team. This course will also explore the various models that define Integrated Healthcare.

2 credits

PSYCD 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. Students must complete a total of 15 credits in this sequence. Each course 5 credits

Prerequisites: PSYCD 1682, 1684, 1686 Diagnostic Practicum I, II, III; Concurrent enrollment in PSYCD 1783, 1785, or 1787 Therapy Practicum Seminar I, II, or III, respectively; Approval of Director of Training, Academic Review Committee, and Program Director. For more information refer to the current Clinical Psychology Clinical Training Manual.

PSYCD 1783, 1785, 1787 Therapy Practicum Seminar I, II, III

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.

Each course 1 credit

Prerequisites: PSYCD 1683, 1685, 1687 Diagnostic Practicum Seminar I, II, III; Concurrent enrollment in PSYCD 1782, 1784, or 1786 Therapy Practicum I, II, or III, respectively; Approval of Director of Training, Academic Review Committee, and Program Director. For more information refer to the current Clinical Psychology Clinical Training Manual.

PSYCD 1800 Advanced Therapy Practicum (Optional)

The practicum is designed to provide the practical experiences in advanced psychological assessment and

intervention that are appropriate for the training of practitioners in clinical psychology. The practicum is offered for students attending an externship in the summer quarter if required by the external site.

5 credits

Prerequisites: Approval of Director of Training and Program Director; Concurrent enrollment in PSYCD 1801 Practicum Seminar.

PSYCD 1801 Advanced Therapy Practicum Seminar (Optional)

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 the clinical setting.

1 credit

Prerequisites: Approval of Director of Training, and Program Director; Concurrent enrollment in PSYCD 1800 Practicum

PSYCD 1811, 1812, 1813, 1814 Dissertation I, II, III, IV

This course is designed to facilitate completion of the Dissertation during the fourth year of the program. Once enrolled, the student must be enrolled in this sequence for 4 consecutive quarters. A student must complete a maximum total of 8 credits.

Each course 2-4 credits

Prerequisites: Approval of Program Director

PSYCD 1822, 1823, 1824, 1825 Professional Development and Lifelong Learning I, II, III, and IV

Professional Development and Lifelong Learning is a sequence of courses addressing the factors and processes that advance students' professional development and promote an emphasis on lifelong learning. This includes preparation for entry level practice, the business aspects of practice, preparation for licensure, and maintenance of competency. This four-part sequence must be taken in numerical order.

Each course 1 credits

Prerequisites: PSYCD 1501 Professional Issues and Ethics; PSYCD 1708 Advanced Ethics; Approval of the Director of Training

PSYCD 1882, 1884, 1886 Advanced Practicum I, II, III

The advanced practicum involves direct clinical experiences at an approved training location. Students are enrolled while completing the required advanced practicum. Students must complete a total of 15 credits in this sequence.

Each course 5 credits

Prerequisites: PSYCD 1782, 1784, 1786 Therapy Practicum I, II, III; Concurrent enrollment in PSYCD 1883, 1885, or 1887 Advanced Practicum Seminar I, II, or III, respectively; Approval of Director of Training, Academic Review Committee, and Program Director. For more information

refer to the current Clinical Psychology Clinical Training Manual.

PSYCD 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.

Each course 1 credit

Prerequisites: PSYCD 1783, 1785, 1787 Therapy Practicum Seminar I, II, III; Concurrent enrollment in PSYCD 1882, 1884, or 1886 Advanced Practicum I, II, or III, respectively; Approval of Director of Training, Academic Review Committee, and Program Director. For more information refer to the current Clinical Psychology Clinical Training Manual.

PSYCD 1905 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, therapy practicum, and advanced practicum experiences. In some approved circumstances, students may complete the requirement in 24 months. (This replaces PSYCD 1900, 1901, 1902, and 1903 Internship.) Enrollment is required for four consecutive quarters, 50 credits total. Enrollment may begin in Summer or Fall quarter.

50 credits

Prerequisites: PSYCD 1582, 1583 Clerkship I, II; PSYCD 1682, 1684, 1686 Diagnostic Practicum I, II, III; PSYCD 1782, 1784, 1786 Therapy Practicum I, II, III; PSYCD 1882, 1884, 1886 Advanced Practicum I, II, III; Successful completion of all coursework, Dissertation proposal, and Qualifying Examination; Approval of Program Director and Director of Training

PSYCD 1910-1913 Internship Continuation

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.

Each course 0.5 credits

Prerequisites: PSYCD 1905 Internship; Approval of Program Director and Director of Training

PSYCD 1921, 1922, 1923, 1924 Dissertation Continuation I, II, III, IV (Optional)

This course sequence is reserved for students on internship needing additional time for completion of the required Dissertation.

Each course 0.5 credits

Prerequisites: PSYCD 1814 Dissertation IV; Concurrent enrollment in PSYCD 1905 Internship; Approval of Program Director

PSYCD 1990-1999 Dissertation Post-Internship I-X

This course is reserved for students needing additional time after internship for completion of the required Dissertation. A fee will be assessed for students who are registered for this course beyond year 5 of the program.

Each course 0.5 credits

Prerequisites: Approval of Program Director

ELECTIVES

The Program offers a number elective courses which are offered periodically to provide enhanced education in particular areas of student interest.

Child and Adolescent Emphasis

Students may elect to pursue a specialized emphasis in clinical work with children and adolescents. This emphasis includes additional elective coursework in assessment and therapy with children, adolescents and families, as well as focused training and research experiences as outlined below. Required courses include:

- PSYCD 1671 Child Psychopathology
- PSYCD 1472 Advanced Child & Adolescent Development (Elective)
- PSYCD 1473 Child & Adolescent Assessment I (Elective)
- PSYCD 1474 Child & Adolescent Assessment II (Elective)
- PSYCD 1475 Child & Adolescent Psychotherapy I (Elective)
- PSYCD 1476 Child & Adolescent Psychotherapy II (Elective)
- PSYCD 1792 Family Therapy and Counseling (Elective)

In addition, students who elect this emphasis are expected to meet the following requirements:

- At least two clinical training experiences focused on children & adolescents
- Dissertation topic required to have a child, adolescent, or family focus
- Mentorship-Group meetings with the Coordinator of Child & Adolescent Emphasis at least once per quarter
- At least one submission of a presentation that has a child or adolescent emphasis (poster, presenter) at local, state, or national conference; preferred as primary presenter or author.

PSYCD 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

Prerequisites: PSYCD 1531 Introduction to Psychotherapy

PSYCD 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

Prerequisites: PSYCD 1515 Tests and Measurements I; PSYCD 1516 Tests and Measurements II

PSYCD 1339 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. A minimum enrollment of 5 students is required for this course to be offered.

3 credits

Prerequisites: PSYCD 1531 Introduction to Psychotherapy

PSYCD 1345 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. A minimum enrollment of 5 students is required for this course to be offered.

3 credits

Prerequisites: PSYCD 1531 Introduction to Psychotherapy

PSYCD 1346 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. A minimum enrollment of 5 students is required for this course to be offered.

3 credits

Prerequisites: PSYCD 1531 Introduction to Psychotherapy; PSYCD 1654 Social and Cultural Bases of Behavior

PSYCD 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

Prerequisites: PSYCD 1338 Theories of Vocational Counseling

PSYCD 1440 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. A minimum enrollment of 5 students is required for this course to be offered.

3 credits

Prerequisites: PSYCD 1639 Counseling Modalities & Chemical Dependency

PSYCD 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

PSYCD 1465 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, aphasia, seizure disorders, arteriovenous malformations, and neurotoxic disorders. A

minimum enrollment of 5 students is required for this course to be offered.

3 credits

Prerequisites: PSYCD 1640 Introduction to Neuropsychology; PSYCD 1651 Biological Bases of Behavior

PSYCD 1472 Advanced Child & Adolescent Development

Advanced Child and Adolescent Development is the foundational course developed to provide a theoretical framework for working with children and adolescents in a clinical setting and builds on the basic course in Developmental Psychology. Students will be introduced to the differences between “normal” and “abnormal” child development (i.e., psychopathology) including in utero considerations (e.g., maternal substance abuse, birth weight, gestational periods, nutrition), early childhood skill acquisition (e.g., eating, sleeping, toileting, language), family factors (e.g., attachment styles, parenting styles, role of divorce), social factors (e.g., role of peer interactions), issues associated with child maltreatment, gender identity formation, and personality development. Assessment, intervention, and prevention models will also be addressed.

3 credits

PSYCD 1473 Child & Adolescent Assessment I

This course will explore the different assessments used when working with children and adolescents presenting with learning disabilities, cognitive delays, ADHD, and other mild to moderate emotional/behavioral/developmental concerns (e.g., anxiety, mood disorders). In addition to overviews of different assessment tools, the role of diagnostic interviewing with both caregivers and children will be reviewed.

3 credits

PSYCD 1474 Child & Adolescent Assessment II

This course will explore the different emotional and personality assessments used when working with children and adolescents presenting with severe emotional and behavioral problems. A brief overview of child and adolescent psychopathology will be covered, as well as the different assessment tools utilized to assess for severe pathology in children, including Bipolar Disorder, Disruptive Mood Dysregulation Disorder, Autism Spectrum Disorders, and Childhood Schizophrenia. Both objective and projective assessment tools will be discussed and demonstrated.

3 credits

Prerequisites: PSYCD 1473 Child and Adolescent Assessment I; permission from the emphasis director and Program Director

PSYCD 1475 Child & Adolescent Psychotherapy I

This course will explore evidence-based psychosocial treatment strategies and interventions to address emotional/behavioral difficulties common to youth, as

delineated in DSM-5. Focus will be given to the treatment of Neurodevelopmental Disorders (e.g., ADHD, ASD), Disruptive Behavior Disorders, Anxiety Disorders, and Depressive/Mood Disorders. Strategies to address common development concerns (e.g., sleeping, eating, toileting/elimination disorders) will also be detailed. Theories and research will be integrated with modeling and in-class practice of techniques.

3 credits

PSYCD 1476 Child & Adolescent Psychotherapy II

This course will explore evidence-based psychosocial treatment strategies and interventions to address more complex emotional/behavioral difficulties throughout youth, as delineated in DSM-V. Focus will be given to the treatment of Disruptive Mood Dysregulation Disorder, Schizophrenia and other Psychotic Disorders, Somatic Disorders, Bipolar Disorders, Personality Disorders, and Trauma. Theories and research will be integrated with modeling and in-class practice of techniques.

3 credits

Prerequisites: PSYCD 1475 Child and Adolescent Psychotherapy I

PSYCD 1478, 1479 Directed Readings in Clinical Psychology I, II

This course permits focused exploration of an approved topic in clinical or professional psychology. With the consultation of a program faculty member, a reading list is developed around a relevant topic. The readings focus on the interchange between theory, research, professional practice and diversity issues. A comprehensive plan for evaluation of performance is developed in consultation with program faculty and the approval of the Program Director.

1-3 credits

Prerequisites: Approval of Program Director

PSYCD 1480 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. A minimum enrollment of 5 students is required for this course to be offered.

3 credits

Prerequisites: PSYCD 1501 Professional Issues and Ethics

PSYCD 1482 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
Prerequisites: PSYCD 1705 Systems Theory

PSYCD 1488, 1489 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.

1-3 credits

Prerequisites: Approval of Program Director

PSYCD 1494 Special Topics

This course permits examination of an approved specialized topic in clinical or professional psychology. Courses focus on the interchange between theory, research, professional practice and diversity issues in that topic area. This course can include a variety of topic areas not addressed in other courses including Crisis Intervention, Autism Spectrum, Geriatric Psychology, etc.

1-3 credits

Prerequisites: Approval of Program Director

OTHED 1520 Occupation

This course provides students with a thorough foundation for understanding the complex nature of occupation and its contribution to the creation of one's identity and roles, both personal and societal. Occupational science, meaningful activity, and the essential historical tenets of occupational therapy are emphasized using current and historical research and literature.

3 credits

PSCID 1379 LGBTQI Considerations in the Provision of Healthcare

This course helps students better provide compassionate and thorough patient centered care to members of the Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI) community. Lecture topics include an introduction to LGBTQI culture and history, health and social service needs, and communication strategies. Students learn how knowledge deficits in these areas can lead to health inequities for these populations.

1 credit

ACADEMIC AND ADMINISTRATIVE 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 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. Problems within any evaluative domain can lead to referral to the Program's Academic Review Committee (ARC) and may lead to a recommendation for dismissal from the program. The ARC addresses all academic problems according to the CHS academic policies published in the University Catalog, as well as policies and procedures published in the Clinical Psychology Program Student Handbook, the Clinical Psychology Program Training Manual and the Clinical Psychology Dissertation Manual. Students are provided oral and written feedback about their progress periodically throughout the year through their faculty mentor, as well as through the Clinical Psychology Program Academic Review Committee as needed.

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.

If a student fails a course, 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.

Students who earn a failing course average (<80%) at the end of the quarter in a course may be eligible for re-examination of their lowest grade or re-examination of all course content in the form of a cumulative exam or equivalent assessment. The course director will stipulate in the course syllabus which re-examination method (lowest exam grade or cumulative exam/equivalent assessment) will be utilized. Re-examination will only be allowed if a replacement of their lowest grade or cumulative exam/equivalent assessment allow passing of the course. The maximum grade to be awarded on re-examination is 80 and the maximum grade for the course is 80. Faculty members are available to answer specific questions, but no formal review sessions will be conducted.

Preparation for re-examination is largely an independent study endeavor. Students may take only one re-examination in a course. The maximum number of re-examinations in the Clinical Psychology Program is two, which may be completed in one quarter. Re-examinations will be scheduled by the course director and all re-examinations must be completed prior to the start of the next quarter. Any student failing to take the re-examination on the scheduled date will receive a grade of zero for the re-examination and fail the course. If re-examination results in failure, students will not have satisfactorily completed all academic requirements in order to progress in the program. They will be referred to the Clinical Psychology Program Academic Review Committee.

To progress to the next quarter, a student must satisfactorily complete all academic requirements for the preceding quarter. Students who have not satisfactorily completed all academic requirements in order to progress in the program will be referred to the Clinical Psychology Program Academic Review Committee. The Academic Review Committee will review the student's academic record according to the College of Health Sciences academic policies and make a recommendation to the CHS Dean. Recommendations may include a leave of absence until the student can successfully complete the necessary Program requirements, or other academic consequences.

Program-Based Competencies

In addition to academic grades, competency checkpoints are assessed throughout the program related to the Program's required competency domains. 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. If a student does not perform satisfactorily on a program-based competency, one retest for that competency will be allowed. Retest of the competency must be completed within 10 calendar days from the first Monday following the end of the quarter or, in the case of the Qualifying Examination, the next time the examination is offered.

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. It will result in the student's referral to the Academic Review Committee. Failures in courses containing these program-based competencies will be addressed by the

Academic Review Committee 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. It is one of multiple criteria for the student's advancement to doctoral candidacy. The examination is given annually and is scheduled after the first two years of study, with *satisfactory completion of the academic requirements for degree of Master of Arts in Clinical Psychology* and the approval of the Academic Review Committee and the Program Director. It is evaluated on a Pass/Fail basis.

Students failing the Qualifying Examination will be offered one retake the next time the examination is offered. Students failing the Qualifying Examination will be given feedback and resources to help them prepare for retaking the examination. Satisfactory passage of all required competency gateways, including the Qualifying Examination, is required for satisfactory academic progress.

FACULTY

Esperanza M. Anaya, Ph.D.

Indiana University
Assistant Professor

Nathaniel D. Krumdick, Ph.D.

Loyola University of Chicago
The Graduate School
Associate Professor

Michelle M. Lee, Ph.D., ABPP

Case Western Reserve University
School of Graduate Studies
College of Arts and Sciences
Professor

Robynne M. Lute, Psy.D.

Baylor University
Assistant Director of Training and Assistant Professor

Richard C. Ney, Ph.D., ABPP

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The Graduate School
Professor

Jonathan G. Perle, Ph.D.

Nova Southeastern University
Assistant Professor

Ann M. Sauer, Ph.D., ABPP

Loyola University of Chicago
The Graduate School
Program Director and Associate Professor

Diana J. Semmelhack, Psy.D., ABPP

Argosy University
Illinois School of Professional Psychology
Professor

SPEECH-LANGUAGE PATHOLOGY PROGRAM

MISSION

Speech-Language Pathology Program

The Midwestern University Speech-Language Pathology Program is dedicated to the professional development of speech-language pathologists to work in a variety of healthcare and educational settings. As clinical scientists, they will serve the communication and swallowing needs of individuals across the lifespan through responsive, compassionate, ethical, and evidence-based practice.

Speech-Language Institute - www.mwuclinics.com/il/sp

The Midwestern University Speech-Language Institute is dedicated to the dual missions of providing exceptional educational experiences for SLP students and outstanding service to the community. Faculty and student clinicians will evaluate and treat the communication and swallowing needs of children and adults who seek their services, upholding the highest standards of clinical practice. They shall commit themselves to the care of their clients and their families, continually striving for optimal communication and swallowing outcomes. They shall advocate for their clients' rights to effective communication and quality of life. They will exemplify the best standards of the healthcare and educational professions.

VISION

We seek to transform outstanding students into clinical scientists who dedicate themselves to the highest standards of the profession of speech-language pathology. They will execute the full scope of clinical practice on behalf of individuals with communication and swallowing disorders.

ACCREDITATION

The master's program in Speech-Language Pathology at Midwestern University; Downers Grove, Illinois campus; is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, #310, Rockville, MD 20850, 800/498-2071 or 301/296-5700. Candidacy is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

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 practica at the Midwestern University Clinic and at local schools and healthcare facilities. Each student will complete two advanced practica of at least 10 weeks duration. These involve full-time work in an educational facility, hospital or clinic. Students will gain clinical experiences with a wide variety of clients with communication 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 a professional educator's license 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 February 1, 2017 in order to be considered (<http://www.capsd.org/csdcas>). Please refer to the CSDCAS website for instructions on submission of application materials.

The Speech-Language Pathology Program operates on a rolling admissions cycle. Completed applications are reviewed throughout the cycle to determine applicant eligibility for interviews. Interviews are typically conducted during the winter and spring quarters. Admissions decisions are generally made within one month of the interview. The Program does

not accept students who transfer from another Speech-Language Pathology Program.

Admission Requirements

Individuals applying for admission to the College of Health Sciences Speech-Language Pathology Program must submit documentation of the following minimum requirements before the academic year commences for the incoming class:

1. Completion of a baccalaureate degree from a regionally-accredited institution in Communication Sciences and Disorders, inclusive of the courses listed below, or
2. Completion of a baccalaureate degree from a regionally-accredited institution in an area other than Communication Sciences and Disorders with completion of a specified sequence of prerequisite coursework including all of the following:
 - Anatomy and Physiology of Communication Mechanisms
 - Phonetics
 - Speech and Language Development
 - Speech and Hearing Science
 - Statistics
 - One course each 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. Minimum grade point average (GPA) of 3.0 on a 4.0 scale in the undergraduate major.
5. Oral and written communication skills necessary to interact with patients and colleagues.
6. 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, 2013.
 - For more information about the GRE contact Educational Testing Services (ETS) at 866/473-4373 or visit www.ets.org/gre.
7. Two letters of recommendation from individuals who can comment on academic, clinical, and professional experiences of the applicant.
8. A completed CSDCAS application.
9. An interview with faculty (invitation only).
10. During the on-campus interview day, write an essay given a clinical writing prompt (for interview candidates only).
11. Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.
12. Passage of the Midwestern University criminal background check.

13. Proof of CPR certification through completion of a healthcare provider course certified by the American Heart Association.

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 February 1, 2017. Please refer to the CSDCAS application instructions for specific details about completing the application, required documents, and processing time. Due to the large number of applications and the limited number of seats available, applicants are encouraged to complete their CSDCAS application early in the cycle. An advantage of a centralized application service is that students can monitor the status of their applications online.
2. **Letters of Recommendation**
Applicants are required to submit a minimum of two letters of recommendation to CSDCAS (<http://www.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 Northwestern University. The NWU institutional code for submitting scores is 1769. Only scores earned during the previous five years (no earlier than January 1, 2012) 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 Northwestern 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 engage students in conversation regarding topics relevant to educational or healthcare settings. Students will also be asked to provide a writing sample in response to a clinical prompt. Interview and writing sample responses will be evaluated using rubrics established for this purpose. Prospective student's application, interviews, and writing samples are evaluated using rubrics that were developed by the SLP Program. The Speech-Language Pathology Admissions Committee makes admission recommendations to the Program Director who submits 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

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

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

1. **Observation:** The candidate must be able to accurately make observations at a distance and close

at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.

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

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

Reapplication Process

Students who receive denial or end-of-cycle letters may reapply for the following year's admissions cycle. Before reapplying, however, individuals contemplating reapplication should seek the advice of an admissions counselor. To initiate the reapplication process, prospective students must complete and submit a new application and proceed through the standard application process.

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 the Master of Science in Speech-Language Pathology (M.S.), students must:

1. Satisfactorily complete all courses with a minimum cumulative grade point average of 3.0;
2. Satisfactorily complete the required minimum number of 110 credit hours in the curriculum;
3. Receive a favorable recommendation for master's degree conferral from the Speech-Language Pathology Academic Review Committee and the CHS Student Promotion and Graduation Committee;
4. Receive a favorable recommendation for master's degree conferral from the University Faculty Senate;
5. Settle all financial accounts with the University; and
6. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

LICENSURE REQUIREMENTS

Speech-language pathologists must hold a master's or doctoral degree to be eligible for certification, licensure, and practice as a speech-language pathologist. National certification is obtained through the Council for Clinical Certification (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) of 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 a professional educator's license for speech-language pathologists. 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 56 required course credits (quarter hours) for the first academic year, 54 to 55 required course credits for the second academic year for a total of 110 to 111 quarter credits. Clinical practica are scheduled in the second, third, fourth, and fifth quarters of the curriculum. Advanced practica, or full-time placements in healthcare or educational settings, are secured for the last two quarters of the 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.

Total Quarter Credits in the Professional Program: 110-111

The total number of quarter credits is dependent upon whether a student pursues the thesis or non-thesis track.

First Professional Year:

Total Credit Hours Required 56

Fall Quarter

CORED	1599I	Interprofessional Education I	1
SLPPD	0501	Neurological Bases of Communication Disorders	4
SLPPD	0502	Research Methods in Communication Sciences and Disorders	4

SLPPD	0504	Cultural and Linguistic Diversity in Communication Disorders	3
SLPPD	0519	Pediatric Speech Sound Disorders	4
SLPPD	0540	Clinical Methods in Speech-Language Pathology	3
Total			19

Winter Quarter

SLPPD	0505	Capstone I OR	2
SLPPD	0511	Thesis I	2
SLPPD	0521	Language Disorders in Early Childhood	4
SLPPD	0625	Hearing and Aural Rehabilitation	2
SLPPD	0526	Aphasia	4
SLPPD	0529	Voice and Resonance Disorders	4
SLPPD	0550	Clinical Practicum I	3
Total			19

Spring Quarter

SLPPD	0503	Evidence-Based Practice in Communication Sciences and Disorders	2
SLPPD	0506	Capstone II OR	1
SLPPD	0512	Thesis II	1
SLPPD	0522	Language Disorders in School-Age Children	4
SLPPD	0525	Dysphagia I	4
SLPPD	0527	Cognitive-Communication Disorders	4
SLPPD	0552	Clinical Practicum II	3
Total			18

Second Professional Year:

Total Credit Hours Required 54

Summer Quarter

SLPPD	0607	Capstone III OR	1
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SLPPD	0613	Thesis III	1
SLPPD	0630	Fluency Disorders	3
SLPPD	0631	Augmentative and Alternative Communication	3
SLPPD	0632	Dysphagia II	4
SLPPD	0640	Healthcare and Educational Settings	2
SLPPD	0654	Clinical Practicum III	3
Total			16
Fall Quarter			
SLPPD	0604	Professional Issues and Ethics in Speech-Language Pathology	2
SLPPD	0614	Thesis IV Thesis track only	1
SLPPD	0626	Autism and Other Developmental Disorders	2
SLPPD	0628	Motor Speech Disorders	3
SLPPD	0633	Language, Literacy and Learning	4
SLPPD	0656	Clinical Practicum IV	3
Total			14
Winter Quarter			
CORED	1699	Interprofessional Education II	1
SLPPD	0660	Advanced Practicum in Speech-Language Pathology: Public School OR	12
SLPPD	0662	Advanced Practicum in Speech-Language Pathology: Medical/Healthcare Facility	12
Total			12
Spring Quarter			
SLPPD	0660	Advanced Practicum in Speech-Language Pathology: Public School OR	12
SLPPD	0662	Advanced Practicum in Speech-Language Pathology: Medical/Healthcare Facility	12
Total			12

COURSE DESCRIPTIONS

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

CORED 1599I Interprofessional Education I

Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. This course will describe the roles and responsibilities of the various healthcare disciplines. It will also provide students, from different health professions, the opportunity to interact with one another as well as simulated patients. This collaboration will promote communication using a team-based approach to the maintenance of health and management of disease. 1 credit

SLPPD 0501 Neurological Bases of Communication Disorders

This course covers the neurological and physiological bases of normal and disordered communication. Embryological development of the central nervous system, and neuroanatomy and neurophysiology of the motor and sensory systems, including vision and audition are covered. Brain dissection laboratory experiences enhance mastery of neurological concepts introduced in the course. The course integrates basic neuroanatomy with cognitive neuroscience through assigned readings, lectures, and laboratory experiences. 4 credits

SLPPD 0502 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

SLPPD 0503 Evidence-Based Practice in Communication Sciences and Disorders

In this course, students will gain experience critiquing professional literature relevant to clinical and/or research practices. They will complete a literature review on a topic of interest and use it to inform evidence-based, clinical decisions. 2 credits

SLPPD 0504 Cultural and Linguistic Diversity in Communication Disorders

This course will instruct the student on evidence-based practices for meeting the needs of culturally and linguistically diverse populations across the lifespan. The course will focus

on developing cross-cultural competence through understanding cultural diversity, multilingual acquisition, multilingualism, effective use of interpreters and translators, and service delivery strategies.

3 credits

SLPPD 0519 Pediatric Speech Sound Disorders

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

SLPPD 0521 Language Disorders in Early Childhood

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

SLPPD 0522 Language Disorders in School-Age Children

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: SLPPD 0521 Language Disorders in Early Childhood

SLPPD 0525 Dysphagia I

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: SLPPD 0501 Neurological Bases of Communication Disorders

SLPPD 0526 Aphasia

This course examines communication disorders that result from acquired conditions, such as left or right hemisphere strokes or other acquired brain pathologies. Etiologies of these conditions, including neurological correlates for presenting symptoms, will be reviewed. Assessment and intervention models will be discussed, with attention to the cognitive, linguistic, and social aspects of resulting communication disorders.

4 credits

Prerequisites: SLPPD 0501 Neurological Bases of Communication Disorders

SLPPD 0527 Cognitive-Communication Disorders

This course examines communication disorders that result from acquired conditions, with emphasis on traumatic brain injury, dementia, and other degenerative neurological conditions. Etiologies of these conditions, including neurological correlates for presenting symptoms will be reviewed. Assessment and intervention models will be discussed, with attention to the cognitive, linguistic, and social aspects of resulting communication disorders.

4 credits

Prerequisites: SLPI 0501 Neurological Bases of Communication Disorders, SLPI 0526 Aphasia

SLPPD 0529 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: SLPPD 0501 Neurological Bases of Communication Disorders

SLPPD 0540 Clinical Methods in Speech-Language Pathology

This course reviews general procedures for assessing and treating individuals with communication disorders. Techniques for administering and interpreting formal and informal measures of communicative behavior and the basics of treatment procedures are discussed. The basics of clinical writing are covered, highlighting preparation of documents that support the assessment and treatment process. The course is supplemented by supervised observation and/or shadowing experiences in the Midwestern University Speech-Language Institute or off-site school or healthcare locations.

3 credits

SLPPD 0550 Clinical Practicum I

This is the first supervised speech-language pathology practicum experience in the Midwestern University Clinic or other community-based site. 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 language disorders.

3 credits

SLPPD 0552 Clinical Practicum II

This is the second supervised speech-language pathology practicum experience at the Midwestern University clinic or other community-based site. 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: SLPPD 0550 Clinical Practicum I

SLPPD 0604 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

SLPPD 0625 Hearing and 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.

2 credits

SLPPD 0626 Autism and Other Developmental Disorders

This course examines pediatric communication disorders related to the autism spectrum, genetic syndromes, and craniofacial anomalies. Etiologies of these conditions and co-

morbid disorders will be discussed. Assessment and intervention models will be reviewed.

2 credits

Prerequisites: SLPPD 0521 Language Disorders in Early Childhood; SLPPD 0522 Language Disorders in School-Age Children

SLPPD 0628 Motor Speech Disorders

This course covers assessment and treatment of neurogenic speech disorders, including the various types of dysarthria and apraxia. The complex process of differential diagnosis of these conditions will be addressed, along with numerous treatment approaches designed to target respiration, phonation, articulation, resonance and prosodic components of motor speech disorders.

3 credits

Prerequisites: SLPPD 0501 Neurological Bases of Communication Disorders; SLPPD 0519 Pediatric Speech Sound Disorders; SLPPD 0529 Voice and Resonance Disorders

SLPPD 0630 Fluency Disorders

This course describes the nature and proposed etiologies of stuttering and associated disorders. Assessment and treatment of children and adults with fluency disorders will be addressed, including the need for counseling and ongoing management across the lifespan.

3 credits

SLPPD 0631 Augmentative and Alternative Communication

This course will address the complex communication needs of individuals with severe communication, sensory and/or physical impairments which may necessitate the use of augmentative and alternative communication systems (AAC). Students will become familiar with various types of assistive technologies used for AAC. The course will cover cognitive, educational, physical, psychosocial, and linguistic aspects of human behavior that impact AAC selection and implementation. AAC assessment and intervention strategies will be addressed, including interdisciplinary contributions from physical and occupational therapists.

3 credits

SLPPD 0632 Dysphagia II

This course will require students to apply knowledge to clinical cases. Students will be expected to generate diagnostic reports and treatment plans targeting pediatric and adult dysphagia. Interpretation of videofluoroscopic and endoscopic swallowing assessments will assist students in profiling phase-specific sensory and motor swallowing abnormalities. Complex cases will be addressed.

4 credits

Prerequisites: SLPPD 0525 Dysphagia I

SLPPD 0633 Language, Literacy and Learning

This course provides students with the theoretical models of language, literacy and learning. Examination of the interconnections between reading, writing, speaking and listening will be explored. The patterns of child and adolescent reading and writing are emphasized.

4 credits

SLPPD 0640 Healthcare and Educational Settings

This course focuses on speech-language pathology practice within healthcare and educational settings, to better prepare students to work in these environments. Topics covered will include terminology, legislation and regulations, oversight and responsibilities, interprofessionalism, and documentation required for effective practice.

2 credits

SLPPD 0654 Clinical Practicum III

This is the third supervised speech-language pathology practicum experience at the Midwestern University Clinic or other community-based site. 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: SLPPD 0550 Clinical Practicum I; SLPPD 0552 Clinical Practicum II

SLPPD 0656 Clinical Practicum IV

This is the last of four 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 evaluation and management of complex cases.

3 credits

Prerequisites: SLPPD 0550 Clinical Practicum I; SLPPD 0552 Clinical Practicum II; SLPPD 0654 Clinical Practicum III

SLPPD 0660 Advanced Practicum in Speech-Language Pathology: Public School

This is a supervised clinical experience in speech-language pathology in a public school setting. Students will acquire experience in individual and group therapy, assessment, and consultation. This course consists of a 12 week, full-time school site placement. May be taken before or after SLPPD 0662 Advanced Practicum in Speech-Language Pathology:

Medical/Healthcare Facility.

12 credits

SLPPD 0662 Advanced Practicum in Speech-Language Pathology: Medical/Healthcare Facility

This is a supervised clinical experience in speech-language pathology in a healthcare setting. Students will acquire experience in individual and group therapy, assessment, consultation, and interdisciplinary staffing. It consists of a 12 week, full-time clinical site placement. Note: May be taken before or after SLPPD 0660 Advanced Practicum in Speech-Language Pathology: Public School.

12 credits

ELECTIVE COURSE DESCRIPTIONS

CORED 1699 Interprofessional Education II

This course will provide students, working in interprofessional teams, opportunities to learn and provide integrated, patient-centered care in the development of therapeutic care plans using a team-based approach. Active learning techniques, interprofessional learning, and clinical simulation will be used to enhance the education of learners to effectively engage in problem solving and communication activities that address current health related issues in the care of humans, animals, and the environment.

1 credit

Prerequisites: CORED 1599 Interprofessional Education I as designated by your program

SLPPD 0505 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 some will begin data collection this term.

2 credits

Prerequisites: SLPPD 0502 Research Methods in Communication Sciences and Disorders; SLPPD 0503 Evidence-Based Practice in Communication Sciences and Disorders

SLPPD 0506 Capstone II

This course is required for all capstone-track students. Students will complete data collection and analysis this term. They will begin preparation of a research document or creative project to demonstrate their results.

1 credit

Prerequisites: SLPPD 0505 Capstone I

SLPPD 0511 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: SLPPD 0502 Research Methods in Communication Sciences and Disorders; SLPPD 0503 Evidence-Based Practice in Communication Sciences and Disorders

SLPPD 0512 Thesis II

This course is required of all students completing a master's thesis. It again involves one hour per week of class attendance in which students will review the technicalities of writing and formatting a professional manuscript. One hour of independent study with the Thesis Chair is also incorporated into this thesis experience. Completion of the first three chapters of a five chapter manuscript is expected, along with a timeline for collection of data.

1 credit

Prerequisites: SLPPD 0511 Thesis I

SLPPD 0607 Capstone III

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.

1 credit

Prerequisites: SLPPD 0506 Capstone II

SLPPD 0613 Thesis III

This course is for all students on the thesis track. It involves one hour per week of independent study with the Thesis Chair. Completion of data collection and analysis is expected this term. Students should complete a draft of the final two chapters.

1 credit

Prerequisites: SLPPD 0512 Thesis II

SLPPD 0614 Thesis IV

This course is required of all students completing a master's thesis. It involves one hour per week of independent study with the Thesis Chair. Students should complete revision of their document and defend their thesis this term.

1 credit

Prerequisites: SLPPD 0613 Thesis III

SLPPD 0670 Thesis Continuation

This course is reserved for SLP students needing additional time to complete and successfully defend their thesis project. Enrollment is necessary only when students have completed other program requirements, and will not be enrolled in other courses. This is considered an extension of the thesis and must be approved by the Program Director. A fee is assessed with enrollment in this course. Repeatable per approval of Program Director.

0.5 credits

Prerequisites: SLPPD 0614 Thesis IV

SLPPD 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

Judith F. Ball, M.S., CCC-SLP

Illinois State University
Clinical Assistant Professor

Megan E. Cuellar, Ph.D., CCC-SLP

University of Tennessee
Assistant Professor

Christina del Toro, Ph.D., CCC-SLP

University of Florida
Assistant Professor

Patricia J. Gibbons, D.H.S., CCC-SLP

Northwestern University
Assistant Professor

Nicole Gilbert, M.A., CCC-SLP

Northern Illinois University
Clinical Instructor

Kimberly S. Hoffer, M.A., CCC-SLP

Northwestern University
Director of Clinical Education and Assistant Professor

Valerie E. Johnson, Ph.D., CCC-SLP

University of Massachusetts
Assistant Professor

Elia Olivares, M.S., CCC-SLP

Illinois State University
Clinical Assistant Professor

Kathleen Post, M.S., CCC-SLP

University of Wisconsin-Stevens Point
Clinical Assistant Professor
SLP Clinic Coordinator and Clinical Assistant Professor

Jonathan P. Wilson, Ph.D., CCC-SLP

University of Florida
Program Director

COLLEGE OF DENTAL MEDICINE-ILLINOIS

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 aspires to be a global leader in oral healthcare education through its commitment to;

- Patient-centered, interprofessional healthcare founded on the principles of ethical practice, scientific research, and evidence-based decision making
- The integration of biomedical and clinical sciences across all disciplines
- Engagement in collaborative research and scholarly activity for the improvement of oral health
- The promotion of diversity among its students, patients, staff, and faculty
- The graduation of highly qualified, empathetic oral healthcare professionals who address the needs of society and possess the knowledge, skills, judgment, and respect for patients that is essential for independent ethical practice

CORE VALUES

The College of Dental Medicine-Illinois will achieve its mission and vision through emphasis on the following goals;

- Develop innovative educational programs that prepare students for ethical clinical practice of the highest quality.
- Create a humanistic learning environment based upon collegiality and professionalism, modeled by faculty in an atmosphere of cooperation, teamwork, shared knowledge, and mutual respect.
- Provide a patient-centered, comprehensive care program that considers the overall well-being of the patient.
- In cooperation with Midwestern University colleges and programs, develop an interprofessional model

of learning and practice that will prepare practitioners for the healthcare team of the future.

- Create an environment of diversity that is valued and visible among the students, staff, faculty, and patients.
- Encourage lifelong learning based on science, evidence, and critical thinking that emphasizes continuous professional development and change.
- Promote scholarly achievement and research that emphasizes the development of new knowledge in education, learning, and healthcare delivery.
- Demonstrate leadership in oral health care among students, staff, and faculty through integrity, innovation, responsibility, and service to the community.

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 *"approval without reporting requirements."* 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 four academic years. The curriculum consists of two years of primarily didactic and preclinical instruction with clinical introductory experiences followed by two years of primarily clinical experiences and rotations including the applicable didactic material. Upon graduation with the D.M.D. degree, the graduate is eligible to sit for board licensing examinations in the United States 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 3.00 (although 3.20 will generally be competitively necessary) on a 4.00 scale. A minimum biology/chemistry/physics (BCP) science and cumulative GPA of 3.00 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:

Biology with lab	8 Semester/12 Quarter hours
General Chemistry with lab	8 Semester/12 Quarter hours
Organic Chemistry with lab	4 Semester/6 Quarter hours
Anatomy	3 Semester/4 Quarter hours
Microbiology	3 Semester/4 Quarter hours
Physics with lab	8 Semester/12 Quarter hours
Physiology	3 Semester/4 Quarter hours
Biochemistry	3 Semester/4 Quarter hours
English Composition/Technical Writing	6 Semester/9 Quarter hours

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 GPA of 3.00 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, Perceptual Ability, and Total Science sections
 - Only DAT exam scores earned from tests taken no more than three years prior to matriculation are acceptable
4. Two letters of recommendation.
 - One must be from either a pre dental 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.

Application Process and Deadlines

Prospective applicants should submit all of their required application materials as early as possible. 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 3.000 on a 4.000 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

Interview and Selection Process

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 6-8 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. Due to copyright regulations and requirements, the College of Dental Medicine-Illinois does not allow candidates discussing or disclosing any information pertaining to the Multiple Mini Interview scenarios to other

persons or parties. Also, the College of Dental Medicine-Illinois does not allow immediate relatives who are current applicants for the same admissions cycle to interview on the same day.

Technical Standards

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

The following abilities and expectations must be met by all students admitted to the College with reasonable accommodation. 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 with direct eye contact. The candidate must have sufficient facility with English to: retrieve information from texts and lectures and communicate concepts on written exams and patient charts and coordinate patient care with all members of the health care team.
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. The candidate must be able to interrelate among colleagues, staff, and patients with honesty, integrity, respect, and nondiscrimination.

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.

Reapplication Process

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

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

Transfer Admission

Midwestern University College of Dental Medicine-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 2.000 and have no course grade below a "C" or "P" (Pass);
3. Pass the National Board Dental Examination (NBDE) Part I and challenge the NBDE Part II;
4. Receive a favorable recommendation for conferral of the D.M.D. degree from the Student Academic Progress Committee, Clinical and the Dean of CDMI;
5. Be recommended for conferral of the D.M.D. 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 CDMI and University.

LICENSURE REQUIREMENTS

Graduates of accredited U.S. Dental Schools are eligible to challenge certain licensure examinations and thereby obtain the right to practice dentistry ("licensure") in all 50 states of the United States, as well as many foreign countries. To obtain licensure, qualified candidates 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 (NBDE) and a certificate issued by a regional board of dental examiners (e.g. CRDTS, CDCA, SRTA, WREB)
2. Certain states honor formal or informal reciprocity agreements with other state(s) and, in some cases, issue a license by credentialing the certificate from another state.

It is the ultimate responsibility of the individual dental graduate / candidate to become fully aware of the many rules, regulations and restrictions related to licensure across the United States. Northwestern University and the College of Dental Medicine-Illinois cannot and will not be responsible

for the many regulations and frequent changes that occur in the licensure environment.

For further information concerning licensure, please contact the American Dental Association or the specific state's licensing board.

CURRICULUM

The Northwestern University College of Dental Medicine-Illinois reserves the right to alter its curriculum as appropriate for the essential professional preparation of its students.

Courses generally conform to the schedule defined below unless otherwise noted, or as modified in a curriculum plan prepared for a specific student to support that student's academic progress.

Total Quarter Credits in the Professional Program: 275.5

First Professional Year:

Total Quarter Hours Required: 55

Fall Quarter

CORED	1599	Interprofessional Education I	1
DENTD	1520	The Healthy Orofacial Complex - Clinical	4.5
DENTD	1521	The Healthy Orofacial Complex - Didactic	3.5
IBSSD	1501	Foundations of Cell Function for Dental Students	4.4
IBSSD	1502	Genetics and Immunology for Dental Students	4.8

Total 18.2

Winter Quarter

DENTD	1530	Risk Assessment, Diagnosis, and Preventive Care of Oral Diseases - Clinical	5
DENTD	1531	Risk Assessment, Diagnosis, and Preventive Care of Oral Diseases - Didactic	4.5
IBSSD	1503	Infectious Disease, Skin, and Blood Disorders for Dental Students	3.5
IBSSD	1504	Neural and Musculoskeletal Systems for Dental Students	4.5
IBSSD	1505	Cardiovascular System for Dental Students	2.9
DENTD	1500	Healthcare Communication	1

Total 21.4

Spring Quarter			
DENTD	1540	Treatment Planning and Initial Therapeutic Interventions - Clinical	4
DENTD	1541	Treatment Planning and Initial Therapeutic Interventions - Didactic	4
IBSSD	1506	Head and Neck Anatomy for Dental Students	3.3
IBSSD	1507	Respiratory and Urogenital Systems for Dental Students	4.1
Total			15.4

Second Professional Year:

Total Quarter Credit Hours Required: 70.5

Summer Quarter

DENTD	1610	Management of Complex Oral Conditions - Clinical	5.2
DENTD	1611	Management of Complex Oral Conditions - Didactic	3
IBSSD	1608	Clinical Neuroscience for Dental Students	3.5
IBSSD	1609	Endocrine and Reproductive Systems for Dental Students	2.5
Total			14.2

Fall Quarter

DENTD	1620	Diagnosis and Rehabilitative Dentistry - Clinical	6.5
DENTD	1621	Diagnosis and Rehabilitative Dentistry - Didactic	4.5
DENTD	1625	Dental Pharmacotherapeutics (1.5 total credit hours (CH), 0.5 in the Fall Quarter)	0.5
IBSSD	1610	Gastrointestinal System for Dental Students	3
PHARD	1640	Pharmacology for Dental Students (5.0 total CH, 2.0 in the Fall Quarter)	2
Total			16.5

Winter Quarter

CORED	1699	Interprofessional Education II	1
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DENTD	1625	Dental Pharmacotherapeutics (1.5 total CH, 1.0 in the Winter Quarter)	1
DENTD	1630	Comprehensive Oral Healthcare - Clinical	6.5
DENTD	1631	Comprehensive Oral Healthcare - Didactic	4.5
IBSSD	1620	Basic Sciences Integration Course	3
PHARD	1640	Pharmacology for Dental Students (5.0 total CH, 3.0 in the Winter Quarter)	3
Total			19

Spring Quarter

DENTD	1640	Oral Health Sciences 2.4 - Clinical	10.3
DENTD	1641	Oral Health Sciences 2.4 - Didactic	7.5
IBSSD	1621	Clinical Sciences Integration Course	3
Total			20.8

Third Professional Year:

Total Quarter Credit Hours Required: 76

Summer Quarter

DENTD	1710	Oral Health Sciences 3.1A	13.5
DENTD	1711	Oral Health Sciences 3.1B	3
DENTD	1715	Patient Assessment and Diagnosis of Head and Neck Disorders	2
DENTD	1788A	Comprehensive Clinical Course 1A	2
Total			20.5

Fall Quarter

DENTD	1720	Oral Health Sciences 3.2A	13.5
DENTD	1721	Oral Health Sciences 3.2B	3
DENTD	1788B	Comprehensive Clinical Course 1B	2
Total			18.5

Winter Quarter

DENTD	1730	Oral Health Sciences 3.3A	13.5
DENTD	1731	Oral Health Sciences 3.3B	3

DENTD 1788C Comprehensive Clinical Course 1C 2

Total 18.5

Spring Quarter

DENTD 1740 Oral Health Sciences 3.4A 13.5

DENTD 1741 Oral Health Sciences 3.4B 3

DENTD 1788D Comprehensive Clinical Course 1D 2

Total 18.5

Fourth Professional Year:

Total Quarter Credit Hours Required: 74

Summer Quarter

DENTD 1810 Oral Health Sciences 4.1A 13.5

DENTD 1811 Oral Health Sciences 4.1B 3

DENTD 1888A Comprehensive Clinical Course 2A 2

Total 18.5

Fall Quarter

DENTD 1820 Oral Health Sciences 4.2A 13.5

DENTD 1821 Oral Health Sciences 4.2B 3

DENTD 1888B Comprehensive Clinical Course 2B 2

Total 18.5

Winter Quarter

DENTD 1830 Oral Health Sciences 4.3A 13.5

DENTD 1831 Oral Health Sciences 4.3B 3

DENTD 1888C Comprehensive Clinical Course 2C 2

Total 18.5

Spring Quarter

DENTD 1840 Oral Health Sciences 4.4A 13.5

DENTD 1841 Oral Health Sciences 4.4B 3

DENTD 1888D Comprehensive Clinical Course 2D 2

Total 18.5

Electives

DENTD 1498 Dental Research 0-6

DENTD 1499 Externship 0.1-0.2

DENTD 1598 Supplemental Dental Experience 0-13.5

DENTD 1698 Supplemental Dental Experience 0-13.5

DENTD 1798 Supplemental Dental Experience 0-13.5

DENTD 1898 Supplemental Dental Experience 0-13.5

COURSE DESCRIPTIONS

One Health/Interprofessional Education

CORED 1599 Interprofessional Education I

Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. This course will describe the roles and responsibilities of the various healthcare disciplines. It will also provide students, from different health professions, the opportunity to interact with one another as well as simulated patients. This collaboration will promote communication using a team-based approach to the maintenance of health and management of disease. 1 credit

CORED 1699 Interprofessional Education II

This course will provide students, working in interprofessional teams, opportunities to learn and provide integrated, patient-centered care in the development of therapeutic care plans using a team-based approach. Active learning techniques, interprofessional learning, and clinical simulation will be used to enhance the education of learners to effectively engage in problem solving and communication activities that address current health related issues in the care of humans, animals, and the environment. 1 credit

Prerequisites: CORED 1599 Interprofessional Education I as designated by your program

DENTD 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 12 courses that presents the basic science foundation for the practice of dentistry. Each course is composed of one or more foundational or body system-based learning modules. 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.

IBSSD 1501 Foundations of Cell Function for Dental Students

IBSSD 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

IBSSD 1502 Genetics and Immunology for Dental Students

IBSSD 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 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

IBSSD 1503 Infectious Disease, Skin, and Blood Disorders for Dental Students

IBSSD 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, dermatopathology, anemia, and red and white blood cell disorders.

3.5 credits

IBSSD 1504 Neural and Musculoskeletal Systems for Dental Students

IBSSD 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

IBSSD 1505 Cardiovascular System for Dental Students

IBSSD 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

IBSSD 1506 Head and Neck Anatomy for Dental Students

IBSSD 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 among anatomical structures are reinforced by in-depth dissections of the head and neck. Emphasis is placed on application of that knowledge to clinical problems.

3.3 credits

IBSSD 1507 Respiratory and Urogenital Systems for Dental Students

IBSSD 1507 spans two interdisciplinary modules that study the respiratory system and urogenital systems. Module 12: Respiratory System. The disciplines of gross anatomy, histology, biochemistry, physiology, microbiology and pathology cover the structure and function of the respiratory system. Topics include the gross anatomy, histology and biochemistry 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

IBSSD 1608 Clinical Neuroscience for Dental Students

IBSSD 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

IBSSD 1609 Endocrine and Reproductive Systems for Dental Students

IBSSD 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

IBSSD 1610 Gastrointestinal System for Dental Students

IBSSD 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 DMD-2.

3 credits

IBSSD 1620 Basic Sciences Integration Course

The course is designed to provide DMD-2 students a structured opportunity to review their knowledge of basic science foundational concepts. Students will challenge a multidisciplinary examination at the beginning of the quarter to identify topic areas of individual strength and weakness. Students prepare on their own for weekly discipline-based examinations that are assigned topics. These examinations are taken as individuals and in a team-based format, and faculty will work with students to review concepts in identified areas of weakness.

3 credits

IBSSD 1621 Clinical Sciences Integration Course

This course will continue the development of foundational knowledge with an emphasis on applying core concepts learned during the basic sciences curriculum in the management of medically-complex dental patients, using lectures and high fidelity patient simulation activities. Using the Clinical Skills Simulation Center, students will evaluate various patient care scenarios pertaining to the most prevalent emergencies occurring in the dental office.

3 credits

PHARD 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 DMD-2 (20 hours) and continues for an additional 30 hours in the Winter Quarter DMD-2. This course is taught during the Fall and Winter quarters with a single grade given at the completion of the course.

5 credits

Oral Health Sciences

Integrated Oral Health Science Sequence

The Integrated Oral Health Science course sequence (DENT) is an interdisciplinary curriculum integrated across the biomedical, behavioral, and clinical sciences. This interdisciplinary sequence of courses spans the entire four years of the program. Didactic lectures covering the basic concepts are supplemented with active learning exercises in a small-group environment. Simulation laboratory procedures are introduced in a case contextualized manner; clinical scenarios are discussed and controversial topics are critically analyzed; and evidence-based discussions and practice is taught.

DENTD 1520 The Healthy Orofacial Complex - Clinical

This course is complementary to DENTD 1521 and includes the simulated clinical application of didactic components of DENTD 1521. The course concentrates on the anatomy structure and function of the healthy oro-facial complex. 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 through case based scenarios and small group discussion. The students are also introduced to components of the patient electronic health record. Students will also participate in clinical rotations at the Dental Institute as part of this course.

4.5 credits

DENTD 1521 The Healthy Orofacial Complex - Didactic

This course concentrates on the anatomy, structure and function of the healthy oro-facial complex. The foundational knowledge of dental science is introduced, including dental anatomy and morphology, and dental terminology.

3.5 credits

DENTD 1530 Risk Assessment, Diagnosis, and Preventive Care of Oral Diseases - Clinical

This course is complementary to DENTD 1531 and includes the simulated clinical application of didactic components of DENTD 1531. The 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 related to cariology, periodontal disease management, and operative dentistry. Ethics, professionalism and behavioral aspects of patient care are emphasized through case based scenarios and small groups' discussion. Students will also participate in clinical rotations at the Dental Institute as part of this course.

5 credits

Prerequisites: DENTD 1520 Oral Facial Complex in Health - Clinical/DENTD 1521 Oral Facial Complex in Health - Didactic

DENTD 1531 Risk Assessment, Diagnosis, and Preventive Care of Oral Diseases - Didactic

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. Ethics, professionalism and behavioral aspects of patient care are discussed and emphasized through the course content.

4.5 credits

Prerequisites: DENTD 1520 Oral Facial Complex in Health - Clinical/DENTD 1521 Oral Facial Complex in Health - Didactic

DENTD 1540 Treatment Planning and Initial Therapeutic Interventions - Clinical

This course is complementary to DENTD 1541 and includes the simulated clinical application of didactic components of DENTD 1541. The course concentrates on handpiece skills, preparation and restoration of primary and permanent teeth with direct restorations. Radiographic interpretation of dental caries and periodontal conditions are included in this clinical skills course. Students will be introduced to comprehensive treatment planning with simulated patient cases presented in the electronic health record. Students will have the experience of presenting oral health information to community schools. Additionally, students will have the experience of working in groups to search literature pertaining to a clinical question, preparing and presenting the evidence based information to peers faculty and community. Students will also participate in clinical rotations at the Dental Institute as part of this course.

4 credits

Prerequisites: DENTD 1530 Risk Assessment, Diagnosis, and Preventive Care of Oral Diseases - Clinical/DENTD

1531 Risk Assessment, Diagnosis, and Preventive Care of Oral Diseases - Didactic

DENTD 1541 Treatment Planning and Initial Therapeutic Interventions - Didactic

This interdisciplinary course concentrates on the principles of Operative Dentistry and dental materials used for direct restorations for both primary and permanent dentition. Pulpal response to restorative procedures, methods and materials for pulpal protection are also introduced.

Periodontal and radiographic examination are integrated into the course. Students will begin the process of patient centered comprehensive treatment planning with application of evidence based, ethical practice rationales for treatment. 4 credits

Prerequisites: DENTD 1530 Risk Assessment, Diagnosis, and Preventive Care of Oral Diseases - Clinical/DENTD 1531 Risk Assessment, Diagnosis, and Preventive Care of Oral Diseases - Didactic

DENTD 1610 Management of Complex Oral Conditions - Clinical

This course is complementary to DENTD 1611 and includes the simulated clinical application of didactic components of DENTD 1611. The Management of Complex Oral Conditions will include simulated clinical experience which focuses on endodontic therapy and restorative treatment for the child and adult patient, selection and delivery of local anesthesia, and indirect and direct simulated restorative care. Students will also participate in clinical rotations at the Dental Institute as part of this course.

5.2 credits

Prerequisites: DENTD 1540 Treatment Planning and Initial Therapeutic Interventions - Clinical/DENTD 1541 Treatment Planning and Initial Therapeutic Interventions - Didactic

DENTD 1611 Management of Complex Oral Conditions - Didactic

The didactic curriculum for this course will focus on diagnosis and treatment planning, oro-facial growth and development of the child patient, and oral conditions and diseases that impact the oral cavity. Students will also be introduced to the diagnosis and treatment planning associated with endodontic care and well as the instrumentation selection and restoration considerations of teeth receiving endodontic care. The selection and application of various restorative materials will also be discussed.

3 credits

Prerequisites: DENTD 1540 Treatment Planning and Initial Therapeutic Interventions - Clinical/DENTD 1541 Treatment Planning and Initial Therapeutic Interventions - Didactic

DENTD 1620 Diagnosis and Rehabilitative Dentistry - Clinical

This course is complementary to DENTD 1621 and includes the simulated clinical application of didactic components of DENTD 1621. This course concentrates on preparation of abutment for fixed partial denture prostheses. Students will also fabricate provisional restorations, make final impressions, write lab prescriptions and evaluate the final prosthesis prior to delivery. Removable prosthodontics will include the survey and design of a removable partial denture. Students will learn to do more complex operative and endodontic procedures. Simulated patient cases will give an opportunity for students to diagnose, manage, treatment plan and treat simulated patients. Students will also participate in clinical rotations at the Dental Institute as part of this course.

6.5 credits

Prerequisites: DENTD 1610 Management of Complex Oral Conditions - Clinical/DENTD 1611 Management of Complex Oral Conditions - Didactic

DENTD 1621 Diagnosis and Rehabilitative Dentistry - Didactic

This course concentrates on the principles of rehabilitative dentistry, the restoration of oral facial function for the partially edentulous patient with fixed and removable partial denture prostheses. Periodontics will be integrated to address treatment associated with complex restorative procedures. Oral Pathology will address connective tissue lesions, ulcerative lesions, pre malignant and malignant lesions. Restorative Dentistry and Endodontics continue with focus on more complex treatments.

4.5 credits

Prerequisites: DENTD 1610 Management of Complex Oral Conditions - Clinical/DENTD 1611 Management of Complex Oral Conditions - Didactic

DENTD 1625 Dental Pharmacotherapeutics

Dental Pharmacotherapeutics is taken concurrently with Pharmacology for Dental Students (PHARD 1640) in the Fall and Winter Quarters of DMD-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 DMD-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 breast-feeding, 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

DENTD 1630 Comprehensive Oral Healthcare - Clinical
This course is complementary to DENTD 1631 and includes the simulated clinical application of didactic components of DENTD 1631. The simulation clinic component of this course deals with Comprehensive Oral Health Care that concentrates on the diagnosis and rehabilitation of facial function in cases of advanced disease. Fixed and removable prosthodontics, utilization of orthodontic appliances, direct and indirect restorations, diagnosis and treatment of periodontal disease and associated periodontal treatment concerns are continued from the previous term. Students will also participate in preclinical hands-on rotation to include utilization of microscopes in restorative dentistry, digital imaging for indirect ceramic restorations, four-handed dental care, and simulated clinical care projects. Students will participate in rotations to the clinical campus for hands-on clinical experience. Students will also participate in clinical rotations at the Dental Institute as part of this course.
6.5 credits

Prerequisites: DENTD 1620 Diagnosis and Rehabilitative Dentistry - Clinical/DENTD 1621 Diagnosis and Rehabilitative Dentistry - Didactic

DENTD 1631 Comprehensive Oral Healthcare – Didactic
Didactic course work will include small group instruction in orthodontics with enhanced instruction in digital adjuncts to orthodontic care, diagnosis and treatment considerations for fixed and removable care, and the impact of ethical care concerns, practice management, and communications in patient care. The indications and options for pain and anxiety control, hard/soft tissue trauma, urgent care, medical emergencies, TMD, and oral surgery. Topics in oral pathology continue from the previous quarter.
4.5 credits

Prerequisites: DENTD 1620 Diagnosis and Rehabilitative Dentistry - Clinical/DENTD 1621 Diagnosis and Rehabilitative Dentistry - Didactic

DENTD 1640 Oral Health Sciences 2.4 - Clinical
This course is complementary to DENTD 1641 and includes the simulated clinical application of didactic components of DENTD 1641. The goal of the DENTD 1640 course is to continue to prepare the student for the provision of direct patient care and to assess her/his level of readiness to begin patient treatment in the clinical setting. Course sessions will be provided in increasingly complex areas of care, including oral surgery, periodontics, orthodontics and esthetic restorations, among others. Small group discussions and critical analysis sessions will be used to explore understanding and evidence related to ethical, professional, and behavioral

questions. Many of the course activities will be structured on a rotation basis to facilitate optimal exposure to faculty, experiences, and material resources. Students will also participate in clinical rotations at the Dental Institute as part of this course.

10.3 credits

Prerequisites: DENTD 1630 Comprehensive Oral Healthcare - Clinical/DENTD 1631 Comprehensive Oral Healthcare - Didactic

DENTD 1641 Oral Health Sciences 2.4 - Didactic
This course continues to prepare the student for the provision of direct patient care and to assess their level of readiness to begin patient treatment in the clinical setting. Course sessions will be provided in increasingly complex areas of care, including oral surgery, periodontics, orthodontics and esthetic restorations, among others. Small group discussions and critical analysis sessions will be used to explore understanding and evidence related to ethical, professional, and behavioral questions. DENTD 1641 is the Knowledge Component of the DMD-2 Spring course and is assessed through written exams.
7.5 credits

7.5 credits

Prerequisites: DENTD 1630 Comprehensive Oral Healthcare - Clinical/DENTD 1631 Comprehensive Oral Healthcare - Didactic

DENTD 1710, 1720, 1730, 1740 Oral Health Sciences 3.1A, 3.2A, 3.3A, 3.4A
Student Dentists will provide comprehensive care of patients of a range of ages and complexity in four consecutive quarters. This care will be provided under the direction and supervision of the clinical faculty within the Group Practices of the Dental Institute. In addition to comprehensive care provided in the Group Practices, Student Dentists will have patient care experiences in oral radiology, oral surgery, urgent care and pediatric dentistry/orthodontics via scheduled intramural rotations.
Each course 13.5 credits

Each course 13.5 credits

Prerequisites: Prerequisite for DENTD 1710 is DENTD 1640 Oral Health Sciences 2.4; prerequisite for DENTD 1720, 1730, and 1740 is the preceding dental course in the series

DENTD 1711, 1721, 1731, 1741 Oral Health Sciences 3.1B, 3.2B, 3.3B, 3.4B
These courses present information related to more advanced topics in the areas of patient communications/behavior, endodontics, periodontics, oral pathology, radiography, orthodontics, oral surgery, temporomandibular disorders, treatment planning and prosthodontics, including implant therapies. New topics will include practice management and hands on training with nitrous oxide sedation. The instructional methods in these courses will include faculty

presentations, small group learning experiences, case presentations, simulated experiences, and written projects. Each course 3 credits

Prerequisites: Prerequisite for DENTD 1711 is DENTD 1640 Oral Health Sciences 2.4

DENTD 1715 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, including the oral cavity. As part of this course, students will interact with Standardized Patients and learn to manage the medical emergencies that are most common to occur in the oral healthcare setting.

2 credits

Prerequisites: DENTD 1640: Oral Health Sciences 2.4

DENTD 1788A, 1788B, 1788C, 1788D Comprehensive Clinical Course 1A, 1B, 1C, 1D

The focus of the Comprehensive Clinical Courses is the independent demonstration of clinically acceptable care and decision making by the Student Dentist. These courses include a series of specified Independent Clinical Performance Assessments, Mock Regional Board Examinations, and a Patient Case-Written Presentation. Each course 2 credits

DENTD 1810, 1820, 1830, 1840 Oral Health Sciences 4.1A, 4.2A, 4.3A, 4.4A

Student Dentists will provide comprehensive care for a diverse patient population with increasingly complex needs in four consecutive quarters. This care will be provided under the direction and supervision of the clinical faculty within the Group Practices of the Dental Institute. In addition to comprehensive care provided in the Group Practices, Student Dentists will have patient care experiences scheduled in a variety of extramural clinics. These extramural clinics have been selected to provide the Student Dentist with substantial experience in providing care to underserved populations and pediatric patients. These courses will continue the development of leadership and practice management skills. Each course 13.5 credits

Prerequisites: Prerequisite for DENTD 1810 is DENTD 1740 Oral Health Sciences 3.4A; prerequisite for DENTD 1820, 1830, and 1840 is the preceding dental course in the series

DENTD 1811, 1821, 1831, 1841 Oral Health Sciences 4.1B, 4.2B, 4.3B, 4.4B

The courses in this series present information related to more advanced topics in the areas of patient

communications/behavior, endodontics, periodontics, oral pathology, radiography, orthodontics, oral surgery, temporomandibular disorders, treatment planning and prosthodontics, including implant therapies. The coursework also focuses on review for National Boards Dental Examination Part II. Within each course, students will continue their preparation for the independent practice of dentistry. The practice management coursework will first concentrate on learning and practicing the skills necessary to obtain a position in a practice or post graduate program, and then later on developing leadership, management, and business skills necessary to operate successfully in practice. Each course 3 credits

Prerequisites: Prerequisite for DENTD 1811 is DENTD 1741 Oral Health Sciences 3.4B

DENTD 1888A, 1888B, 1888C, 1888D Comprehensive Clinical Course 2A, 2B, 2C, 2D

The focus of the Comprehensive Clinical Courses is the independent demonstration of clinically acceptable care and decision making by the Student Dentist. These courses include a series of specified Independent Clinical Performance Assessments, Mock Regional Board Examinations, an Oral Pathology Examination and an Objective Structured Clinical Examination (OSCE). Each course 2 credits

ELECTIVES

DENTD 1498 Dental Research

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. 0-6 credits

DENTD 1499 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 Dean or designate. 0.1-0.2 credits

DENTD 1598, 1698, 1798, 1898 Supplemental Dental Experience

Students may participate in these elective courses when reacquisition of knowledge and/or clinical skills is required following a period of leave of absence. Courses may be repeated if necessary. 0-13.5 credits

STUDENT ACADEMIC POLICIES

The following academic policies apply to all students who matriculate during the academic year of this catalog

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

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

Good academic standing is achieved by maintaining an annual GPA of at least 2.00. If a student's GPA drops below a 2.00 at the end of any quarter during the academic year and/or if the student earns a grade of "F" in one or more courses, the student is placed on academic probation. A student on academic warning or academic probation is not considered to be in good academic standing. To return to good academic standing, a student must pass the failed courses and incur no further failures.

CDMI students must maintain a minimum GPA of 3.0 to be eligible to engage in leadership roles and research activities (internal or external to the College), as well as to be able to attend conferences and other elective events that interfere with curriculum time and potentially impede academic progress.

Academic Review and Progression

Two faculty committees of CDMI will review the academic performance of students: the Student Academic Progress Committee, Preclinical for the first two years and the Student Academic Progress Committee, Clinical for the third and fourth years.

Student Academic Progress Committees, Preclinical and Clinical

Student Academic Progress Committees, Preclinical and Clinical, will meet as needed to review academic and professional progress of dental students. Students with one or more academic failure(s) or withdrawal/failing (WF) 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) (WF) 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.

Students who have successfully completed their dental education program and paid all tuition and fees will be recommended to the Faculty Senate for graduation.

Academic Probation

Academic Probation represents a notice that continued inadequate academic performance might result in Dismissal. If students on academic probation successfully complete their probationary period, 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 records. Subsequently, when students return to good academic standing, this is also noted in their academic records. Academic probation is not noted on transcripts. Students on academic probation are ineligible for leadership positions and research activity.

Student Academic Progress Committee Guidelines

The following table is a summary of potential academic situations and provides guidance to the Student Academic Progress Committees for recommended action:

DMD-Courses	Possible Action	Academic Status	Retake Courses	Action Following Retake
All Passed	Promote	-	-	-
One (1) Failure	Retake Course with/without Academic LOA	Probation	Next Quarter or Next Academic Year	Fail- Dismissal Pass- Promote
Two (2) Failures	Retake Courses with/without Academic LOA	Probation	Next Academic Year	Fail one or both courses- Dismissal Pass both courses- Promote
Three (3) Failures	Dismissal	Dismissed	-	-

Course repeat schedule is at the discretion of the Student Academic Progress Committee.

Withdrawal/Failing (WF) may be considered as a course failure by the Student Academic Progress Committee.

Advanced Standing/Exemption from Coursework

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.

If a course is accepted for credit, the course will be recorded the transcript along with the name of the institution at which the credit was earned and the original course title and number. Any earned letter grade will not be included on the transcript or used in the GPA calculation; instead, a notation of "AP" (Advanced Placement) will appear.

Appeal Process

Following notification of a decision of the Student Academic Progress Committee (Preclinical or Clinical), 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:

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

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

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 designate, 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

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
2. Failure to exhibit the personal qualifications and ethical standards necessary to the practice of dentistry
3. Violation of Midwestern University College of Dental Medicine-Illinois rules and regulations that are grounds for dismissal

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 sufficient academic progress 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.

Grade for Retaken Course

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

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 (WF), pass (P) or failed (F) that were later repeated.

Grading System

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

Grade	Percent (%)	Quality Points (per credit)	Comments
A	93–100	4.00	—
A–	90–92	3.67	—
B+	87–89	3.33	—
B	83–86	3.00	—
B–	80–82	2.67	—
C+	77–79	2.33	—
C	70–76	2.00	—
F	< 70	0.00	For professional programs
I	—	0.00	An Incomplete ("I") grade may be assigned by a course director when a student's work is of passing quality but incomplete, or if a student qualifies for 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. All incomplete grades must be resolved within 10 calendar days following the last day of finals for the quarter. In the case of courses ending prior to final exam week, it is the obligation of the course director to monitor the use and resolution of the incomplete grade, with notice to the Registrar. If an incomplete grade remains beyond the 10 days, it will be converted to a grade of "F," which signifies failure of the course.
IP	—	0.00	The "IP" 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.
P	—	0.00	Pass; designation indicates that the student has made satisfactory progress or completed required coursework satisfactorily. Grade of "P" is counted toward credit hour accruals for graduation but is not counted in any GPA calculations.
W	—	0.00	Withdrawal/Passing is given if the grade achieved up to 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.
WF	—	0.00	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. "WF" may be considered as a failure by a Student Academic Progress Committee 1 or 2.
AU	—	0.00	This designation indicates an audited course, that is, a student registered for a course with the understanding that neither academic credit nor a grade is earned. The possibility does not exist to change the course status from audit to full credit after the start of the quarter. The designation "AU" is not counted in the GPA calculation.
AP			This designation indicates the decision of a college to award academic credit that precludes a student from taking required course work. The designation of Advanced Placement ("AP") is applied toward credit hour accruals, but is not counted in the GPA calculation.

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

Immunization Policy for CDMI

Full-time students are required to have all immunizations as outlined in the general policy section of the student handbook. Immunization requirements for CDMI students are subject to current Center for Disease Control and Prevention guidelines, applicable state health department protocols and affiliated rotation sites requirements. Students who do not adhere to the immunization policy by the stated deadline may jeopardize their acceptance or continued enrollment in the College.

Leave of Absence (LOA)

Academic. A student may be placed on LOA for academic reasons upon a determination of the Student Academic Progress Committee. A student on LOA for academic reasons is automatically placed on academic probation. Students will be assessed tuition for any additional instruction required as a result of the LOA. An academic LOA will result in a delay in the expected graduation date.

Voluntary. Students who wish to voluntarily initiate a leave of absence for personal or medical reasons should contact the Associate Dean for Academic Affairs. Additional coursework, for which students will be assessed tuition, may be required of students returning from a personal or medical LOA. A voluntary LOA will result in a delay in the expected graduation date.

National Board Dental Examination (NBDE) Policy

Students must challenge the NBDE Part I no sooner than March 1 and no later than May 15 of their second year. If a student encounters a catastrophic event that prevents them from taking the examination during that timeframe, the Dean may allow challenging of the examination at a later date.

Students who fail to pass the NBDE Part I on their first attempt:

1. Will be allowed to complete the quarter, but will be removed from clinical activities until passing the exam.
2. Will be allowed to continue with didactic courses.
3. Must retake the exam within six months from the date of the first attempt.
4. Must meet with the Dean of Students, the CDMI Dean (or designee), and selected Course Coordinators/Directors, 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.

Students who fail the NBDE Part I two times:

1. Must appear before the Student Academic Progress Committee, Preclinical. The Committee may recommend that the students continues to be suspended from clinical activities and enrolled in didactic courses or recommend that the student is placed on a leave of absence.
2. May also be required to take an Independent Study elective to prepare for the retake of NBDE Part I at the date specified by the CDMI Dean. Tuition, related expenses, and arrangements are the responsibility of students.
3. Must meet with, the Dean of Students, the CDMI Dean (or designee), and selected Course Coordinators/Directors, to discuss a strategy for retaking and passing the NBDE Part I.
4. Must retake the examination within a year from the date of the second attempt, at a date approved by the CDMI Dean or designee upon recommendation of the above individuals. If successful, the student will be eligible to resume studies in the program.

Students who fail to pass NBDE Part I after three attempts will be required to appear before the Student Academic Progress Committee, Preclinical. The committee may recommend dismissal from the University for failure to meet the academic requirements of MWU CDMI.

The College administers a mock NBDE Part II examination that must be successfully completed before a student is approved to sit for the NBDE Part II. Details related to the mock and actual NBDE Part II are outlined in the appropriate course syllabi. Students are required to challenge NBDE Part II prior to May 1 of their year of graduation.

Historical first-time pass rates by CDMI students at NBDE Parts I and II can be found on the CDMI Fast Facts webpage at www.midwestern.edu/programs_and_admission/il_dental_medicine.html

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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CHICAGO COLLEGE OF OPTOMETRY

MISSION

The mission of the Chicago College of Optometry is to develop competent individuals who embrace lifelong learning through the pursuit of excellence in education, research, scholarship, and patient care for a diverse society. The College's educational programs emphasize and promote public health, leadership, ethics, professionalism, compassion, commitment, collegiality, and sense of community.

VISION AND GOALS

The Midwestern University Chicago College of Optometry has the vision to:

- Deliver an exceptional optometric educational experience utilizing our unique multi-health professional setting and cutting edge technology.
- Provide our students with the knowledge and skills to deliver the highest level of professional, ethical and compassionate eye and vision care.
- Recruit qualified students; promote lifelong learning, community outreach, and innovative research; and develop leaders in the profession and communities.

The Midwestern University Chicago College of Optometry will pursue the following goals:

- Deliver a comprehensive Doctor of Optometry degree program that prepares graduates for contemporary entry-level practice and encourages and fosters advanced training, in order to serve the interests and needs of the broader community.
- Present an innovative optometry program with faculty committed to learning and teaching the current research and evidence based medicine applications using technologies to provide an exceptional educational experience for students and comprehensive and compassionate care for our patients.
- Develop and support the faculty and students in their commitment to research and scholarly activities and excellence in patient care.
- Graduate students who have achieved the learning outcomes as defined by the Faculty.

- Improve patient care through promotion of interprofessional educational programming and the Midwestern University One Health Quality Initiative.
- Foster a commitment to professional, collegial, and ethical practices in patient care while promoting public service to diverse communities.
- Develop a high quality program appropriate for optometry residents at an affiliated or Midwestern University sponsored accredited optometry residency site.
- Serve the eye and vision healthcare needs of Downers Grove and neighboring communities through the Midwestern University Eye Institute.
- Provide and encourage lifelong learning and support services to the optometric profession.
- Develop leaders in the optometric profession and the healthcare community.

ACCREDITATION

The Midwestern University Chicago College of Optometry has been granted the accreditation classification of "Preliminary Approval" as of March 2, 2016 by the Accreditation Council on Optometric Education (ACOE), of the American Optometric Association (AOA), 243 N. Lindbergh Blvd., St. Louis, MO 63141-7881; phone 314/991-4100. "Preliminary Approval" is the classification granted to a professional degree program that has clearly demonstrated it is developing in accordance with Council standards.

Midwestern University is accredited by The Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools (HLC/NCA), located at 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413; phone 312/263-0456.

DEGREE DESCRIPTION

Midwestern University Chicago College of Optometry (CCO) awards the degree Doctor of Optometry (O.D.) upon successful completion of the four-year professional curriculum in optometry. The first and second years of the curriculum emphasize basic health sciences, optics and visual science and students are introduced to clinical practice in

simulation laboratories, through introductory courses and clinical experiences. Visual consequences of disease are introduced in the second year. The third year, divided between a didactic and clinical setting, emphasizes the diagnosis and treatment of ocular dysfunction and disease. The fourth year consists of intensive clinical training that will include both on campus and off campus clinical rotations. Clinical settings for external rotations may include military facilities, Veterans Administration hospitals, public health service hospitals, and specialty and/or private practices or clinics.

ADMISSIONS

CCO considers for admission those students who possess the academic, professional, and personal qualities necessary for development as exemplary optometrists. CCO uses multiple criteria to select the most qualified candidates including cumulative and science grade point averages (GPAs), Optometric Admission Test (OAT) scores, personal experiences and character, ability to communicate, familiarity with the profession, volunteer/community involvement, research experience, and other considerations. CCO uses a rolling admissions process.

Admission Requirements

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

1. A minimum cumulative GPA and science coursework GPA of 2.75 on a 4.00 scale.
2. A baccalaureate degree from a regionally accredited institution. A BA degree is acceptable, but a BS degree is preferred.
3. Results of the Optometry Admission Test (OAT). Minimum Academic Average and Total Science scores of 300 are recommended of all applicants. In order to be considered for the class to be admitted in the Fall of each academic year, the OAT must be taken and results submitted by June 1st of the year of admission. OAT scores must be earned no more than 5 years prior to the planned enrollment year.
4. Necessary course prerequisites. All prerequisite courses must be completed with grades of C or better prior to matriculation. Only courses designed for science majors or pre-professional students are acceptable for the science prerequisites.
5. Two letters of recommendation. One letter must be from a practicing optometrist. The other letter must be from a prehealth advisor, a professor, an employer or an extracurricular activity advisor. Letters of recommendation from relatives, personal and/or family friends are not acceptable.
6. A good understanding of optometric medicine. Candidates are strongly encouraged to shadow and observe a number of practicing optometrists in the clinical setting.

7. Extracurricular and/or community activities that indicate a well-rounded background and demonstrate a commitment to service.
8. Interpersonal and communication skills necessary to relate effectively with others.
9. Passage of the Midwestern University criminal background check.
10. A commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.

Prerequisite Courses

Course	Sem Hrs	Qtr Hrs
Biology with lab	8	12
Anatomy*	3	4
Physiology*	3	4
General/Inorganic Chemistry with lab	8	12
Organic Chemistry with lab	4	6
Biochemistry	3	4
Physics	6	9
Calculus	3	4
Microbiology	3	4
Statistics	3	4
Psychology	3	4
English	6	9

**The Anatomy and Physiology requirements may also be fulfilled by taking Anatomy and Physiology I (3 Sem/4 Qtr credit hours) and Anatomy and Physiology II (3 Sem/4 Qtr credit hours).*

The Doctor of Optometry degree program is rigorous and challenging. The Admissions Committee will therefore assess the quality and rigor of the pre-optometry academic records presented by applicants. When assessing an application, the Admissions Committee will view with concern applicants with:

- Cumulative and science grade point averages below 3.00 on a 4.00 scale.
- Academic Average and Total Science OAT scores below 300.
- Prerequisite science coursework completed more than 10 years ago. More recent (within five years) math and science coursework is preferred.

Application Process and Deadlines

Applicants are strongly encouraged to apply early in the cycle. Applications are considered on a first come first served basis only until all seats are filled.

1. OptomCAS Application

Applicants are required to submit online applications and application fees to OptomCAS by April 1, 2018. In addition to the online application and application fees, an applicant must forward to OptomCAS official transcripts from all colleges and universities attended by the April 1st date.

OptomCAS will begin the verification process as official transcripts are received, however an application will not be considered complete until all official transcripts are received.

Students must apply for admission via OptomCAS at www.opted.org or www.optomcas.org. Please refer to the OptomCAS application instructions for specific details about completing the OptomCAS application, required documents, and processing times. OptomCAS applications are available starting June or July 2017 for applicants seeking admission in August of the following year. Due to the large number of applicants and the limited number of seats available, students are strongly encouraged to complete their OptomCAS application early in the cycle. CCO will consider completed applications on a first-come, first-served basis until all seats are filled.

2. Optometry Admission Test (OAT)

Applicants must arrange for scores from the OAT to be sent directly to Northwestern University. Only test scores received directly from the testing agency will be accepted. OAT scores must be earned no more than 5 years prior to the planned enrollment year. This examination includes questions on biology, general chemistry, organic chemistry, physics, quantitative reasoning and reading comprehension. The test can be taken at numerous centers in the United States, Canada, and Puerto Rico. An examinee may take the examination up to four times during the year. Additional information on the OAT may be found at www.opted.org or in writing to:

*Optometry Admission Testing Program
211 East Chicago Avenue, Suite 600
Chicago, Illinois 60611-2637
800/232-1694
email: oatexam@ada.org*

3. Letters of Recommendation

Applicants must submit two letters of recommendation from professionals to OptomCAS (www.optomcas.org). One letter must be from a practicing optometrist. The other letter must be

from a prehealth advisor, a professor, an employer, or an extracurricular activity advisor. Letters of recommendation from relatives, personal and/or family friends are not acceptable.

4. Completed Application

All application materials, including the OptomCAS application, OAT scores (as reported to Northwestern University), and two letters of recommendation (as submitted to OptomCAS) must be received by the Office of Admissions on or before April 30, 2018. Only completed applications received by the Office of Admissions on or before the deadline date will be reviewed for potential entrance into the program.

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

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

Northwestern University
Office of Admissions
555 31st Street Downers Grove, IL 60515
630/515-6171 or 800/458-6253
admissil@northwestern.edu

Rolling Admissions

CCO uses a rolling admissions process in which applications are processed and reviewed during regular intervals in the admissions cycle until the class is filled.

Interview Process

Before an invitation is issued to attend an on-campus interview, applicants must meet the admission requirements listed previously. After the Office of Admissions receives all required application materials, applicant files are reviewed to determine whether an applicant merits an invitation for an interview. Applicants may also be placed on a waiting list pending possible openings in a later part of the admissions cycle. Interviews are typically held between September and May of a given admission cycle. Invited applicants must attend an on-campus interview to achieve further consideration in the admissions process.

The on-campus visit, which includes multiple mini-interview sessions, generally takes six hours. Applicants will be evaluated on verbal communication skills, understanding of the optometry profession, commitment to patient care, and other elements as determined by the College. Applicants will also learn more about Northwestern University, CCO, financial aid programs, student services, and campus housing, as well as tour the Northwestern University Downers Grove Campus and Medical Campus.

Following the interview, an applicant's file will be forwarded to the Admissions Committee for review. The committee may recommend accepting, denying, or placing students on an alternate list. Recommendations are then forwarded to the Dean for final approval. The Dean, via the Office of Admissions, notifies applicants of their status within two weeks of their interview date, provided that the file is complete.

Any request for withdrawal of an application must be made in writing.

Technical Standards

The Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the College. The health care provider must be able to perform tasks in an efficient and timely manner to diagnose, treat, and manage patients.

Therefore, the following abilities and expectations must be met by all students admitted to the College with reasonable accommodation. Candidates must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, quantitative; 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas but the candidates must be able to perform in a reasonably independent, timely 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, hearing and sense of touch and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of hearing, touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the consistent, prompt

completion of all responsibilities, and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, and interest and motivation to learn are all personal qualities required during the educational process.

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

Reapplication Process

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

Transfer Admission Policy

CCO may elect to accept transfer students from other U.S. accredited schools of optometry who are currently enrolled, are in good academic standing, have no ethics or professionalism violations, and provide acceptable reason(s) for seeking transfer. These transfer students must satisfy the minimum qualifications for admissions as all other applicants to the CCO program. Typically, students will transfer at the beginning of the second year of the curriculum.

Students requesting transfers must meet the College's general requirements for admission. They must also submit the following:

1. A letter to the Director of Admissions outlining the reasons for requesting transfer and explaining any difficulties encountered at the previous institutions
2. Course syllabi for all optometry coursework for which advanced standing credit is requested
3. Official scores from the Optometric Admissions Test (OAT)
4. Official transcripts from all schools attended - undergraduate, graduate, and professional

5. A letter from the dean of the college in which the student is enrolled that describes current academic status and terms of withdrawal or dismissal
6. Additional documents or letters of recommendation as determined necessary by the Director of Admissions or Dean

Following receipt of these materials, a decision by the Dean is made regarding whether or not the student merits an on-campus interview. If the student receives an invitation, he/she interviews with an appropriate interview team. The interview team then makes an admissions recommendation to the Dean, who is responsible for approving both the student's admissions status and class standing.

The transfer application must be received sufficiently early to allow for processing of the application, interview, and moving of the student prior to the start of the next academic term.

GRADUATION REQUIREMENTS

To be eligible for graduation and to receive the degree Doctor of Optometry (O.D.), the student must meet the following requirements:

- Follow an approved course of study acceptable to the College's Student Promotion and Graduation Committee and leading to the completion of all academic requirements for the degree;
- Complete all academic requirements with passing grades and earn a cumulative GPA of at least 2.00;
- Provide proof of passing Part I of the National Boards administered by the National Board of Examiners in Optometry (NBEO). It is the responsibility of the individual student to pass any national board examination;
- Provide proof of taking either Part II of the National Boards administered by the NBEO or the Written Assessment portion of the Canadian Examiners in Optometry (CEO) Canadian Assessment of Competency in Optometry (CACO) examination;
- Submit proof of passage of Part I of the National Boards plus proof of the taking of Part II of the National Boards administered by NBEO or the Written Assessment portion of the CACO examination to the Office of the Dean by January 5th of the year of graduation in order to be eligible to walk-through and participate in the graduation ceremony with their class and receive a diploma;
- Be recommended for conferral of the degree Doctor of Optometry by the University Faculty Senate;
- Settle all financial accounts with the University;
- Complete all graduation clearance requirements as instructed by the Office of the Registrar.

In the event that a student does not pass Part I of the National Boards, the student may continue in the program. However, a student must pass Part I of the National Boards in order to graduate.

If a student is scheduled to take Part I of the National Boards in March or August of the year of graduation, the student is eligible to walk through and participate in the graduation ceremony with their class, but will not receive a diploma until documentation is provided to show passage of Part I of the National Boards.

LICENSURE REQUIREMENTS

To obtain licensure, graduates must have completed the requirements established by each state or national licensing board. Licenses require successful passage of a country's national board examinations and may require the passage of additional state licensing exams. Postdoctoral requirements may vary among US states. The National Board of Examiners in Optometry (NBEO) administers complete integrated examinations in three parts that reflect the different stages of a candidate's optometric education and training. The earliest date for a student candidate to take the Part I examination is March of the third professional year at an accredited institution. The earliest date for a candidate to take the Part II examination is in December during the candidate's fourth year at an accredited institution. Students are eligible to take the Part III examination at the conclusion of their third year or at any time throughout their fourth year.

Students intending to practice in Canada must seek a Certificate of Competence in Optometry. This requires that they take and pass the Canadian Assessment of Competency in Optometry (CACO) examination which has Written and Practical (clinical skills) Assessments. A candidate is not eligible for registration for the spring or fall registration until they are enrolled in their final year of an optometry program. Candidates registering for a spring administration must graduate with an OD degree on or before June 30th following that administration. Candidates registering for a fall administration must graduate with an OD degree on or before November 30th following that administration.

It is the responsibility of the individual student to pass national board examinations. For additional information regarding licensure, contact the following agencies:

National Board of Examiners in Optometry
 200 S. College Street, #2010
 Charlotte, NC 28202
 Phone: 800-969-EXAM (3926) or 704-332-9565
 Fax: 704-332-9568
 E-mail: nbeo@optometry.org
 Website: www.optometry.org

or:

Canadian Examiners in Optometry
 37 Sandiford Drive, Suite 403
 Stouffville, Ontario
 L4A 3Z2
 Phone: 905-642-1373
 Fax: 905-642-3786
 E-mail: administration@ceo-eco.org
 Website: www.CEO-ECO.org/

CURRICULUM

The College reserves the right to alter the curriculum as it deems appropriate.

First Year

Total Quarter Credit Hours Required: 55

Fall Quarter

CORED	1599K	Interprofessional Education I	1
OPTOD	1510	Clinical Optometry I	3.5
OPTOD	1511	Contemporary Issues in Healthcare & Ethics	1
OPTOD	1540	Geometrical Optics	4
OPTOD	1561	Ocular Anatomy and Physiology I	3.5
PATHD	1501	Pathology/Histology I	2
PHYSD	1530	Human Physiology I	3.5
Total			18.5

Winter Quarter

ANATD	1503	Human Anatomy	1.5
MICRD	1590	Immunology	2
OPTOD	1500	IPE: Healthcare Communication	1
OPTOD	1520	Clinical Optometry II	3
OPTOD	1541	Physiological Optics	4
OPTOD	1560	Visual Neuroanatomy	2
OPTOD	1562	Ocular Anatomy and Physiology II	2
PHYSD	1531	Human Physiology II	3.5
Total			19

Spring Quarter

ANATD	1506	Head & Neck Anatomy	3
BISCD	1590	Biochemistry for Optometry	1.5
MICRD	1582	Microbiology	1.5

OPTOD	1514	Optometry Business Management I	1
OPTOD	1521	Visual Neurophysiology	1.5
OPTOD	1530	Clinical Optometry III	3
OPTOD	1542	Visual Optics	4
PATHD	1502	Pathology/Histology II	2
Total			17.5

Second Year

Total Quarter Credit Hours Required: 57

Fall Quarter

OPTOD	1620	Monocular Sensory Processing/Basic Binocular Function	4
OPTOD	1630	Ocular Disease I	3
OPTOD	1640	Clinical Optometry IV	4
OPTOD	1643	Ophthalmic Optics I	4
OPTOD	1680	Research Design, Biostatistics & Literature Search	1
PHARD	1641	Pharmacology I	3
Total			19

Winter Quarter

CORED	1699	Interprofessional Education II	1
OPTOD	1621	Ocular Motility	2
OPTOD	1631	Ocular Disease II	3
OPTOD	1644	Ophthalmic Optics II	4
OPTOD	1648	Contact Lens I	3
OPTOD	1650	Clinical Optometry V	4
PHARD	1642	Pharmacology II	2
Total			19

Spring Quarter

OPTOD	1623	Non-Strabismic Disorders of Accommodation, Binocular Vision & Eye Movements	4
OPTOD	1632	Ocular Disease III	3
OPTOD	1633	Surgical Management of the Eyelid & Ocular Adnexa	1.5
OPTOD	1634	Ocular Pharmacology	3
OPTOD	1649	Contact Lens II	3

OPTOD 1660	Clinical Optometry VI	4
OPTOD 1661	Clinical Services Proficiency	0.5
Total		19

Third Year

Total Quarter Credit Hours Required: 70.5

Summer Quarter

OPTOD 1700	Clinical Medicine Procedures	2
OPTOD 1714	Optometry Business Management II	2
OPTOD 1724	Diagnosis of Strabismus & Amblyopia	4
OPTOD 1733	Ocular Disease IV	2
OPTOD 1750	Contact Lens III	3
OPTOD 1770	Clinical Services I	6
Total		19

Fall Quarter

OPTOD 1725	Treatment & Management of Strabismus & Amblyopia	2
OPTOD 1734	Ocular Disease V	2
OPTOD 1745	Epidemiology, Public Health & the Optometric Profession	2
OPTOD 1771	Clinical Services II	7.5
OPTOD 1787	Neuro-ophthalmic Disease	2.5
OPTOD 1790	Clinical Case Analysis I/Evidence-Based Medicine	2
Total		18

Winter Quarter

OPTOD 1701	Behavioral Medicine	1
OPTOD 1726	Pediatric Optometry	2
OPTOD 1735	Advanced Specialized Test Interpretation	1
OPTOD 1772	Clinical Services III	7.5
OPTOD 1773	Specialty Clinical Services Proficiency	0.5
OPTOD 1785	Low Vision Rehabilitation	3
OPTOD 1791	Clinical Case Analysis II/Treatment Plans	2
Total		17

Spring Quarter

OPTOD 1715	Optometry Business Management III	2
OPTOD 1727	Visual Information Processing & Vision-Related Learning Problems	3
OPTOD 1736	Ophthalmic Application of Lasers	2
OPTOD 1774	Clinical Services IV	7.5
OPTOD 1775	Clinical Grand Rounds	1
OPTOD 1780	Capstone Project	1
Total		16.5

Fourth Year

Total Quarter Credit Hours Required: 72

Summer Quarter

OPTOD 1800	Clinical Services V	18
Total		18

Fall Quarter

OPTOD 1810	Clinical Services VI	18
Total		18

Winter Quarter

OPTOD 1820	Clinical Services VII	18
Total		18

Spring Quarter

OPTOD 1830	Clinical Services VIII	18
Total		18

During their enrollment at CCO, students may be required or may choose to take specific enhancing skills or elective courses for enrichment. No minimum number of these course credits is required for graduation. Options may include, but are not limited to, the following:

Professional Electives

OPTOD 1582-5	Optometry Competency	Each course 1-12
OPTOD 1682-5	Selected Studies	Each course 1-3
OPTOD 1760	Study Skills Enhancement	2
OPTOD 1761	Applied Basic Science Review	1-3

OPTOD	1793-6	Third Year Clinical Skills Enhancement	Each course 1-7.5
OPTOD	1797	Spanish for Optometric Eye Exams	1.5
OPTOD	1798	Sports Vision Workshop	1.5
OPTOD	1799	Acquired Brain Injury/Traumatic Brain Injury	1
OPTOD	1894-7	Fourth Year Clinical Skills Enhancement	Each course 1-18

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.

ANATD 1503 Human Anatomy

This course provides fundamental knowledge of normal human structure and function in a lecture-based format. The emerging theme will be the interrelationships between structural design and functional capabilities. During this course, basic components including tissues, muscles, nerves, bones, joints, and organs will be covered.

1.5 credits

ANATD 1506 Head & Neck Anatomy

This course provides a detailed study of normal human head and neck anatomy and function using didactic lectures and guided laboratory activities. Three-dimensional relationships among head and neck structures are reinforced by reviewing prosected specimens, images, and models. There is an emphasis on the clinical applications of anatomical structure and function.

3 credits

BISCD 1590 Biochemistry for Optometry

This course focuses on the structure function relationships of the eye in regard to biomolecules, metabolism, and cell biology.

1.5 credits

CORED 1599K Interprofessional Education I

Changes in our healthcare delivery system are creating a growing demand for health professionals with skills in collaboration and teamwork. This course will describe the roles and responsibilities of the various healthcare disciplines. It will also provide students, from different health professions, the opportunity to interact with one another as well as simulated patients. This collaboration will promote communication using a team-based approach to the

maintenance of health and management of disease.
1 credit

CORED 1699 Interprofessional Education II

This course will provide students, working in interprofessional teams, opportunities to learn and provide integrated, patient-centered care in the development of therapeutic care plans using a team-based approach. Active learning techniques, interprofessional learning, and clinical simulation will be used to enhance the education of learners to effectively engage in problem solving and communication activities that address current health related issues in the care of humans, animals, and the environment.

1 credit

Prerequisites: CORED 1599 Interprofessional Education I as designated by your program

MICRD 1582 Microbiology

This course is designed to provide a basic knowledge of clinical microbiology so that students can understand the interaction between the host and pathogenic microorganisms. Emphases include the rational management, prevention, and control of infectious diseases.

1.5 credits

MICRD 1590 Immunology

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

OPTOD 1500 IPE: Healthcare Communication

This course will introduce first year optometry, dental, 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

OPTOD 1510, 1520, 1530 Clinical Optometry I, II, III

These courses are the first three in the Clinical Optometry sequence introducing the theory and procedures of comprehensive eye examinations. This includes instrumentation, examination methods and protocols, psychophysical techniques, appropriate patient communication, and recording of findings of various examination techniques commonly used in preliminary testing and visual function. Students are introduced to and participate in patient care and community vision screening during this sequence.

- Prerequisite for OPTOD 1510 Clinical Optometry I, 3.5 credits: none
- Prerequisite for OPTOD 1520 Clinical Optometry II, 3 credits: OPTOD 1510 Clinical Optometry I
- Prerequisite for OPTOD 1530 Clinical Optometry III, 3 credits: OPTOD 1520 Clinical Optometry II

OPTOD 1511 Contemporary Issues in Healthcare & Ethics

This course introduces students to ethical theories and principles and how to apply them to situations they may encounter in healthcare. Students will learn about ethical issues involving topics such as technology, confidentiality, and professional relationships. Ethical standards expected of them as graduate students and as Optometrists will be discussed.

1 credit

OPTOD 1514 Optometry Business Management I

This course surveys the profession of Optometry up to present day, provides basic planning strategies for personal, professional, and financial goals to prepare for a career in Optometry. Optometric career choices, modes and scope of optometric practice, as well as the advantages and disadvantages of the various paths are discussed. Emphasis is placed on the steps that should be initiated to prepare for a career as a professional.

1 credit

OPTOD 1521 Visual Neurophysiology

The course discusses the neurophysiological basis of vision starting with the retina and proceeding to higher areas of the visual cortex. Detailed understanding of the physiology and functionality of the primary visual cortex (V1) and higher cortical areas (e.g., V3) will be provided. Students will learn the role of lower and higher neuronal cortical areas in the processing of visual information, as well as dysfunctions and diseases that affect vision by interfering with the activities of these cells.

1.5 credits

OPTOD 1540 Geometrical Optics

The course provides an introduction to the conceptual and quantitative characterization of the behavior of light by using the geometrical model. In Geometrical Optics, the basics of refraction, reflection, image formation, and magnification will be presented. Applications of these concepts on plane interfaces, spherical and spherocylindrical thin lenses, thick lenses, prisms, mirrors, and simple compound optical systems (telescopes and microscopes) will be presented. Also, the ray transfer matrix analysis will be introduced.

4 credits

OPTOD 1541 Physiological Optics

The course applies the concepts learned during Geometrical Optics to study the eye as an optical system, providing a qualitative background for the clinical practice. Schematic eye models, optics of ametropias and their correction, higher order aberrations, prescription writing, accommodation, eye's magnification, classification of refractive errors, and clinical instruments are discussed. A brief introduction to radiometry and photometry is also part of this course.

4 credits

Prerequisite: OPTOD 1540 Geometrical Optics

OPTOD 1542 Visual Optics

The course expands beyond the geometrical model of light by providing the basics of the electromagnetic and quantum optical models and applies them to the study of vision related phenomena. Visual Optics provides conceptual and quantitative understanding of the characteristics and applications of the electromagnetic theory of light: polarization, diffraction, interference, scattering, and colorimetry. Visual Optics also provides an introduction to the quantum theory of light and applies it to explain fluorescence and laser phenomenology.

4 credits

OPTOD 1560 Visual Neuroanatomy

This course presents an introduction to neuroanatomy from an optometric perspective. The general anatomy and physiology of the spinal column and brain will be discussed with emphasis on the visual pathway, brain stem, and visual cortex. Additional topics will include development, cells of the nervous system, neurotransmission, ventricular system, and blood supply of the brain.

2 credits

OPTOD 1561, 1562 Ocular Anatomy & Physiology I, II

This course sequence enters into detailed discussion of microscopic and gross ocular anatomy. It describes the physiology and pathophysiology of the ocular tissues and units of the eye. Students will gain an understanding of the interrelationships between ocular histology and physiology with pharmacology and pathophysiology.

- Prerequisite for OPTOD 1561 Ocular Anatomy & Physiology I, 3.5 credits: none
- Prerequisite for OPTOD 1562 Ocular Anatomy & Physiology II, 2 credits: OPTOD 1561 Ocular Anatomy & Physiology I

OPTOD 1620 Monocular Sensory Processing/Basic Binocular Function

This course presents the basis of monocular vision and includes light and dark adaptation, spatial and temporal resolution, and color vision. An overview of human visual development will be discussed. Students will learn about

gross electrical potentials and photometry. Furthermore, this course will present an overview of basic concepts of binocular vision such as the geometry of the binocular projection, the concepts of fusion, correspondence, the horopter, binocular summation, and stereopsis.

4 credits

OPTOD 1621 Ocular Motility

This course discusses the functional classes of eye movements including, fixational, saccadic, pursuit, vestibular, optokinetic, and vergence. Neural anatomy and physiology of eye movements will be discussed as well as systems governing accommodation and pupillary responses corresponding to eye movements. Students will learn how disruptions in the neural or muscular systems may lead to clinically significant disorders such as nystagmus, strabismus, and other abnormal eye movements.

2 credits

OPTOD 1623 Non-Strabismic Disorders of Accommodation, Binocular Vision & Eye Movements

The diagnosis and management of common non-strabismic disorders of accommodation, binocular vision, and eye movements will be presented in this course. Advanced clinical techniques to assess accommodation, phorias, vergence, and eye movements will be introduced, including graphical analysis and fixation disparity testing. Treatment options for these conditions will be presented, including lenses, prisms, and vision therapy. Optometric therapies for enhancement of sports related visual skills will also be discussed.

4 credits

Prerequisite: OPTOD 1621 Ocular Motility

OPTOD 1630, 1631, 1632, 1733, 1734 Ocular Disease I, II, III, IV, V

This course sequence covers signs and symptoms, pathophysiology, clinical course, differential diagnosis, treatment, and management of ocular diseases of the anterior and posterior segment of the eye and ocular adnexa.

- Prerequisite for OPTOD 1630 Ocular Disease I, 3 credits: none
- Prerequisite for OPTOD 1631 Ocular Disease II, 3 credits: OPTOD 1630 Ocular Disease I
- Prerequisite for OPTOD 1632 Ocular Disease III, 3 credits: OPTOD 1631 Ocular Disease II
- Prerequisite for OPTOD 1733 Ocular Disease IV, 2 credits: OPTOD 1632 Ocular Disease III
- Prerequisite for OPTOD 1734 Ocular Disease V, 2 credits: OPTOD 1733 Ocular Disease IV

OPTOD 1633 Surgical Management of the Eyelid & Ocular Adnexa

This course prepares the optometry student to perform minor surgical procedures of the anterior segment of the eye (biopsy, chalazion injections, incisions, and curettage).

Topics will include pertinent medical-legal issues and informed consent, pharmacology of local anesthesia, surgical instruments, emergency surgical procedures, asepsis, infection control, and biohazard disposal. Post-operative wound care and complications will also be discussed.

1.5 credits

Prerequisites: OPTOD 1563 Ocular Anatomy & Physiology III and OPTOD 1630 Ocular Disease I

OPTOD 1634 Ocular Pharmacology

This course focuses on the pharmacology of diagnostic and therapeutic agents. Specific topics include pharmacokinetics of the eye, use of autonomic agents, anti-allergic, anti-inflammatory and anti-infectious agents, and agents used to treat glaucoma. In addition, ocular effects of systemic medications will be presented.

3 credits

Prerequisite: PHARD 1642 Pharmacology II

OPTOD 1640, 1650, 1660 Clinical Optometry IV, V, VI

These courses are the last three in the Clinical Optometry sequence introducing theory and procedures of comprehensive eye examinations. This includes instrumentation, examination methods and protocols, psychophysical techniques, appropriate patient communication, and recording of various examination techniques regarding ocular health. Students participate in patient care and community vision screening during this sequence.

Each course 4 credits

- Prerequisite for OPTOD 1640 Clinical Optometry IV: OPTOD 1530 Clinical Optometry III
- Prerequisite for OPTOD 1650 Clinical Optometry V: OPTOD 1640 Clinical Optometry IV
- Prerequisite for OPTOD 1660 Clinical Optometry VI: OPTOD 1650 Clinical Optometry V

OPTOD 1643, 1644 Ophthalmic Optics I, II

This course sequence covers the study of the physical and optical characteristics of ophthalmic lenses and prisms; the design and application of single vision, multifocal, occupational and progressive lenses; the benefits and applications of ophthalmic lens materials, absorptive lenses, and lens treatments; and the proper measurement and fitting of ophthalmic lenses and frames.

Each course 4 credits

- Prerequisite for OPTOD 1643 Ophthalmic Optics I: OPTOD 1542 Visual Optics
- Prerequisite for OPTOD 1644 Ophthalmic Optics II: OPTOD 1643 Ophthalmic Optics I

OPTOD 1648, 1649, 1750 Contact Lens I, II, III

This course sequence includes a discussion of the theory and practice of contact lens design and contact lens fitting methodologies. Areas of discussion include corneal topography, design of materials, fabrication and modification

of contact lenses, fitting and evaluation methodologies, and procedures. This course sequence will also explore advanced contact lens applications for high and irregular astigmatism, keratoconus, presbyopia, post-surgical and irregular corneas, corneal reshaping, and ocular prosthetics.

Each course 3 credits

- Prerequisite for OPTOD 1648 Contact Lens I: none
- Prerequisite for OPTOD 1649 Contact Lens II: OPTOD 1648 Contact Lens I
- Prerequisite for OPTOD 1750 Contact Lens III: OPTOD 1649 Contact Lens II

OPTOD 1661 Clinical Services Proficiency

The objective of this course is to assess and verify the student's level of competency in patient care skills. The course is designed to refine clinical procedures and culminates in a comprehensive clinical skills proficiency examination.

0.5 credits

Prerequisite: OPTOD 1650 Clinical Optometry V

OPTOD 1680 Research Design, Biostatistics & Literature Search

This course covers the principles of research design, application of biostatistical methods, and literature search tools. This will prepare students to conduct their Capstone Research Project. Projects may include a series of clinical cases, or a basic/clinical experiment under the mentorship of a faculty member. This course teaches successful planning, conducting, and completing a basic or clinical research study in a scientific manner.

1 credit

OPTOD 1700 Clinical Medicine Procedures

The benefits of an interdisciplinary approach to vision care are emphasized in this course. It involves advanced history taking and aspects of a physical examination. This course introduces the procedures for evaluating the head and neck, while covering various systems of the body (dermatology, pulmonology, rheumatology, and neurology). Suturing, wound maintenance, and injections (ocular, subcutaneous, intramuscular, and intravenous) are also included.

2 credits

OPTOD 1701 Behavioral Medicine

This course provides an introduction to behavioral and psychiatric disorders and behavioral medicine. The course is offered from a holistic perspective with an emphasis on compassionate inter-professional and optometric care. In addition, medical treatment is discussed with a basic overview of potential optometric drug interactions and side effects relevant to optometry and with reference to the One Health Initiative.

1 credit

OPTOD 1714 Optometry Business Management II

This course coincides with the student's participation in comprehensive patient care experiences in a clinical setting. Emphasis is placed on developing the student's interpersonal skills and professionalism as part of patient care. Using a lecture format, emphasis is placed on the ethical implications of professional practice. Using the Eye Institute as the "practice model", doctor/patient communication methods and protocols as well as essential practice management procedures will be developed. Student implementation of these procedures and practices into their clinical experience will be highlighted. Additionally, clinico-legal aspects of patient care, record keeping, coding and billing, and documentation are discussed.

2 credits

OPTOD 1715 Optometry Business Management III

This course is designed to provide the educational information and exercises that facilitate the learning of knowledge and skills necessary to enter a desired mode of practice. The students will be educated on the numerous options available to them and be able to choose the most beneficial to their personal situation. Post-graduation job securing strategies, contract negotiation considerations, and business plan design and creation are covered in this course. The desired outcome is that the student will be able to enter their best practice situation upon graduation.

2 credits

OPTOD 1724 Diagnosis of Strabismus & Amblyopia

This course introduces strabismus and amblyopia, including appropriate testing and diagnosis. Clinical classifications and characteristics of strabismus and amblyopia will be discussed. Emphasis will be placed on the clinical interpretation of findings and specialized techniques necessary for proper evaluation.

4 credits

Prerequisite: OPTOD 1623 Non-Strabismic Disorders of Accommodation, Binocular Vision & Eye Movements

OPTOD 1725 Treatment & Management of Strabismus & Amblyopia

This course introduces clinical applications for the prevention, treatment, and management of strabismus and amblyopia. It presents clinical methods to ameliorate deficits in visual development and binocular functions caused by sensory and motor anomalies. Theory and reasoning for treatment and management will be discussed.

2 credits

Prerequisite: OPTOD 1724 Diagnosis of Strabismus & Amblyopia

OPTOD 1726 Pediatric Optometry

This course focuses on the adaptation of eye care for the pediatric and special needs patient including examination techniques, treatment, and management. Normal visual development will be discussed as well as the potential implications of congenital and genetic disorders on the visual system. Ocular pathologies affecting these populations including diagnostic procedures and appropriate treatment strategies will also be addressed.

2 credits

Prerequisite: OPTOD 1725 Treatment & Management of Strabismus & Amblyopia

OPTOD 1727 Visual Information Processing & Vision-Related Learning Problems

This course focuses on visual information processing testing and its use in identifying reading and learning deficits. Application of these findings will be discussed with respect to an academic environment including the Optometrist's role as part of an interprofessional team and management of learning disorders. Time will be spent introducing the Optometrist's role in testing brain injuries and the associated visual therapy.

3 credits

Prerequisite: OPTOD 1726 Pediatric Optometry

OPTOD 1735 Advanced Specialized Test Interpretation

This course is designed to augment the basic education on specialty test indications and their results. This course will explore image acquisition, interpretation, clinical correlates, and their application to patient care.

1 credit

OPTOD 1736 Ophthalmic Application of Lasers

This course is a comprehensive introduction to the ophthalmic application of lasers. Indications, perioperative management, complications, and patient education will be reviewed for laser vision correction and therapeutic medical lasers. Physical principles of lasers, mechanisms of damage, and ANSI standards pertaining to laser safety will also be included. Hands-on learning with living and non-living tissues will be incorporated throughout lab exercises.

2 credits

OPTOD 1745 Epidemiology, Public Health & the Optometric Profession

This course is an introduction to the epidemiology of ocular anomalies, public and community health planning and care, and the role of the optometrist in community health promotion.

2 credits

OPTOD 1770, 1771, 1772, 1774 Clinical Services I, II, III, IV

The student will provide primary eye care services in the Primary Care and Specialty Services (cornea and contact lenses, ocular disease, pediatric optometry, low vision rehabilitation, vision therapy, sports vision, and ocular prosthetics) at the Midwestern University Eye Institute or at selected external clinical sites. This course series focuses on progressive competence in the diagnosis, treatment and management of visual dysfunctions and ocular conditions. Students will participate in case based clinical seminars as well.

- Prerequisites for OPTOD 1770 Clinical Services I, 6 credits: OPTOD 1660 Clinical Optometry VI and OPTOD 1661 Clinical Services Proficiency
- Prerequisite for OPTOD 1771 Clinical Services II, 7.5 credits: OPTOD 1770 Clinical Services I
- Prerequisite for OPTOD 1772 Clinical Services III, 7.5 credits: OPTOD 1771 Clinical Services II
- Prerequisites for OPTOD 1774 Clinical Services IV, 7.5 credits: OPTOD 1772 Clinical Services III and OPTOD 1773 Specialty Clinical Services Proficiency

OPTOD 1773 Specialty Clinical Services Proficiency

The objective of this course is to assess and verify the student's proficiency in specialty services skills required for clinical rotations during the fourth year of professional patient care. It culminates in a clinical skills proficiency examination.

0.5 credits

Prerequisite: OPTOD 1771 Clinical Services II

OPTOD 1775 Clinical Grand Rounds

This course will consist of case presentations involving primary care, treatment and management of ocular disease, and other optometric specialties. It is designed to further student development in the area of case management. One Health initiatives and multidisciplinary approaches to clinical care will also be discussed.

1 credit

OPTOD 1780 Capstone Project

Beginning in the first year, students will develop the skills to design a project and perform statistical analysis of data. The project may be an extensive in depth literature review, or a basic/clinical experiment under the mentorship of a faculty member. Students will devote a year to conduct the necessary literature review and collect data. Finally, students will present their manuscript in a publishable format, and deliver a public presentation of the work during the spring of their third professional year.

1 credit

Prerequisite: OPTOD 1580 Research Design, Biostatistics & Literature Search

OPTOD 1785 Low Vision Rehabilitation

This course will provide an overview of the strategies used in the field of low vision rehabilitation to manage and treat patients with chronic vision impairments. Skills necessary to perform basic low vision examinations will be reviewed. Common optical, non-optical, and assistive/adaptive technologies used to develop rehabilitation plans will be introduced. Special topics including geriatric populations, traumatic brain injury, and psychosocial factors associated with vision loss will be discussed. The laboratory component will provide hands-on experience with low vision devices and treatment strategies.

3 credits

OPTOD 1787 Neuro-ophthalmic Disease

This course presents the ocular, visual, systemic and neurologic manifestations of neuro-ophthalmic disorders and disease. The diagnosis and management is presented and includes but is not limited to components of the neuro-ophthalmic exam, neuroimaging and specialty testing.

2.5 credits

Prerequisite: OPTOD 1560 Visual Neuroanatomy

OPTOD 1790 Clinical Case Analysis I/Evidence-Based Medicine

This course is based on case presentations from the Midwestern University Eye Institute or from optometric literature. Students will be trained in clinical diagnosis and treatment and management of patients using evidence-based clinical protocols.

2 credits

OPTOD 1791 Clinical Case Analysis II/Treatment Plans

This course is based on case presentations from the Midwestern University Eye Institute or from optometric literature. It will present the diagnostic and treatment strategies for ocular and visual conditions within both primary and specialty care.

2 credits

OPTOD 1800, 1810, 1820, 1830 Clinical Services V, VI, VII, VIII

The fourth professional year is designed to promote continued development of the student's emerging clinical problem-solving abilities. This is a series of full-time clinical rotations or externships. Direct patient care in individualized supervised clinical experiences is the focus. Interns will provide eye care services in the Primary Care and Specialty Services (cornea and contact lenses, ocular disease, pediatric optometry, low vision rehabilitation, electro-diagnosis, vision therapy, sports vision and ocular prosthetics) at the Midwestern University Eye Institute or at selected external rotation sites. Clinical decision making will be enhanced through challenging patient care problems that highlight or emphasize differential diagnosis, management decisions,

referral decisions and follow-up, and newer techniques and procedures for diagnosis and management. This course comprises patient care experiences and a seminar series presented weekly during each fourth year clinical rotation in the Eye Institute.

Each course 18 credits

- Prerequisite for OPTOD 1800 Clinical Services V: OPTOD 1774 Clinical Services IV
- Prerequisite for OPTOD 1810 Clinical Services VI: OPTOD 1800 Clinical Services V
- Prerequisite for OPTOD 1820 Clinical Services VII: OPTOD 1810 Clinical Services VI
- Prerequisite for OPTOD 1830 Clinical Services VIII: OPTOD 1820 Clinical Services VII

PATHD 1501 Pathology/Histology I

This 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 course stresses the cellular, genetic, pathophysiologic and molecular alterations which underlie all disease processes and emphasizes their dynamic nature. The histology of different organ systems will be covered looking at both normal and diseased tissues.

2 credits

PATHD 1502 Pathology/Histology II

This course is a continuum of PATHD 1501. The causes and pathophysiologic mechanisms of disease pertaining to specific organ systems are emphasized along with their anatomic, histologic and physiologic alterations. The relationships between specific organ system diseases and their systemic implications are also emphasized.

2 credits

PHARD 1641, 1642 Pharmacology I, II

This course sequence includes coverage of the pharmacologic actions 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 and neoplastic diseases; drugs acting on blood and blood-forming organs, hormones and hormone antagonists, principles of toxicology, vitamins, and drugs causing birth defects.

- Prerequisite for PHARD 1641 Pharmacology I, 3 credits: none
- Prerequisite for PHARD 1642 Pharmacology II, 2 credits: PHARD 1641 Pharmacology I

PHYSD 1530 Human Physiology I

This course provides core knowledge of physiology 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 excitable cells, cardiovascular, 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.
3.5 credits

PHYSD 1531 Human Physiology II

This course provides core knowledge of physiology 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 excitable cells, cardiovascular, 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.
3.5 credits

ELECTIVES

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

OPTOD 1582-5 Optometry Competency

These courses serve to enhance the mastery of optometry knowledge, skills, techniques, and concepts. A course in this sequence may be assigned by the Student Promotion and Graduation Committee to a student who has been academically decelerated after receiving a non-passing grade in a required course within the Doctor of Optometry curriculum. The course is assigned for 1- 12 credit hours during the quarter in which the student repeats the failed course. The assigned course will include content previously completed that is deemed critical for success in the Doctor of Optometry curriculum. This is a pass/fail course; letter grades are not assigned. The student who fails to successfully complete the assigned Optometry Competency course will be referred to the Student Promotion and Graduation Committee and may be dismissed from the college.
Each course 1-12 credits
Prerequisite: Approval of the Student Promotion and Graduation Committee, Associate Dean of Academic Affairs, or Dean

OPTOD 1682-5 Selected Studies

This course allows students to pursue their special interests. This may include writing of abstracts or a review of current vision science literature. This may be repeated for credit with permission of the instructor.
Each course 1-3 credits
Prerequisite: Permission of the course director

OPTOD 1760 Study Skills Enhancement

This course allows students to understand and apply test-taking strategies in order to increase their success in professional studies.
2 credits
Prerequisite: Permission of the course director

OPTOD 1761 Applied Basic Science Review

This is a review course designed to assist students in identifying topic areas that require additional study in preparation for licensing exams.
1-3 credits
Prerequisite: Permission of the course director

OPTOD 1793-6 Third Year Clinical Skills Enhancement

Individualized supervised clinical experiences to enhance the examination skills of students are the focus of this course. This course may be repeated for credit.
Each course 1-7.5 credits
Prerequisite: Permission of the course director

OPTOD 1797 Spanish for Optometric Eye Exams

This course emphasizes the vocabulary associated with the optometric examination. Students are expected to develop basic communication skills in Spanish. This course is intended for students with minimal knowledge of the Spanish language.
1.5 credits
Prerequisite: Permission of the course director

OPTOD 1798 Sports Vision Workshop

This course presents the basics of sports vision evaluation and therapy. The steps involved in performing a comprehensive sports vision examination as well as techniques to evaluate sports-related visual performance will be introduced. Different considerations for sports vision will be discussed, including refractive compensation, prevention and management of ocular injury, assessment and remediation of functional vision inefficiencies, assessment of sports-specific visual abilities, vision enhancement training techniques, and sports vision consultation. This course includes both lectures and workshops.
1.5 credits
Prerequisite: Permission of the course director

OPTOD 1799 Acquired Brain Injury/Traumatic Brain Injury

This course explores the visual and ocular effects that occur as a result of acquired traumatic brain injury. The mechanism of the neurological and visual presentation following acquired brain injury is discussed, including primary and secondary injury. The course will explore imaging and electrodiagnostics as diagnostic tools and will cover the

staging and implementation of various optometric management and treatment rationales with an emphasis on interdisciplinary care.

1 credit

Prerequisite: Permission of the course director

OPTOD 1894-7 Fourth Year Clinical Skills Enhancement

Individualized supervised clinical experiences to enhance the examination skills of students are the focus of this course.

This course may be repeated for credit.

Each course 1-18 credits

Prerequisite: Permission of the course director

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 of the United States Department of Education, or other unforeseen circumstances, students will be notified in writing prior to the effective date of the new policy.

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

Student Promotion and Graduation Committee

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

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

If a student's academic performance is scheduled for discussion during a Student Promotion and Graduation Committee meeting and the result could change the student's status in the college (extended program or dismissal), then the student will be invited to either appear personally before the committee or submit a letter or documentation to be presented at the meeting on their behalf. The invited students must indicate, in writing, their intention to appear or provide their materials 24 hours prior to the scheduled meeting to the Associate Dean of Academic Affairs. The information will be provided to the Chair and committee members of the SPGC.

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

1. A written letter of caution provided to the student.
2. That the student
 - be placed on academic probation for a specified period of time,
 - take an alternative approved course offered at another college or university,
 - repeat the course(s) in which there is a failure when the course is offered again in the curriculum,
 - be placed in an extended program,
 - require that the student take additional coursework (e.g., OPTOD 1582, 1583, 1584, 1585) or
 - be dismissed from the College.

Within two working days following the Committee Meeting, the Associate Dean is responsible for providing notification in writing with a delivery confirmation (i.e., next-day express mail, e-mail, or hand-delivery) to the involved student, informing him/her of the recommendation of the Committee. The Associate Dean is responsible for reviewing all recommendations for consistency with stated College academic policies and practices. The Dean or Associate Dean is responsible for providing written notification to all appropriate academic support offices (i.e., Registrar, Student Financial Services, etc.).

Academic Standards

An annual didactic grade point average will be used as the central measure of academic performance. It is calculated from all didactic courses from 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 and earn a passing grade in each required course in their professional program to remain in good academic standing.

Students who have an "F/WF" course grade at the end of a quarter must resolve the failure prior to advancing in the program.

Students who have one, two or three "F/WF" grades in a quarter will be reviewed by the Student Promotion and Graduation Committee and will be either dismissed or will be placed in an extended program. The extended program year must take place in the year immediately following and the student will be required to repeat all the courses in which the grades of "F/WF" were received. The student may be required to repeat courses that would serve to enhance the mastery of optometry knowledge, skills techniques, and concepts and that are deemed critical for success in the Doctor of Optometry curriculum. A student is allowed to go through an extended program only once. To be returned to good academic standing, a student must raise his/her annual grade point average to 2.00 or above at the end of the repeat year. Such a student reenters the next professional year curriculum and resumes a full load. A reentering student must achieve a cumulative grade point average of 2.00 at the end of each quarter to continue at CCO.

If the student does not meet the criteria for satisfactory academic performance at the end of the extended program year, he/she will be dismissed.

If a student earns a grade of "F/WF" in one or more required courses, the student is notified, in writing that he/she is being placed on academic probation for their next academic quarter. Probation represents notice that continued inadequate academic performance may result in dismissal from the program and the College. A student placed on academic probation is prohibited from:

1. Holding an office in a class, student association, fraternal, or any other student organization.
2. Participating in off-campus professional meetings and activities beyond program or course requirements during the academic year.

If the student earns an "F/WF" in four or more courses overall, and/ or fails a repeated course, the student will be dismissed from the College. The dismissal is based on the determination by the Committee that the student has not satisfactorily demonstrated that he or she possesses the aptitude to successfully achieve the standards and requirements set forth in the academic policies and professional expectations for the program.

A student must complete all courses in an academic year with a "C" grade or better, and a cumulative GPA of 2.00, to progress to the next academic year curriculum.

Academic recommendations are made by the Student Promotion and Graduation Committee to the Associate Dean of Academic Affairs. Students will be notified, in writing, within two working days following the committee meeting regarding the recommendations of the Committee.

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

1. A student must pass all required courses before entering the next year of the professional program.
2. Students placed on an extended program must pass any and all additional required courses assigned by the Student Promotion and Graduation Committee.
3. Students must successfully resolve all "I" (Incomplete) and "IP" (In Progress) grades before beginning external clinical rotations.
4. To proceed with clinical external rotations during the fourth professional year, all course requirements for the third professional year must be completed.
5. Students must be in good academic standing to be eligible to take the National Board of Examiners in Optometry (NBEO) or Canadian Examiners in Optometry (CEO) examinations.
6. In the event that a student does not pass NBEO Part I, the student may continue in the program. However, a student must pass NBEO Part I and take NBEO Part II or the Written Assessment portion of the Canadian Examiners in Optometry (CEO) examination to receive a diploma.

Appeal of Dismissal or Placement on an Extended Program

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

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

The Dean will review the appeal request and narrative and if he/she deems that there are sufficient grounds to convene another meeting of the Student Promotion and Graduation Committee, requests that the committee consider the appeal. If a decision is made to convene a Committee meeting, the student requesting an appeal shall be notified in writing with a delivery confirmation (i.e., e-mail or hand delivery) by the

Associate Dean at least two working days in advance of the scheduled Committee meeting in which the student's appeal will be heard. The student may request and shall be permitted to appear before the Committee (in person or via telephone) in order to present the basis of the appeal request. In such instances, the student shall inform the Associate Dean in writing (i.e., e-mail or hand delivery) of his/her desire to appear before the Committee or his/her intent to waive the right to appear. If the student chooses to appear before the Committee, this prerogative extends to the involved student only and not to any other individuals. The Committee then submits its recommendation to the Dean. Upon receipt of the Committee's recommendation, the Dean makes the final decision, typically within 5 working days.

If the Dean's initial review does not reveal a substantial basis for another SPGC meeting, he/she will rule on the appeal request independently. The Dean makes the final decision, typically within 5 working days.

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

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.

Clinical Rotation Failure (refers to OPTOD 1770, 1771, 1772, 1774, 1800, 1810, 1820, and 1830 Clinical Services VII-XIV)

Clinical Rotations are completed sequentially.

If a student receives an "F/WF" in a clinical rotation course, the matter will be reviewed by the Student Promotion and Graduation Committee. Details about individual Clinical Services course requirements and policies are in the individual course syllabus.

The following actions may be recommended by the Student Promotion and Graduation Committee:

1. Place the student in an extended program, if eligible.
2. Put the student on a leave of absence to undergo a period of independent study.
3. Require additional coursework or specified activities to enhance optometry knowledge, skills techniques, and concepts that are deemed critical for success as a Doctor of Optometry; and/or demonstrate mastery of the knowledge, skills techniques and concepts deemed critical for success as a Doctor of Optometry.

4. Require the student to repeat the failed clinical rotation.
5. Be dismissed from the program.

Extended Program

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

1. **Personal hardship.** If a student is experiencing unusual stresses in life and an extended academic load could alleviate added stress, the student may petition the College for an extended program. This petition is to be submitted to the Dean or Associate Dean of Academic Affairs, in writing, and may not be automatically granted, but may be approved in exceptional circumstances. The Dean or Associate Dean is responsible for reviewing and assessing the petition and may forward it to the Student Promotion and Graduation Committee if appropriate. The student will be informed of the decision, in writing, by the Associate Dean of Academic Affairs.
2. **Academic.** As described above, a student ending an academic year with an annual GPA of less than 2.00 may be given the option to repeat courses from that year in which "F" grades were received. A student may be placed on an extended program for academic reasons at the discretion of the Student Promotion and Graduation Committee. A student placed on an extended program for academic reasons is automatically placed on academic probation and may not be returned to good academic standing until the extended program is completed.

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 (after an extended program) 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.

Licensing Board Eligibility Requirements

To be eligible to take any part of the National Board of Examiners in Optometry (NBEO) examination, students must successfully complete all CCO course requirements and meet requirements as established by the Office of the Dean.

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 department chair, or Assistant/Associate Dean of the division that delivers the course.

STUDENT ADMINISTRATIVE POLICIES

Advanced Standing

All requests for advanced standing by newly admitted, transfer, or enrolled students are processed on a course-by-course basis by the Student Promotion and Graduation Committee. The 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. The decision of the committee is forwarded to the Dean as a recommendation to either grant or deny advanced standing. Advanced standing will be considered for coursework taken in which a letter grade of "C" or better has been earned. A "C-" letter grade is not acceptable for advanced standing consideration.

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

Attendance

Upon acceptance to the College, students are expected to devote their entire efforts to the academic curriculum. The College actively discourages employment that will conflict with a student's ability to perform while didactic courses and externships are in session and will not take outside employment or activities into consideration when scheduling classes, examinations, reviews, field trips, or individual didactic or experiential course functions. Class attendance is mandatory for all students during externship.

Class Standing

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

Disciplinary Probation

Disciplinary probation occurs for student acts of professional misconduct as defined in Appendices 2 and 4 of the Midwestern University Student Handbook or as defined in the Eye Institute Manual or the External Rotation Student and Preceptor Manual. Disciplinary probation is not noted on the transcript but is kept in the student's file. Disciplinary probation information may be shared with clinical sites that are affiliated with Midwestern University educational programs.

Grades

Letter grades corresponding to the level of achievement in each course are assigned based on the results of examinations, required coursework, and, as applicable, other criteria established for each course as follows. Individual faculty have the prerogative to use a plus/minus letter grading system or a whole letter grading system. Courses may be offered as pass/fail upon the direction of the faculty.

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

Grades reported as "W", "W/F", and "P" are recorded on a student's permanent record but are not used in the calculation of a student's grade point average. Similarly, a grade of "I" or "IP" may be assigned and is used only when special/extenuating circumstances exist (e.g., prolonged illness, family crisis, etc.), which prevent a student from completing the necessary course requirements on time in order to receive a grade. "W/F" may be considered a failure by the Student Promotion and Graduation Committee.

If a student receives an "F" grade in a course, that grade will be recorded on his/her transcript. This deficiency may be corrected as recommended by the Student Promotion and Graduation Committee by repeating the failed course. When a course is repeated, the student may earn a maximum grade of "C". Following successful repetition of the course, the permanent record of the student will be updated to indicate that the failing grade has been successfully corrected.

The grade earned each time is recorded, but only the most recent grade is used in the computation of the student's cumulative grade point average.

Grade and Quality Point Scale

Grade	Quality Points (per credit)	Comments
A	4.000	-
A-	3.670	-
B+	3.330	-
B	3.000	-
B-	2.670	-
C+	2.330	-
C	2.000	-
F	0.000	-
I	0.000	An Incomplete (I) grade may be assigned by an instructor when a student's work is of passing quality but incomplete, or if a student qualifies for re-examination. It is the responsibility of the student to request an extension from the course instructor. By assigning an "I" grade, it is implied that an instructor agrees that the student has a valid reason and should be given additional time to complete required coursework. All incomplete (I) grades will be resolved within 10 calendar days from the end of final exams for the quarter. In the case of courses ending prior to final exam week, it is the obligation of the course director to monitor the use and resolution of the incomplete grade with notice to the Registrar.
IP	0.000	An In-Progress (IP) grade may be assigned when extenuating circumstances make it necessary to extend the grade completion period past 10 calendar days (e.g. illness, family death). Authorization by the Dean is required, and the completion period should not typically exceed one quarter.
P	0.000	Pass (for a pass/fail course); designation indicates that the student has made satisfactory progress or completed required coursework satisfactorily. Grade of "P" is counted toward credit hour accruals for graduation but does not affect GPA calculations.
F	0.000	Fail (for a pass/fail course); designation indicates that the student has not made satisfactory progress or completed required coursework satisfactorily. Grade of "F" is counted toward credit hour accruals as attempted but not completed. Grade of "F" is calculated into the GPA (quality points are lowered due to unsuccessful course completion).
W	0.000	Withdrawal is given if the work completed up to the time of withdrawal was satisfactory. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation.
W/F	0.000	Withdrawal/Failing is given if the work completed up to the time of withdrawal is below the passing grade level for the Program/School. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation. "W/F" may be considered as a failure by a Student Academic Review Committee. Multiple "F's" and "W/F's" can be grounds for dismissal.
AU	0.000	This designation indicates an audited course in which a student is registered with the understanding that neither academic credit nor a grade is earned. The status of the course cannot be changed from audit to full credit after the start of the quarter. The designation AU is not counted in the GPA calculation.
AP		This designation indicates the decision of a college to award academic credit that precludes a student from taking required course work. The designation of Advanced Placement (AP) is applied toward credit hour accruals, but is not counted in the GPA calculation.

Graduation Honors

Graduation honors are awarded to graduating students who have distinguished themselves by virtue of high academic achievement while enrolled in the professional program at Midwestern University Chicago College of Optometry. Only grades from the academic courses taken at the University will be included in determining graduation honors. Grades in OPTOD 1770, 1771, 1772, 1774, 1800, 1810, 1820, and 1830 are not included in the calculation of the didactic course grade point average for graduation honors. Students who receive a failing grade in any course will not be eligible for graduation honors regardless of their GPA.

Grade Point Average for Didactic Courses	Graduation Honor
>3.90	Summa cum laude
3.75 - 3.89	Magna cum laude
3.50 – 3.74	Cum laude

FACULTY LIST FOR OPTOMETRY

Aarlan Aceto, O.D.

New England College of Optometry
Director of Rotations and Assistant Professor

Joshua C. Baker, O.D., M.S.

Illinois College of Optometry
Acting Dean and Assistant Professor

Pablo de Gracia, M.Sc., Ph.D., FAAO

Universidad Complutense de Madrid/CSIC Spain
Assistant Professor

Daniel Deligio, O.D.

Midwestern University College of Optometry
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Maria Doelman, O.D., FAAO

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Naveen Yadav, B. Optom, M.S., Ph.D., FAAO

State University of New York, State College of Optometry
Vision Science Lead and Assistant Professor

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Assistant Professor

Bryan C. Bjork, Ph.D.

University of Iowa
Assistant Professor

Michele Fornaro, Ph.D.

University of Turin, Italy
Associate Professor

Joanna Goral, Ph.D.

Loyola University Chicago
Associate Professor

David J. Green, Ph.D.

The George Washington University
Associate Professor

Jacalyn M. Green, Ph.D.

The University of Michigan
Professor

Kyle K. Henderson, Ph.D.

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Associate Professor

Sandra Inouye, Ph.D.

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