A.T. STILL UNIVERSITY
ARIZONA SCHOOL OF HEALTH SCIENCES | ATSU

SCHOOL CATALOG
RESIDENTIAL STUDENTS
ACADEMIC YEAR
2015 - 2016

5850 E. Still Circle
Mesa, AZ 85206
480-219-6000
www.atsu.edu

A.T. Still University of Health Sciences
800 W. Jefferson St.
Kirksville, MO 63501
660-626-2121
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A.T. STILL UNIVERSITY
ARIZONA SCHOOL OF HEALTH SCIENCES | ATSU

Dear Student,

It is my pleasure to welcome you to the Arizona School of Health Sciences and A.T. Still University. You are becoming part of an historic institution that has educated health professionals for over 100 years. As the founding school of osteopathy, the University is focused on educating healthcare professionals to deliver quality, compassionate, whole-person healthcare.

I am pleased that you have selected the Arizona School of Health Sciences and assure you that we are dedicated to your success and strive to create a learning-centered environment to support your professional education.

In this catalog you will find useful information on the steps you will take in your journey from application to graduation. We have included information on services that are available to assist you and policies and procedures that will help you along the way. I encourage you to familiarize yourself with the contents of this catalog and with the University Student Handbook and hope that you will find them to be invaluable.

On behalf of the administration, faculty, and staff, I welcome you and wish you every success in your academic endeavors.

Sincerely,

Randy Danielsen, PhD, PA-C
Dean & Professor, Arizona School of Health Sciences

The Catalog

This catalog represents a description of curricular plans, policies, and requirements that may be updated from time to time. It also contains useful information and resources for on-campus students.

The provisions of the ASHS catalog do not constitute an irrevocable contract between A.T. Still University and students.

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Introduction

A.T. Still University of Health Sciences (ATSU) offers graduate and professional healthcare education across three campuses in Kirksville, Missouri, Mesa, Arizona, and a virtual campus on the Internet. ATSU awards doctorate and master's degrees from its six schools: Arizona School of Dentistry & Oral Health, Arizona School of Health Sciences, Kirksville College of Osteopathic Medicine, School of Health Management, School of Osteopathic Medicine in Arizona and Missouri School of Dentistry & Oral Health (pending accreditation). ATSU takes pride in its outstanding faculty, clinical experiences, and scholarship. This catalog provides policies, procedures, and information on the academic programs of the Arizona School of Health Sciences.

Notice of Nondiscrimination

A.T. Still University of Health Sciences (ATSU) does not discriminate on the basis of race, color, religion, national origin, sex, gender, sexual orientation, age, disability, or veteran status in admission or access to, or treatment or employment in its programs and activities. Any person with questions concerning ATSU's nondiscrimination policies is directed to contact the following persons:

Employees may contact:

Arizona Campus:
Tonya Fitch
Director Human Resources
5850 E. Still Cir
Mesa, AZ 85206
480-219-6007

Missouri Campus
Donna Brown
Director of Human Resources
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480-219-6026

Missouri Campus
Lori Haxton
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800 W. Jefferson
Kirksville, MO 63501
660-626-2236

Harassment and retaliation are forms of discrimination prohibited by the University.

ATSU Mission Statement

A.T. Still University of Health Sciences serves as a learning-centered university dedicated to preparing highly competent professionals through innovative academic programs with a commitment to continue its osteopathic heritage and focus on whole person healthcare, scholarship, community health, interprofessional education, diversity, and underserved populations.

Accreditation – Institutional

A.T. Still University is accredited by The Higher Learning Commission, 230 S. LaSalle Street; Suite 7-500; Chicago, IL 60604, Phone: 800.621.7440.

Approvals – Institutional

The Arizona State Board for Private Post-Secondary Education has given degree-granting authority to ASHS. Their address and telephone number is 1400 W. Washington St., Room 260, Phoenix, AZ 85007; 602.542.5709. ASHS is approved by the State of Arizona, Department of Veterans' Services; Office of Veterans' Education for the training of students entitled to receive veterans' educational benefits.

Accreditation - Programs

The entry-level **Doctor of Audiology (AuD)** program are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. The address and telephone number of the CAA are 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. The ASHA web site is www.asha.org.

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association accredits the **Occupational Therapy (MS)** program. The address and telephone number of this agency is ACOTE C/O Accreditation Department American Occupational Therapy Association (AOTA) 4720 Montgomery Lane Suite 200, Bethesda, MD 20824-1220; 301.652.2682. ACOTE website: www.acoteonline.org. Accreditation e-mail:accred@aota.org

Occupational Therapy graduates are able to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual may use the designation Occupational Therapist, Registered (OTR). Many states require licensure in order to practice, and state licenses are usually based on results of the NBCOT Certification Examination.

The residential **Doctor of Physical Therapy (DPT)** program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA). Physical therapists must graduate from an accredited program to be eligible for licensure in the United States. The address and telephone number of this agency is 1111 North Fairfax Street, Alexandria, VA 22314; 703. 706.3245.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) accredits the **Physician Assistant Studies (MS)** program. Accreditation is required before graduates may take the Physician Assistant National Certifying Examination (PANCE). The address and telephone number of this agency is 12000 Findley Road, Suite 240, Duluth, GA, 30097; 770.476.1224, Fax: 770.476.1738.

The post-professional Athletic Training (MS) program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2201 Double Creek Drive, Ste. 5006, Round Rock, TX 78664, phone 512.733.9700.

Drug-Free Policy
ATSU complies with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989.

Introduction to the Arizona School of Health Sciences

The Arizona School of Health Sciences (ASHS) was established in 1995 in Phoenix, AZ, and moved to the Mesa location in 2001. The School offers doctorate degree programs in audiology (AuD), and physical therapy (DPT); and Master of Science degree (MS) programs in athletic training, occupational therapy, and physician assistant studies.

ASHS provides instruction and clinical training for students preparing for careers and obtaining post-professional education and training in athletic training, audiology, occupational therapy, physical therapy, and physician assistant studies. Clinical training sites are utilized throughout Arizona and the United States.

ASHS Mission Statement

Invested from the beginning
Learning Together
Partnering through the future

Making lifelong learning a reality, the Arizona School of Health Sciences partners with individuals to fulfill their potential throughout their career.

Residential Degree Programs

Department	Program	Degree	Type	Length	Format
Doctor of Audiology	*Audiology*	AuD	Entry-Level	4 years	Residential
Interdisciplinary Health Sciences	*Athletic Training*	MS, Athletic Training	Post-Professional	2 years	Residential
Occupational Therapy	*Occupational Therapy*	MS, OT	Entry-Level	28 months	Residential
Physical Therapy	*Physical Therapy*	DPT	Entry-Level	3 years	Residential
Physician Assistant	*Physician Assistant*	MS in PA Studies	Entry-Level	26 months	Residential
	Native American PA Track	MS in PA Studies	Entry-Level	26 months	Residential

ASHS Residential Academic Calendar 2015 – 2016

Academic Calendar Subject to Change

- For the ASHS Residential **PA Program Calendar,** see page 13
- For the ASHS Residential **AT Program Calendar** see Semesters*

Winter 2014-2015

Calendar	Event
December 1 - March 6	**AuD, DPT, OT, Winter Quarter (12 weeks)**
December 22 - January 2	**Winter Break**
January 21	**Diversity Day**

Spring 2015

Calendar	Event
March 9 – 13	**Spring Break**
March 16 – June 5	**AuD, DPT, OT Spring Quarter (12 Weeks)**
May 25	**Memorial Day**

**** Orientation Week schedules vary by program**
*****Graduation ceremony dates subject to change due to facility availability**

Summer 2015

Calendar	Event
June 7 - 15 **June 9 - 13**	**DPT Break** **Quarter break**
June 16 – July 18	**DPT Summer Quarter (5 weeks)**
June 16 - August 8	**AuD & OT** **Summer Quarter (8 weeks)**
July 4	**4th of July observed**
July 21 – August 15	**DPT Summer Clinical Internship**
August 8	**Graduation*** Classes of 2014**

Fall 2015

Calendar	Event
July 13 – December 20 **July 13- December 13**	**AT Class of 2017 Fall Semester*** **AT Class of 2016 Fall Semester***
August 28	**AuD, DPT, OT Orientation**
August 31 - November 22	**AuD, DPT, OT, Fall Quarter (12 weeks)**
September 7	**Labor Day**
September 21 - 27	**AT Fall Break***
November 23 - 27	**Thanksgiving Break**

Winter 2015 - 2016

Calendar	Event
November 30 - March 6	**AuD, DPT, OT, Winter Quarter (12 weeks)**
December 21 - January 3	**Winter Break**
January 18	**Diversity Day**

Spring 2016

Calendar	Event
January 4 – June 5 **January 4 – May 29**	**AT Class of 2017 Spring Semester*** **AT Class of 2016 Spring Semester***
March 7 – 11 **March 14 – 20**	**Spring Break** **AT Spring Break***
March 14 – June 5	**AuD, DPT, OT, Spring Quarter (12 weeks)**
May 30	**Memorial Day**

Summer 2016

Calendar	Event
June 6 - 10	**Quarter break**
June 13 – July 11	**DPT Summer Courses (5 weeks)**
June 13 - August 5	**AuD & OT Summer Quarter (8 weeks)**
July 4	**4th of July observed**
August 12	**Graduation*** Classes of 2015**

**** Orientation Week schedules vary by program**

****Graduation ceremony dates subject to change due to facility availability**

Check the graduation website for updates:

http://www.atsu.edu/student_services/mesa/Graduation.htm

ASHS Residential PA Program Academic Calendar 2013 – 2015

Year One	
June 5, 2013 (Student Affairs) & June 6, 2013 (PA Program)	**Orientation**
June 10, 2013 until August 4, 2013	**Summer 1** **Independence Day holiday is July 4, 2013**
July 15, 2013	**White Coat and Pinning Ceremony, Mesa Arts**
August 5, 2013 until August 11, 2013	**Vacation**
August 12, 2013 until November 3, 2013	**Fall Term** **Labor Day is September 2, 2013**
November 4, 2013 until February 16, 2014	**Winter Term** **Thanksgiving break is 11/28 and 11/29/2013** **Winter break 12/14/2013 until 1/5/2014** **Diversity Day is 1/20/2014**
February 17, 2014 until February 23, 2014	**Vacation**
February 24, 2014 until May 18, 2014	**Spring Term**
May 17, 2014 until May 25, 2014	**Vacation**
May 26, 2014 until July 20, 2014	**Summer 2 Term** **Memorial Day is 5/26/2014** **Independence Day is 7/4/2014** **PackRat 2 is Thursday June 12**
July 21, 2014 until August 3, 2014	**Vacation**
Year Two	
August 4, 2014 until August 31, 2014	**Clinical 1**
September 1, 2014 until September 28, 2014	**Clinical 2** **Labor Day is 9/1/2014**
September 29, 2014 until October 26, 2014	**Clinical 3**
October 27, 2014 until November 23, 2014	**Clinical 4**
November 24, 2014 until December 21, 2014	**Clinical 5** **Thanksgiving break is 11/27 and 11/28/2014**
December 22, 2014 until January 11, 2015	**Vacation**
January 12, 2015 until February 8, 2015	**Clinical 6** **Diversity Day is 1/19/2015**
February 9, 2015 until March 8, 2015	**Clinical 7**
March 9, 2015 until April 5, 2015	**Clinical 8**
March 6, 2015 until May 3, 2015	**Clinical 9**
May 4, 2015 until May 31, 2015	**Clinical 10** **Memorial Day is 5/25/2015**
June 1, 2015 until June 28, 2015	**Clinical 11**
June 29, 2015 until July 26, 2015	**Clinical 12** **Independence Day holiday is 7/4/2015**
July 27, 2015 until August 2, 2015	**Vacation**
August 3, 2015 until August 6, 2015	**Graduation week** **PackRat 2 is 8/3/2015** **Graduation is August 7, 2015**

IMPORTANT NOTES

*There are occasional seminars or designated activities that require some weekend participation (this applies to both first and second year students). **While we try to anticipate every circumstance, this schedule is subject to change

Admissions Policies

Admission

ASHS is dedicated to recruiting and selecting students interested in enhancing their professional practice skills, knowledge, and academic status by obtaining a professional graduate degree. Selection is based on several criteria, which may include some or all of the following areas: grades, recommendations, experiences, official test scores or other assessments, and personal or phone interviews. Articulation agreements with established partners may be used in order to distinguish between applicants of similar qualifications.

Prohibition of Discrimination, Harassment, and Retaliation

A.T. Still University of Health Sciences (ATSU) does not discriminate on the basis of race, color, religion, national origin, sex, gender, sexual orientation, age, disability, or veteran status in admission or access to, or treatment or employment in its programs and activities. Any person with questions concerning ATSU's nondiscrimination policies is directed to contact the following persons:

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Director Human Resources
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Anti-Harassment

Prohibited conduct includes unwelcome conduct, whether verbal, non-verbal, physical, or visual, that is based on or relates to an individual's race, color, religion, sex, gender, sexual orientation, age, disability, or veteran status, and 1) has the purpose or effect of creating an intimidating, hostile, or offensive environment; 2) has the purpose or effect of unreasonably interfering with an individual's work or student performance; or 3) otherwise adversely affects an individual's employment or education opportunities**.**

Examples of prohibited conduct include but are not limited to: jokes, epithets, slurs, insults, negative stereotyping, written or graphic material, (including emails), or any threatening or intimidating act, that denigrate or show hostility toward an individual and that relate to race, color, religion, national origin, sex, gender, sexual orientation, age, disability, or veteran status protected by applicable law.

Prohibited behavior also includes any unwelcome behavior of a sexual nature such as sexual advances and propositions, requests for sexual favors, sexual jokes, comments, suggestions, or innuendo, foul or obscene gestures or language, display of foul or obscene or offensive printed or visual material, physical contact such as patting, pinching, hugging, or brushing against another individual's body; and any other unwelcome verbal, non-verbal, physical, or visual conduct of a sexual nature where:

1. Submission to such conduct is an explicit or implicit condition of employment or education; or

2. Submission to or rejection of such conduct is used as a basis for employment-related or academic-related decisions such as a promotion, discharge, performance evaluation, pay adjustment, discipline, work assignment, or any other condition of employment or career development or academic development; or

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, abusive, or offensive working or education environment.

This policy applies universally to all University personnel and students in their dealings with each other and to third parties in their dealings with University personnel and students. Any University personnel or student who violates this policy will be subject to corrective action up to and including dismissal or termination. A salaried exempt employee may be suspended in full-day increments without pay for violations of this policy. Any University personnel or students may be disciplined, up to and including dismissal or termination, for engaging in behavior that is disrespectful or disruptive or otherwise prohibited by this Policy, regardless of whether that behavior constitutes harassment prohibited by law.

Discrimination, Harassment, and Retaliation Grievance Procedures

Any individual who feels he/she has witnessed or experienced behavior prohibited by this Policy in connection with her/his employment or as a student with the University, or who has questions, concerns, or complaints of harassment, should immediately report the circumstance(s) or incident(s) to his or her supervisor, the Vice President for Student and Alumni Services, or the Human Resources Director (see designated coordinators, above). Upon receipt of a written or verbal complaint of discrimination, harassment, or retaliation, the University will conduct an impartial investigation and evaluate all relevant information and documentation relating to the complaint. If a verbal complaint is made, such complaint must be reduced to writing and signed by the complainant after the complainant has an opportunity to discuss the allegations and/or circumstances with the investigator. Such investigation shall be concluded within ten (10) business days of the receipt of the complaint by the appropriate personnel. As part of the investigation the complainant shall have the opportunity to present witnesses and provide evidence that has not yet been considered by the investigator. Written notice to the complainant describing the findings of the investigation will occur within five (5) business days of the completion of the investigation. If unsatisfied with the findings of the investigation, student complainants shall have the right to appeal the decision to the Dean of the appropriate school within five (5) business days of receiving the findings. Any other complainants shall have the right to appeal the decision to the President of the University within five (5) business days of receiving the findings. Upon receipt of a written appeal, the President or the Dean of the appropriate school shall have fifteen (15) business days to rule on the appeal.

Anti-Retaliation

The University will not retaliate against, nor permit retaliation against, any individual who opposes discrimination or harassment, makes a complaint of discrimination or harassment, and/or participates or cooperates in a discrimination or harassment investigation, proceeding, or hearing.

Application Process and Requirements

How to Apply for Admission

Students interested in the Athletic Training (MS) residential program, may use the online application available at http://www.atsu.edu/ashs/programs/athletic_training/index.htm. Audiology now has an online application available at www.atsu.edu or specifically at http://www.atsu.edu/application/ashs/eaud/.

Applicants can still call 480-219-6000 to be connected with a specific program for more information.

Written requests for applications should be sent to:

Arizona School of Health Sciences
Attention: *Program name*
5850 E. Still Circle
Mesa, AZ 85206

A completed application, official transcripts, official GRE scores or other approved assessment scores, letters of recommendation, and a nonrefundable application fee must be submitted to complete the application process for all programs.

Application for the Occupational Therapy program is through the Occupational Therapist Centralized Application Service (OTCAS). For further details, please see the OTCAS website at www.otcas.org.

Application for the Physical Therapy program is through the Physical Therapist Centralized Application Service (PTCAS). For further details, please see the APTA website at www.ptcas.org.

Application for the Physician Assistant Studies program is through the Central Application Service for Physician Assistants (CASPA) at https://portal.caspaonline.org/

Application to Multiple Programs

Applicants who wish to be considered for more than one program must submit a separate application and fee, official test scores (if applicable), transcripts, and references for each health sciences program. Acceptance to ASHS is to a specific program and is not transferable to other programs. Application materials are not transferable from one application year to another.

Transcript Requirements

Official transcripts from all colleges and universities attended must be submitted to the ATSU Admissions Office for an application to be considered complete. The final official transcript confirming an undergraduate or graduate degree, if required for the academic program, must be submitted by the date of matriculation.

Individuals who have a reason, acceptable to the University, for submitting final transcripts after the due date (i.e., late accepts or delays by sending institutions) must submit their official transcripts to the ATSU Registrar's Office by the first day of the second week of classes. Official recording of all required transcripts will occur by the end of the first academic term.

English Proficiency

All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University.
Written and reading proficiency in the English language may be demonstrated by one of the following options:

Option 1 - English is my first language.

Option 2 – Graduated from a regionally accredited four year university or college in the United States (minimum B.A. or B.S.)

Option 3 – Your are demonstrating your English proficiency by submitting acceptable scores on the Test of English as a Foreign Language (TOEFL) or the International English Testing Service (IELTS)

Acceptable TOEFL minimal scores for ASHS applications are:
Internet based total score = 80

Acceptable IELTS scores are an overall band score of 6.5

***Please note TOEFL subscore minimums may be required by some programs. Please refer to the individual program website or catalog page to determine if subscores are required.**

The TOEFL is administered by TOEFL/TSE Services, PO Box 6151, Princeton, NJ, 08541-6151, USA (609) 771-7100. Information is available on the Internet at www.toefl.org. A.T Still University's institutional code is 0339.

International Applicants

All programs may accept international students. Prior to application, international applicants should contact the office of online admissions for current information on the application process.

Applicants who have graduated from a non-US college or university must submit acceptable evidence of U.S. degree/course equivalency. Applicants must have foreign transcripts evaluated by an evaluation service specializing in foreign transcript evaluation. The evaluation must state that the transcript(s) reflect an equivalency of a U.S. degree.

Foreign Evaluation Services

Below is a list of credentialing agencies. Please check with your admissions counselor to verify which agencies are acceptable to the specific program for which you are applying.

Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
(414) 289-3400

Josef Silny & Associates, Inc.
7101 SW 102 Avenue
Miami, FL 33171
(305) 273-1616

International Credentialing Associates, Inc.
7245 Bryan Dairy Road
Largo, FL 33777
(727) 549-8555

International Education Research Foundation, Inc.
P.O. Box 66940
Los Angeles, CA 90066
(310) 390-6276

World Evaluation Service Inc.
P.O. Box 745 Old Chelsea Station
New York, NY 10113-0745
(212) 966-6311

International Consultants of Delaware
P. O. Box 8629
Philadelphia, PA 19101-8629
(215) 222-8454

Foreign Credentialing Commission on Physical Therapy
124 West Street South, 3rd Floor
Alexandria, VA 22314
(703) 684-8406

Selection of Applicants

The Admissions Committee for each program seeks those individuals capable of meeting the academic standards of ASHS and its programs. Completed applications in compliance with minimum admission requirements are reviewed on the basis of some or all of the following areas: the quality of academic performance, professional exposure, work and life experiences, and recommendations.

The Admissions Committee reserves the right to accept, reject, or defer any application. Applicants are notified following the Committee's decision on their status. Successful applicants are granted a specified time period to notify the Admissions Department of their intention to enroll. After acceptance, matriculation is subject to the satisfactory completion and verification of all academic and admission requirements.

General Requirements for Admission

Each degree program at ASHS has separate application deadlines, prerequisites, and admission requirements. Students should refer to the specific program description section of this catalog for complete admission requirements and procedures. All students applying to ASHS must meet the published admission requirements for the program for which an application has been submitted. In addition, all students must meet the Minimal Technical Standards, Preventive Health Requirements, Health and Hospitalization Insurance and Technology Requirements as stated below:

Minimal Technical Standards for Admission and Matriculation

ASHS is committed to the admission and matriculation of qualified students. The school complies with laws that prohibit discrimination against anyone on the basis of race, color, national origin, religion, gender, age, disability, or sexual orientation. The school will not discriminate against mentally or physically challenged individuals who are otherwise qualified, provided the applicants meet certain minimal technical standards. These standards were adopted to ensure the safety of students and patients and are set forth as the expectations of health sciences students to perform common educational tasks and clinical functions. Technological compensation can be made in some areas, but a candidate must be able to perform in a reasonably independent manner.

The holder of a health sciences professional degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for a degree in Athletic Training, Audiology, Occupational Therapy, Physical Therapy, and Physician Assistant Studies must be able to consistently, quickly, and accurately integrate, analyze, and synthesize data.

A candidate for the doctorate or master's degree at ASHS must possess abilities and skills in seven identified categories including observation; communication; motor; sensory; strength, mobility, and endurance; intellectual, (conceptual, integrative, and quantitative); and behavioral and social. These abilities and skills are defined as follows:

- **Observation:** Candidates and students must have sufficient uncorrected or corrected visual acuity, depth perception, and color perception to be able to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences. They must be able to observe a patient accurately at a distance of 20 feet and up close. Vision must be sufficient to utilize clinical instrumentation; identify dissected nerves and landmarks on anatomical structures such as the tympanic membrane; observe motion, and evaluate posture, locomotion and movement in a clinical setting. Adequate visual capabilities are necessary for proper evaluation and treatment integration, including the assessment of symmetry, range of motion, and tissue texture changes.
- **Communication:** Candidates and students must possess formal and conversational oral English skills. They must be able to write, read and comprehend classroom lecture and assessment materials, technical reports, research articles, diagnostic and treatment reports and professional correspondence in English. They must be able to speak, hear (with or without the use of amplification and/or other assistive technology), and observe patients in order to elicit information; examine and treat patients; describe changes in mood, activity, and posture; and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients. They must be able to communicate effectively in oral and written form with all members of the healthcare team.
- **Motor:** Candidates and students must have sufficient motor functions to execute movements required to perform laboratory exercises and provide clinical care. Such actions require coordination of both gross and fine motor movements and equilibrium.
- **Sensory:** Candidates and students must have functional use of sensory skills such as tactile discrimination and proprioception for classroom, laboratory and clinical experiences. Functional use of hearing and vision are also required and are described in sections above.
- **Strength, mobility and endurance:** Candidates and students must have sufficient upright posture, balance, flexibility, mobility, strength and cardiovascular endurance for standing, sitting, lifting moderate weight and participating in classroom, laboratory and clinical experiences.

- **Intellectual (conceptual, integrative, and quantitative):** Candidates and students must be able to engage in activities of discovery, measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of health professionals, requires all of these intellectual abilities. In addition, candidates
  and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.
- **Behavioral and social:** Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all academic requirements and responsibilities attendant to the diagnosis and care of patients. Candidates and students must be able to develop mature, sensitive, and effective relationships with patients. Candidates and students must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, respect for differences, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admission and educational processes.

Due to the nature and variety of programs within ASHS, specific programs may have additional technical standards that must be reviewed and met by candidates. Refer to program-specific technical standards provided in acceptance materials by the respective departments and in program-specific student handbooks or documents.

Qualified candidates with limitations or challenges must be thoroughly evaluated. ASHS will attempt to develop creative ways of opening the health sciences programs to competitive, qualified, challenged individuals. The school will maintain the integrity of its programs and preserve those elements deemed essential to the education of a health science professional.

Preventive Health Requirement

ASHS requires all incoming residential students to provide proof of their immunizations in order to matriculate. This is necessary for the students' protection, as well as the protection of any individuals with whom they come in contact. It is the responsibility of the student to maintain up-to-date immunization protection.

The immunization requirements span the entire time of enrollment at ASHS. Therefore, compliance is required on a continuous basis. Students failing to meet these standards will not be allowed to start or continue with scheduled clinical experiences until compliance has been achieved.

Students should be aware additional immunizations; titers or screenings may be required per individual clinical site specifications. Students will be notified of these requirements on a case-by-case basis. All testing is at the expense of the student.

ASHS Preventive Health Requirements are updated annually and therefore subject to change.

Required Immunizations:

- *Diphtheria/Tetanus (DT or Td)* – Documentation of booster within ten (10) years prior to the beginning of the academic year.
- *Tetanus, Diphtheria & Pertussis (Tdap)* – Documentation of a one-time vaccination.
- *Measles, Mumps, and Rubella (MMR)*- Documentation of two doses of MMR vaccine or proof of immunity (titer).
- *Hepatitis B* - Students are required to initiate the series of three (3) Hepatitis B vaccine prior to matriculation. Students must complete the series according to the prescribed timeline and in accordance with any additional program – specific requirements. Proof of immunity (titer) will also be accepted.
- *Tuberculosis Skin Test (PPD)* – Documentation of a negative tuberculosis skin test (PPD) or QTI blood test within the year prior to matriculation. Students who have had a positive PPD test are required to provide documentation of a negative QTI blood test, a negative chest x-ray (CXR), or a record of INH treatment. PPD screening must be updated annually or as required by clinical sites.
- *Varicella* – Documentation of vaccine or proof of immunity (titer).

Immunization Exemptions
Under certain religious or health circumstances, a request for exemption from preventive health requirements may be granted. However, ATSU cannot guarantee placement in clinical rotations when this exemption is granted. Consequently, students receiving an exemption from preventive health requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate.

CPR Training
ASHS requires that all incoming residential students obtain and maintain Cardiopulmonary Resuscitation (CPR) for Health Care Providers. Proof of certification must be on file prior to matriculation. Certification must be maintained throughout the duration of enrollment. Students failing to meet these standards will not be allowed to start or continue with scheduled clinical experiences until compliance has been achieved. Students must contact their individual program for CPR certification requirements.

Student Health Insurance
A.T. Still University requires all students in the residential programs to maintain personal hospitalization/health insurance coverage. Proof of adequate coverage, as defined by ATSU, is required from each student at the beginning of his/her first academic year. Prior to matriculation, students will submit the Insurance Acknowledgement form confirming that they have adequate insurance coverage as defined by the University policy. Students are also required to provide proof of insurance coverage at various other times during their enrollment. Coverage is mandatory throughout the duration of enrollment. Failure to maintain health insurance coverage may result in disciplinary action including possible suspension and/or dismissal.

Additional information regarding Student Health Insurance can be found at http://www.atsu.edu/registrar/health_insurance.htm. Questions concerning this policy may be directed to the Office of the Registrar, 660.626.2356 or registrars@atsu.edu.

Criminal Background Check

A.T. Still University requires applicants in the following programs to complete a criminal background check prior to matriculation as a student: Doctor of Osteopathic Medicine, Doctor of Dental Medicine, Athletic Training, Orthodontics, Masters of Biomedical Science, Doctor of Audiology - Residential, Occupational Therapy - Residential, Physical Therapy - Residential, Physician Assistant - Residential, Physical Therapy Orthopedic Residency, Doctor of Health Education, and Advanced Physician Assistant - Distance (excludes students in the Education & Leadership track). The background checks are conducted by PreCheck Inc., a firm specializing in criminal background checks for healthcare workers. The University reserves the right to require any student to have a criminal background check. Final approval for matriculation to A.T. Still University is contingent upon satisfactory review of information contained in the criminal background check report.

Applicants and current students are required to report within 5 business days any arrests, fines, charges (pending and/or dropped), or convictions that may occur from the time their admissions agreement was signed. Such reports should be submitted to the Vice President for Student Affairs.

An increasing number of clinical training sites are requiring criminal background checks before allowing students to participate in clinical experiences and training. Hospitals, clinics and health education centers are requiring such proof to protect patients and others. Such checks will be part of a student's lifelong process of documenting and re-documenting his/her career credentials, as well as assuring the public he/she is qualified and adheres to the best of standards. Additional background checks or drug tests may be required throughout any students' program, based on requirements from specific clinical sites or agencies.

Additional information regarding Criminal Background Checks can be found at http://www.atsu.edu/registrar/background_check.htm. Questions concerning this policy may be directed to the Office of the Registrar, 660.626.2356 or registrars@atsu.edu.

Technology Requirements Prior to Matriculation
All residential students are required to have a notebook computer that meets ASHS' specifications which are determined each year based on technological advances and are published on the school's website.

Academic Year 2013 - Notebook Computer System Requirements

Windows OS Laptop Computer

- 2.0GHz Dual Core or better
- 4GB Ram - Minimum
- 802 .11a, g, or n preferred
- Windows 7
- MS Office 2007 or 2010

Mac OS Notebook Computer

- 2.0GHz Dual Core or better (Intel-based Processor)
- 4GB of RAM - Minimum
- 802 .11b/g or n preferred
- Snow Leopard or better
- MS Office 2008 or 2011

Transfer Credit

Transfer Credit is accepted on a case-by-case basis and per program requirements.

Registration and Orientation

Residential students are required to register in person during orientation as specified in the ASHS calendar for the specific degree program. Residential degree program students must submit proof of the following requirements by the first day of orientation:

1. Arrangement for payment of all tuition and fees;
2. Background Check: Results of a criminal background check by an agency selected by ATSU must be received by ATSU prior to registration. ATSU reserves the right to deny admission to applicants with adverse information on this report;
3. Completion of all prerequisite courses by the end of the academic term prior to matriculation;
4. Official college or academic transcripts for all work completed;
5. CPR certification: American Heart Association or American Red Cross certifications are accepted.
6. Documentation that the student has *current* protection from diphtheria/tetanus, polio, measles, mumps, rubella, hepatitis B, and tuberculosis. Students should refer to the Preventive Health Requirements section of this catalog for specific requirements;
7. Proof of adequate personal health insurance coverage. Students should refer to the Student Health Insurance section of this catalog for specific requirements;
8. Personal notebook computer meeting the stated technology requirements found at www.atsu.edu in Program of Study, Admission Requirements. Computer literacy and experience in word processing are essential skills. All curricula require extensive computer usage.

Course Enrollment and Late Enrollment

Enrollment is considered continuous and full-time for residential degree programs sequence. Students are enrolled by the department administrative personnel in the fixed curriculum courses. Students may not enroll in courses later than one week into an academic term without approval of the appropriate department chair and the dean. Students desiring to take less than a full-time load must have department permission.

Tuition and Fees for 2015 - 2016

Tuition is subject to change. ***Tuition is due on the first day of classes of the fall and spring quarters.***

TUITION				
	1st year	2nd year	3rd year	4th year
Athletic Training, MS, Post-Professional	17,807	17,807	N/A	N/A
Audiology Entry-Level, AuD	21,523	21,523	21,523	20,023
Occupational Therapy entry-level, MS	29,300	29,300	9,481	N/A
Physical Therapy entry-level, DPT	31,306	31,006	30,706	N/A
Physician Assistant Studies entry-level, MS	43,323*	36,821	N/A	N/A

* First year tuition for PA is based on a 14-month didactic curriculum. Year two is considered the clinical component.

	Application Fee	Secondary Application Fee	Acceptance Fee	Pre-registration Fee	Educational Supply Fee
Audiology, AuD	$70		$500		$1,050
Physical Therapy, DPT	n/a	*$70	$500	$250	$1,050
Athletic Training, MS	$70				$1,050
Occupational Therapy, MS	n/a	*$60	$500	$250	$1,050
Physician Assistant Studies, MS	n/a	*$70	$750	$250	$1,241

*This is a secondary application fee after the primary application has been received by PTCAS, OTCAS or CASPA.

Application Fee: A non-refundable application fee is due at the time the application is submitted. The application fee does not apply toward tuition.

Acceptance Fee: A non-refundable fee as outlined above is due at the time the admissions contract is returned to ATSU. This fee is an advance payment on the first year's tuition, but is not included in the financial aid package. This fee is applied to tuition at the time of registration.

Pre-registration Fee: A non-refundable fee as outlined above is payable at the time indicated on the admission contract. This fee is applied to tuition if the student registers for classes. This fee may be included in the student's financial aid package if arrangements are made with ATSU Student Financial Services.

Educational Supply Fee: A non-refundable fee of $1,050 is required for residential programs ($1,241 for first year PA students based on a 14-month curriculum and $1,050 for PA students in subsequent years). This fee is earmarked to support the students' technology needs and service expectations, as well as general multimedia classroom demands during the course of their studies.

Student Financial Assistance

Professional education is a significant investment. Students are encouraged to seek counsel in selecting and developing a sound financial plan to avoid excessive debt. Specific details of financial planning should be discussed with the director or assistant director of Student Financial Services.

Refund Policy

A student who officially withdraws from any program while at A.T. Still University (ATSU) prior to the end of a payment period must complete an Exit Process form. A student's eligibility for a refund will be determined by one of the two following formulas.

INSTITUTIONAL REFUND FORMULA (For students who did not receive federal financial assistance)
If a student withdraws during a payment period, ATSU will determine how much tuition, fees, and equipment charges (if any) were unearned by the institution. It will be figured by calculating how many remaining calendar

days (or contact hours) there are in the payment period divided by the total number of calendar days (or contact hours) in that same payment period. The institution will pay back to the student (or lender) the unearned amount. After 60% of the payment period, the institution will have earned the total amount paid for that payment period.

For example, if a student withdrew after 51 calendar days, but paid for 153 calendar days, ATSU would have earned 33.3% of educational costs paid. Therefore, 66.7% of the educational costs paid are unearned. ATSU would refund to the student (or lender) 66.7% of the tuition, fees, and equipment charges paid.

- Educational costs paid for 153 calendar days = $30,602.00
- Calendar days attended by the student = 51
- Calendar days remaining in the payment period = 102 (153 - 51)
- 102 | 153 = 66.7% (Percentage of educational costs unearned by ATSU)
- 66.7% of $30,602.00 = $20,411.53 (Educational costs unearned by ATSU)
- Amount ATSU refunds to the student (or lender) = $20,411.53

RETURN OF TITLE IV FUNDS FORMULA (For students who received federal financial assistance)
If a Title IV recipient withdraws during a payment period, the institution must calculate the amount of Title IV funds that was unearned by the student. Unearned Title IV funds will be based on how many calendar days (or contact hours) are remaining in the payment period divided by the total number of calendar days (or contact hours) in the payment period. Unearned Title IV funds must be returned to Title IV programs, up to 60% of the payment period for which the student was charged tuition/fees and equipment charges. After 60% of the payment period, the student will have earned all Title IV funds for that payment period and no financial returns or refunds will be made.

For example, if a student paid tuition, fees, and equipment charges (if applicable) with Title IV funds for 174 calendar days, but withdrew after 87 calendar days, the percentage of Title IV funds earned would be 50.0%. Unearned Title IV funds would be 50.0%. Therefore, ATSU would have to return 50.0% of all Title IV funds to the lender.

- Tuition, fees, and equipment charges paid with Title IV funds for 174 calendar days = $30,602.00
- Calendar days attended by the student = 87
- Calendar days remaining in the payment period = 87 (174 - 87)
- 87 | 174 = 50.0% (Percentage of Title IV funds unearned)
- 50.0% of $30,602.00 = $15,301.00 (Unearned Title IV funds)
- Amount ATSU repays to the lender = $15,301.00

The funds must be paid back to the federal loan programs in the following order:

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal GradPLUS Loan

Debts Owed to ATSU

Fees and expenses charged by an attorney or collection agency to secure payment of any debt owed to ATSU by a student or former student will be the responsibility of such student or former student.

New Student Orientation

New student orientation is mandatory for ALL new students. The Student Affairs Office conducts the new student orientation program for all of the ATSU-Arizona programs. New students will receive an orientation schedule via their ATSU email account.

Mandatory New Student Orientation Sessions

- Registration & Campus Orientation
- Student Resources: Academic & Personal
- Student Wellness & Health Insurance
- Student ID badges* & Parking Passes
- Financial Assistance Entrance Counseling
- IT Network & Printer Connections

Academic Affairs

Academic Term
ASHS divides the academic year into quarter terms. Fall, winter, and spring terms are twelve weeks in length, while the summer term length varies by degree program. Grades are posted at the end of the quarter.

Course Credit
Course credit at ASHS is awarded in quarter credit units. Each quarter credit represents a minimum of 12 contact hours. Variations in contact hours are dependent upon class size, class format (lecture, lab, clinical work, discussion, on-line) and program accreditation standards. One-quarter credit is equivalent to 0.67semester credit, rounded to the nearest tenth of a credit.

Grading System

Students will receive a letter grade based on the following:

Passing Grades	A
	B
	C
	P
Failing Grade	F
Incomplete Grade	I
Withdrawal	W
Withdrawal Fail	WF
Withdrawal Pass	WP
Audit	AU
Advance Credit	AC
Failure retaken	F*

Pass (P) Grade: This grade is assigned as a passing grade in a pass / fail course.

Incomplete (I) Grade: Those students whose work at the end of a course is incomplete due to illness or other circumstances beyond their control may be given, at the instructor's discretion, a grade of Incomplete. It is the responsibility of the student to contact the instructor to receive a grade of "I". The instructor will complete an Incomplete Agreement Form, which outlines requirements for course completion and completion date. The completion date must be within one year unless special arrangements have been made with the dean. The instructor must complete this form prior

to the end of the quarter before a grade of "I" can be issued. After the instructor and student have signed the agreement, the appropriate Department chair must approve it. Upon approval, the Department chair will send the original form to the Registrar's Office. The instructor may then record the "I" on the final grade sheet for the course. When the student has completed the course work, the instructor will file a Change of Grade Request Form with the Department chair who will forward it to the Office of the Registrar. If the work is not finished within the period of time specified in the agreement, the grade will become an "F" unless otherwise noted in section a) of the agreement.

Fail (F) Grade: If you receive the grade of F on a course you will be required to retake the course and pay tuition for the course

Challenging a Grade
Students who wish to file an academic appeal concerning a course grade must do so by contacting the instructor and/or department chair in writing within 60 calendar days from the final examination or last class period, whichever is later.

Auditing a Class (AU)

The following information pertains to currently enrolled ASHS students.

1. Requests to audit a course should go to the program director or chair of the department under which the course is offered and to the program director or chair of the student's department, if different. All requests must be approved in writing.
2. Students may be allowed to sit in class and may participate in laboratory experiences only on a space available basis.
3. Students who audit a course are expected to attend classes on a regular basis. Satisfactory completion of a course for audit will be determined by the instructor and will be recorded on the student's transcript as an AU (audit) or other appropriate indicator. No letter grade will be awarded for an audited course. No credit will be awarded for an audited course with the exception of students in the Athletic Training program.
4. An audited course may not be changed to a course for credit or vice versa.

Questions concerning the audit policy should be directed to the student's program director or department chair.

Course Cancellation

The institution has the right to cancel a course at its discretion. Any students who have enrolled prior to a course cancellation will receive a full refund of tuition paid for that course.

Program Cancellation

If the University should cancel a program, each currently enrolled student will be permitted to complete such program before it is discontinued. No new students will be permitted to enroll in a program that the institution has cancelled.

Re-admission Policy

In most instances, students who withdraw from ATSU, regardless of the reason, must apply for re-admission. Additional information, policy and procedures on re-admission are included in the *ATSU Student Handbook*.

Degree Completion

Students are expected to complete their degree within the program's standard plan of study as indicated in the catalog. In circumstances where additional time is needed, and with approval of the appropriate chair, students will have a maximum degree completion timeline of five (5) years for a master's program and seven (7) years for a doctoral program from time of initial enrollment. Failure to complete a degree program within the specified period may result in loss of some or the entire student's previously earned course credits.

Graduation

Attendance at graduation is mandatory for students. The degree will be awarded at the regularly scheduled commencement following completion of requirements. Students unable to attend graduation must file a written request to student services, which is then forwarded to the dean for consideration of the award of a *degree in absentia*. Permission for receiving a *degree in absentia* must be approved by the dean. To facilitate the processing of requests for graduation in absentia, such requests should be received in the dean's office no later than one month prior to graduation and include a justification for the request. Upon approval by the dean the original copy will be forwarded to student services and the registrar.

Graduation Requirement for Each Program

Students must complete financial aid exit process (if applicable).

Student Support Services

Student Affairs Department

http://www.atsu.edu/student_affairs/mesa/index.htm

Registrar Services – http://www.atsu.edu/registrar/index.htm

1. Student Academic Records
2. Transcripts
3. Family Educational Rights and Privacy Act (FERPA)
4. Criminal Background Checks
5. Student Health Insurance requirements
6. Withdrawal Policy
7. Re-admission Policy
8. Veteran's Services
9. International student services

Student IDs – All ATSU students must wear their ATSU student ID at all times when on campus. If asked, students must present their ID to any member of staff/faculty/administration or campus security. Student IDs are distributed during new student orientation. If a student loses/damages their student ID they must get a replacement as soon as possible from the Student Affairs Office. There is a $10 replacement fee for lost or damaged IDs. Student "name tags" distributed by some individual programs do NOT replace the ATSU student ID and are not considered official University identification. Students who withdraw or are dismissed from the University must surrender his/her ID to the Student Affairs Office.

Counseling Services - An on-campus counselor is available to assist students with personal, family, and academic counseling services. All counseling records are confidential and are not part of the student's academic record. **http://www.atsu.edu/counseling_services/index.htm**

Financial Services – An on-campus financial aid counselor is available for students to provide financial counseling, budgeting advice, emergency loans, scholarship opportunities, and assistance with financial services. **http://www.atsu.edu/financial_aid/index.htm**

Housing Information – The Arizona campus currently does not offer on-campus housing but the Student Affairs Office maintains a list of nearby rental options at: **http://www.atsu.edu/housing/mesa/index.htm**

Health & Wellness – The ATSU Still Well program encourages students to maintain a healthy lifestyle emphasizing awareness, prevention, education and behavior modification. All students receive a free on-campus gym membership to the YMCA. **http://www.atsu.edu/student_services/mesa/health_wellness.htm**

Student Clubs and Organizations – Students are encouraged to join and actively participate in campus clubs and professional student organizations. A complete list of recognized clubs can be found at: http://www.atsu.edu./sga

Bookstore/ATSU Apparel – The Arizona campus currently does not have a bookstore. Students order their textbooks from a variety of online vendors.

Student Blog – Find out what is happening on and off campus at: **http://blogs.atsu.edu/azstudentaffairs**

Student Affairs is on Facebook! http://www.facebook.com/pages/Office-of-Student-Services-Arizona/107150735973338

New to Arizona? Learn about Mesa, AZ and the surrounding communities at: **http://www.atsu.edu/student_services/mesa/life.htm**

Online Student Forums – Selling something? Looking for a roommate? Logon to the ATSU Forums page at https://my.atsu.edu (requires ATSU login)

Orientations – Student Affairs conducts new student orientations each summer. See the "New Student Orientation" section of this catalog for more information.

Graduation – Student Affairs coordinates the fall graduation ceremony for ASHS. Graduation information can be found online at: **http://www.atsu.edu/student_services/mesa/Graduation.htm**

Career Services – Annual recruitment fairs are hosted on campus providing students the opportunity network with future employers. **http://www.atsu.edu/alumni/employment_opportunities/index.htm**

Ombudsperson – Student Affairs provides ombudsperson services to all students. This service provides students with a student affairs staff member who can advise them confidentially in solving problems and conflict resolution. The ombudsperson facilitates communication between students and faculty/staff/administration and provides clarification on University policies.

Accommodations

Students may find that disabilities diminish academic performance. The University can make accommodations for students with documented disabilities who are otherwise qualified. Students with disabilities are encouraged to contact the Student Resources office. Requests for accommodations must be made in writing to the director - learning resources. The contact information for the director - learning resources is as follows:

Director - Learning Resources
800 W. Jefferson St.
Kirksville, MO 63501
660.626.2424
studentresources@atsu.edu

The director - learning resources will confer with the student and may request documentation and may refer the students for individual assessment by qualified experts. The ATSU Technical Standards and

Accommodations Committee shall review any requests for accommodations. The Committee determines whether there are disabilities as protected by the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act and then decides if reasonable accommodations can be made without fundamentally altering the essential nature of the school's program or instruction being pursued.

The Committee makes recommendations for or against accommodations to the Director of Learning Resources who then notifies the student and the appropriate faculty and staff members who have an educational need to know. Within ten (10) days of receiving the Committee's determination from the Director of Learning Resources a student can appeal the decision in writing to the Dean of the appropriate school.

Faculty members should be aware of the process whereby students with disabilities may seek accommodations under Federal law and ATSU policy.

A.T. Still Memorial Library

Library and multimedia resources and services are provided for the Mesa campus programs of the A.T. Still University of Health Sciences via the A. T. Still Memorial Library (ATSMLib). The ATSMLib is a resource that supports both the students in their educational activities and the faculty in their teaching and research. It takes advantage of the electronic based information resources that have developed since the emergence of the Internet a decade ago. The ATSMLib's collections are a blending of print and electronic resources that bring access to evidence/information into the curriculum and clinical rotations of the students.

Access to and use of the ATSMLib's electronic resources is facilitated through its web site (http://www.atsu.edu/atsmlib). Off-campus access is provided via the students my.atsu account. The web site provides access to and facilitates use of over 2,400 electronic, full text clinical journals, over 3,000 full text medical and dental text books and an array of web-based health information-based vendors including:

- Ovid Technology – Medline, CINAHL, 344 e-books and 250 e-journals published by Lippincott Williams & Wilkins.
- PubMed with LinkOut – Access to Medline via the National Library of Medicine interface with direct links to the ATSMLib's full text journals.
- Rehabilitation Reference Center - an evidence-based clinical reference tool for use by rehabilitation clinicians at the point-of-care. RRC is designed to deliver valid and relevant information so that rehabilitation specialists can build customized treatment regimens for patients using the best available evidence.
- MDConsult – Medline, over 65 journals full text, 40 full text clinical textbooks and extensive current awareness content. It also includes FIRSTConsult, which synthesizes findings from journals and other respected references into a template knowledge base that is organized into a highly accessible format.

- StatRef – access to 60 medically related text and reference books including the American College of Physician's PIER, a web-based, evidence-based guidance tool to improve clinical care.
- Thieme ElectronicBook Library - provides access to Theime's Flexibook Atlases and Textbooks Series, a series of review textbooks, published in the basic as well as the medical sciences.
- ProQuest Psychology - provides access to over 400 psychology related journals, many of which are available full text.
- ProQuest Dissertations & Theses – provides a comprehensive collection of dissertations and theses. More than 930,000 are available in PDF format for immediate free download
- Health Business FullTEXT Elite - 445 journals full text detailing all aspects of healthcare administration.
- SPORTDiscus with Full Text - a comprehensive source of full text for sports & sports medicine journals and magazines, providing full text for more than 350 journals.
- EBSCO Link Revolver – software to enable the ATSMLib to tie its full text journals into its Ovid and PubMed platforms.
- Intranet Health Resources – subject access to key quality health sites including brief annotations on the sites.

The ATSMLib Director also works with the faculty to weave instruction and use of the ATSMLib's resources into the curriculum in order to teach the students to adopt an evidence-based approach to their practice. In 2007 a Distance Support Librarian position was established to provide the Arizona Campus's distance programs faculty and staff the same level of support provided its residential programs. ATSU also makes available for alumni an evidence-based practice alumni portal with full text resources to support their access and use of evidence after graduation.

In addition to providing an extensive, web-based digital library the ATSMLib provides a full range of mediated services including: training and assistance in subject searching; document delivery and interlibrary loan; and one-on-one or small-group training.

Information Technology and Services-Support Services Group

The Support Services group is the central point of contact for problems and questions concerning technology at ATSU. Support staff will make every effort to resolve your problems or answer questions. When appropriate, your issue may be assigned to another group for resolution.

In-house technicians are available to assist during business hours and our out-sourced solution, Presidium, will assist you, evenings, weekends and holidays, referring issues to our in-house technicians when needed.

Services provided:

- Wireless connectivity assistance
- Loaner computers
- Warranty computer repair on Lenovo and Mac systems
- Virus-prevention software at no cost to you
- On-campus printers
- 24-hour phone support

Residential Administrative Policies and Regulations

Academic Policies

General academic policies for all programs are published in the *ATSU Student Handbook*. Program specific academic policies are published in the program handbook and are available in the program office. Progression in each ASHS program is contingent on continued mastery of program objectives, course content and the demonstration of behaviors consistent with a healthcare professional. Course syllabi contain instructor-specific academic policies.

Code of Academic Conduct

Refer to the *ATSU Student Handbook*.

Code of Behavioral Standards

Refer to the *ATSU Student Handbook*.

Academic Warning

Students demonstrating unacceptable performance in any unit of study during any phase of their program may be notified of such performance by the instructor of the course, program director or department chair as soon as it becomes evident. The student may be notified verbally or in writing that continued poor academic performance could lead to academic probation and dismissal. The instructor will also discuss the resources available to students for academic assistance.

Academic Probation

The quality of an educational program can be measured by the academic performance of its students. With regard to academic performance, standards are set to insure that the integrity of the program and institution are maintained. Consistent with academic norms and in the exercise of professional judgment, each ASHS department shall determine and shall provide to students (1) the standards of academic performance and (2) the standards of progression.

A student who fails to meet the department's standards of academic performance will be placed on academic probation and shall be notified of such, in writing, by the relevant department chair. Such notice shall identify

the academic standards which the student has failed to meet and will advise the student that continued failure to meet such standards may result in delay in graduation or dismissal. Copies of any academic probation notice shall be sent to the dean and the ATSU Office of the Registrar.

Academic Dismissal

Any student who does not meet the department's standards for progression will receive a written notice of dismissal from the department chair. Decisions regarding dismissal are made on an individual basis consistent with academic norms and in the exercise of professional judgment after considering all pertinent circumstances. The department chair's decision will be based on a recommendation from the department faculty, the student's academic record, department standards of progression and information from the student and other individuals as appropriate. The department chair will notify the student and dean of the decision, which notice shall describe the significant facts and reasons for dismissal. The student has the right to appeal the decision as outlined in the appeal process.

Appeal Process

Dismissal by a department may be appealed, in writing, to the dean no later than five (5) academic days following receipt of notification of the department chair's decision of dismissal. Such notice of appeal from the student shall include a statement of reasons why dismissal is inappropriate. The dean shall review the notice of dismissal, notice of appeal, significant facts and reasons for dismissal in light of the department's standards of progression, academic norms and professional judgment. The dean may meet in person with the residential student if indicated or via phone for the online student and shall notify the department chair and student of the decision no later than seven (7) academic days following receipt of the student's appeal. Such notice shall describe the basis for the decision.

The dean's decision may be appealed in writing by the student to the senior vice president-academic affairs only if new and significant information has been discovered. A written appeal to the senior vice president–academic affairs must occur within seven (7) academic days of the dean's decision and must specifically state the new and significant information forming the basis for reconsideration of the dean's decision. The written appeal must contain a signature of the student (faxes are acceptable). The senior vice president-academic affairs will review the appeal and issue a decision, which shall be final and without further appeal, within seven (7) academic days of receipt of the student's appeal.

Student Grievance Procedure

Refer to the *ATSU Student Handbook*.

Arizona Campus Regulations

Facilities Use Guidelines

The following applies to the utilization of facilities for meetings or other approved special or social events.

1. Utilization of facilities shall be by University programs, recognized groups and organizations.
2. The University reserves the right to exclude any individual or group from usage of its facilities.
3. Food and nonalcoholic beverages may be consumed only in the conference rooms, student lounge, and classrooms after reservations and arrangements have been made. Food and beverages are prohibited in the anatomy lab.
4. Food and beverage privileges may be revoked at any time.

Parking

The parking lots of the campus are designated for appropriate use by personnel, faculty, visitors, and students. Student Affairs provides parking permits to students during orientation. The University reserves the right to establish parking regulations and penalties at any time.

Campus Posting Guidelines

The University provides students, faculty, and staff with areas to post information. To prevent damage to walls, doors, windows, floors, and ceilings caused by tape, tacks, and other mounting media, the following posting guidelines will be enforced:

1. Bulletin boards in classrooms and student lounges are available for approved posting. Posting items on classroom hallways, walls, doors, windows, ceilings, or floors is prohibited.
2. All notices must be date-stamped in the Student Affairs Office except for those originating from an academic or administrative department. Notices should include an effective date period. Notices not stamped, posted improperly, or outdated will be removed.
3. Notices should be of size appropriate to the user load of the bulletin board upon which posted.
4. Banners or oversized posters may be hung only in designated areas.
5. Easels are available at the front desk for posting of special events and directing participants.
6. Appropriate mounting media should be used on all surfaces. Tape is NOT approved for windows, walls, or door surfaces. Non-damaging mounting media is available from the administrative staff.
7. The following types of notices or articles shall not be posted on school boards:
    a. Pornographic items;
    b. Items damaging to healthcare professions;
    c. Items slandering any individual or group;
    d. Items promoting physical harm or civil disobedience;
    e. Items deemed offensive to any racial, ethnic, gender, or religious group.
8. Posted items do not necessarily reflect the views of the University.
9. The University reserves the right to refuse to post any notice.
10. Any person or group that violates this posting policy will be subject to sanctions/damage charges.

Lost and Found

A lost and found box is kept in the reception area. Lost items are turned into the front office, where they are held for 30 days.

Smoking

The University values the health of all students, faculty and staff. Our facilities and campus are tobacco-free. Smoking and smokeless tobacco products are not permitted in any areas including parking lot, grounds or building.

Biohazards

Students who participate in the anatomy laboratory should be aware of the potential hazards and understand the steps to be taken in the event that an injury or accident occurs. Anatomy instructors will provide students instruction on this policy (see *Policy Manual for Hazardous Materials and Personal Safety*).

Security

A.T. Still University provides on-campus security 24 hours a day to maintain a safe campus environment. Students are encouraged to report any security concerns to the building supervisor or any University official.

Department of Interdisciplinary Health Sciences

The purpose of the Department of Interdisciplinary Health Sciences (DIHS) is to develop and implement nationally recognized core health sciences programs and post-professional healthcare degree programs of excellence that teach and exemplify the principles of evidence-based practice, healthcare outcomes, health informatics, technology, patient-centered care, and inter-professional teamwork. DIHS offers post-professional master's degree programs in athletic training (residential, coordinates and oversees core health sciences programs (anatomy, research methodology, and biostatistics), coordinates and oversees the Interdisciplinary Research Laboratory, and supports the delivery of core training modules including Health Information Portability & Accountability Act (HIPPAA), blood borne pathogens, and biohazards.

Core Health Sciences

The core health sciences program provides and promotes interdisciplinary core curriculum in supplementing each program. The program courses are noted below:

Courses		Credit Hours
PA 500	Clinical Anatomy (PA)	7.5
HS 510	Human Anatomy I	4
HS 511	Human Anatomy for Audiologists	4
HS 520	Human Anatomy II	4
HS 522	Research Methods and Design	3
HS 532	Methods of Data Analysis	3

Course Descriptions

HS 510 Human Anatomy I
A study of the general principles of histology and human anatomy with emphasis on the development of the musculoskeletal system of the head and neck and upper extremity. Prosected human cadaver laboratory is required.

HS 511 Human Anatomy for Audiologists
A study of the human torso and cranial vault with emphasis on body systems, including the musculoskeletal, neurological, digestive, cardiopulmonary and endocrine systems. Prosected human cadaver laboratory is required.

HS 520 Human Anatomy II
A study of the anatomy and function of the human lower extremity, trunk, and structure of thorax, abdomen and pelvis. Prosected human cadaver laboratory is required.

HS 522 Research Methods and Design
Development and application of graduate level knowledge and skills related to research methods in health sciences. Completion of this course will assist the student in the development and completion of a research proposal including the identification of a problem, conducting a literature review, developing a hypothesis, designing a study and submitting an Institutional Review Board application.

HS 532 Methods of Data Analysis
Development and application of graduate level knowledge and skills regarding methodologies and statistics appropriate in descriptive and experimental research. Statistical software programs will be utilized to enhance student understanding and application of course material.

Interdisciplinary Research Laboratory

The Arizona School of Health Sciences houses a 1,600 square foot Interdisciplinary Research Lab (IRL), which is supported and overseen by the Department of Interdisciplinary Health Sciences. Currently, equipment available for faculty and student research projects includes a Kistler 9286 AA Slimline Force Plate and Walkway System, a portable multi-component force plate for measuring ground reaction forces and moments acting in any direction and two surface EMG units, the Noraxon My system 1200 4-channel and My system 1400 8-channel surface EMG, for assessment of neuromuscular performance characteristics. Motion analysis is possible using a Phloem's 3-Space Fastback electromagnetic spatial Tracking system. A Ringmaster computerized stress device is available for assessment of ankle, knee, elbow, and glen humeral joint force-displacement characteristics. The lab is also equipped with a Cyber 330 Isokinetic Dynamometer with the HUMAC/Windows/CYBEX 300 upgrade, Data Pac 2K2 data acquisition software, a Teton tremor box and foam blocks for balance assessment, a treadmill, a total gym, electro goniometers, a lower extremity perturbation device, and several desktop and laptop computers.

Required Modules

HIPAA Training
ASHS requires that all residential students complete Health Information Portability & Accountability Act (HIPAA) training. ASHS provides a detailed review of HIPAA and focuses on the patient privacy and data security issues that will have the most impact on the practice of healthcare workers. HIPAA education provides a definition and discussion of current and forthcoming HIPAA initiatives regarding patient privacy and data security, a review of reforms that have been identified for implementation and the information to help healthcare workers comply with new guidelines. Training is offered online by ATSU and must be completed prior to any clinical education.

Bloodborne Pathogens Training
Universal precautions and blood borne pathogens training will be provided to ASHS students. Universal precautions and blood borne pathogens training must be updated annually and whenever necessary to reflect new or modified tasks and procedures which affect occupational exposure and reflect changes in technology that eliminate or reduce exposure. Universal precautions and blood borne pathogens training must be completed and documented prior to entering any clinical education.

Biohazards
All faculty and students who use the anatomy laboratory will be instructed on the potential hazards and understand the steps to be taken in the event that injury or accidents occur. See Policy Manual for Hazardous Materials and Personal Safety.

Degree Programs
DIHS offers post-professional Master of Science (MS) degrees in athletic training.

The curricula for the DIHS programs are currently undergoing review. When the review process is completed and the courses are approved, the information will be published in the department, online, and as an addendum to this catalog.

For most DIHS programs, the curricula are designed in a linear form; that is, students must successfully complete the schedule of courses offered in sequence. Enrollment in any course will not be permitted until all course prerequisites are completed with a grade of 'C' or better. Prerequisites are listed in course descriptions.

Master of Science in Athletic Training

Athletic trainers are healthcare professionals who specialize in the prevention, assessment, treatment and rehabilitation of athletic injuries and illnesses, particularly of an orthopedic and musculoskeletal nature. Post-professional athletic training education prepares individuals for advanced clinical practice, and research and scholarship, in order to enhance the quality of patient care, optimize patient outcomes, and improve population health.

Athletic training (AT) is a two-year post-professional residential program culminating in a Master of Science degree (MS) in athletic training. Didactic coursework in advanced areas of study and clinical education, including funded graduate assistantships, occurs concurrently throughout the two years of the program to enhance student application of obtained knowledge and skills. The post-professional master's degree program in athletic training is designed for state licensed and/or athletic trainers certified by the Board of Certification (BOC), or individuals who have met eligibility requirements to sit for the BOC certification examination prior to matriculation. Courses are designed with an emphasis on academic rigor, clinical practice, and a hands-on research experience. Faculty and staff work closely with students to develop the professional attitudes and clinical problem-solving skills necessary for optimum patient care.

Application Deadline

Applications for the AT program are accepted on a rolling admissions basis; applicants are encouraged to apply early (prior to March 1). All subsequent applications are considered until class openings are filled.

Admission Requirements

1. Candidates accepted for admission to the AT program will have earned a baccalaureate degree prior to enrollment;
2. Applicants to the AT program must demonstrate Board of Certification (BOC) certification as an athletic trainer or completion of all eligibility requirements to sit for the BOC certification examination;
3. Applicants must have achieved a minimum 2.50 cumulative GPA on a 4.0 scale;
4. Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a laptop computer prior to the first day of class;
5. Students must obtain and maintain CPR certification. Verification must be submitted to ASHS prior to enrollment;
6. Applicants are required to submit official GRE scores. Any scores older than three years prior to matriculation year will not be accepted. GRE scores should be postmarked by the March 1 timeline of the application year. The GRE Code for ASHS is 3743 (There is no department or program code.);
7. Applicants must secure references from: 1) a present or former faculty member, academic advisor, or employer with some relevance to the student's career as an athletic trainer, and 2) a healthcare professional. Letters from an educational consulting service will not qualify. Letters of reference must be submitted for each application year;
8. Applicants must submit two copies of personal resume. Guidelines are offered in the application instructions;
9. Applicants who wish to be considered for more than one program must submit a separate application and fee, official GRE scores, transcripts, and references for each health sciences program. Acceptance to ASHS is to a specific program and is not transferable to any other program. Application materials are not transferable from one application year to another;
10. Applicants are required to submit all official college or academic transcripts prior to matriculation;
11. ASHS technology requirements can be found at www.atsu.edu, Programs of Study, Athletic

Training, Admission Requirements, Technology Requirements.

Prerequisite Courses

- Human Anatomy and Human Physiology: one year lecture and lab, minimum of 6 semester/6 quarter hours
- English: two courses of composition, grammar/literature, and minimum of 6 semester/6 quarter hours
- Humanities: two courses (e.g., philosophy, religion, literature, fine arts, logic, ethics, foreign language) minimum of 6 semester/6 quarter hours

Degree Completion Requirements

To earn a Master of Science degree in Athletic Training, all students must:

- Maintain a minimum overall GPA of 2.75*;
- Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations;
- Obtain final thesis approval documenting completion of all thesis requirements;
- Discharge all financial obligations to ASHS-ATSU;
- Attend and participate in commencement activities.

*The U.S. Department of Education requires that all students receiving federal financial assistance mu st meet and maintain satisfactory academic progress, which is defined as minimum GPA of a 2.0 on a 4.0 scale.
However, the AT student is advised that the AT Program degree completion requirements presented above include a GPA standard that is more rigorous. Failure to maintain the minimum AT Program GPA of 2.75 will constitute a violation of program *Standards of Academic Performance*.

Time to Complete Degree

Students who successfully complete all degree requirements in the prescribed timeline will complete the degree in no more than two years. However, the time to complete the degree will be delayed for any students who must repeat courses, fail to complete their final thesis requirements, or have not met any of the degree completion requirements for any reason.
Any of these three situations will result in delayed graduation and additional fees associated with university continued enrollment requirements.
Failure to complete the athletic training degree program within the five-year time period specified above is a violation of the program's Standards of Academic Progression, which will result in a student's dismissal from the program.

ATHLETIC TRAINING PROGRAM CURRICULUM
2014-15

First Year Fall Semester

ATRN 7120	Evidence-Based Practice	3 credits
ATRN 5310	Traumatic Brain Injury in Sport	3 credits
ATRN 5101	Advanced Clinical Practice I: Sudden Death in Sport	1 credit
HS 510	Human Anatomy I	4 credits
ATRN 7130	Patient-Oriented Outcomes	3 credits
ATRN 5201	Advanced Clinical Practice II: Current Topics in AT	1 credit
HS 522	Research Methods and Design	3 credits

First Year Spring Semester

HS 520	Human Anatomy II	4 credits
ATRN 5301	Advanced Clinical Practice III: Patient-Centered Care	1 credit
ATRN 5400	Research Practicum I	3 credits
HS 532	Methods of Data Analysis	3 credits

ATRN 5401	Advanced Clinical Practice IV: Throwing Injuries	1 credit

Second Year Fall Semester

ATRN 6310	Diagnosis of Orthopaedic and Sport-Related Injury	5 credits
ATRN 6101	Advanced Clinical Practice V: Functional Movement Screening	1 credit
ATRN 7110	Quality Improvement and Patient Safety	3 credits
ATRN 6320	Diagnosis and Management of Sport-Related Illnesses	3 credits
ATRN 6201	Advanced Clinical Practice VI: Manual Therapy Techniques	1 credit

Second Year Spring Semester

ATRN 6400	Research Practicum II	3 credits
ATRN 6301	Advanced Clinical Practice VII: Soft Tissue Rehabilitation Techniques	1 credit
ATRN 6401	Advanced Clinical Practice VIII: Professional Development	1 credit
ATRN 7140	Health Information Technology **elective**	3 credits

Course Descriptions

ATHLETIC TRAINING DESCRIPTIONS

ATRN 5101: Advanced Clinical Practice: Sudden Death in Sport
This course is designed to enhance the athletic trainer's knowledge, skills, and practice in development and implementation of evidence based emergency care plans. Current Position and Consensus Statements on *Sudden Death in Sports*, *Exertional Heat Stroke*, *Emergency Planning*, *Care of the Spine Injured Athlete*, *Lightning Safety in Athletics*, and others will be reviewed and critically discussed.

ATRN 5201: Advanced Clinical Practice: Current Topics in Athletic Training
Advanced Practice: Current Topics in AT is designed to introduce and explore various current topics within the athletic training profession. Content may include discussion of current issues in professional practice; AT education; local, state, and national association agendas; non-traditional AT practice settings; and other topics as identified by the AT program faculty.

ATRN 5301: Advanced Practice: Patient Centered Care
This course is designed to introduce and explore the concepts of patient-centeredness and whole person healthcare as foundational to athletic training patient management. The idea that patient-oriented clinical outcome measures as well as individual patient values, preferences and needs are central to providing patient-centered whole person healthcare is highlighted. Discussion of moral and ethical grounding of patient centered care, in addition to benefits, challenges, and barriers to patient centered care will be discussed. .

ATRN 5310: Traumatic Brain Injury in Sport
This course is designed to provide an in depth examination of current issues related to the recognition, assessment, and management of sport-related traumatic brain injuries. The course will cover topics related to brain anatomy and physiology, differential diagnosis of emergent neurological injuries, assessment techniques, return-to-play issues, return-to-learn, treatment options, and current recommendations.

ATRN 5400: Research Practicum I
This course is designed improve the athletic trainer's critical thinking skills and proficiency in research and/or creative activities. The course is intended to meet the criteria outlined by the CAATE *Standards for the Accreditation of Post-Professional Athletic Training Degree Programs* and fulfill the requirements of a research experience that includes both a written and hands-on component. The course is designed to deepen students' "theoretical understanding of the profession, enhance their critical thinking ability, increase their writing & speaking skills, and advance the knowledge of the discipline".

ATRN 5401: Advanced Practice: Throwing Injuries
This course is designed to enhance the athletic trainers' knowledge and awareness of musculoskeletal injuries in the overhead-throwing athlete. Following this course, the athletic trainer should be able to describe the kinetics and kinematics of overhead throwing, discuss the epidemiology of throwing injuries, describe the major theories of throwing shoulder dysfunction, implement injury prevention programs for throwers, and diagnose and treat common musculoskeletal injuries in the overhead-throwing athlete.

ATRN 6101: Advanced Practice: Fundamental Movement Screening
This course will explore the use of various functional performance tests for determination of functional status and performance ability. Emphasis will be based on integration of basic science knowledge (anatomy, kinesiology, neuroanatomy) and evidence based practice in evaluating appropriate functional assessment tools.

ATRN 6201: Advanced Practice: Manual Therapy Techniques
This course is designed to enhance the athletic training clinician's skills and knowledge in orthopedic manual therapy techniques. Emphasis will be placed on integration of current literature and evidence based practice concepts, as well as utilizing a patient response and function based model. Application of manual therapy techniques including proprioceptive neuromuscular facilitation, positional release therapy, joint mobilization, and neural mobilization techniques will be presented.

ATRN 6301: Advanced Practice: Soft Tissue Rehabilitation Techniques
This course will introduce the athletic trainer to current concepts of instrument assisted soft tissue mobilization. Physiologic tissue response, indications, contraindications, and rationales for use will be presented. Basic application techniques will be presented for the spine, upper, and lower extremities.

ATRN 6310: Diagnosis of Orthopedic and Sport-Related Injuries
This course is designed to provide the athletic trainer with advanced knowledge and clinical skills in the pathology, examination, and diagnosis of orthopedic and sport-related injuries to the upper and lower extremities, as well as the back and spine. Content is presented with an emphasis on integrating evidence-based practice principles to enhance the student's clinical decision-making skills in injury evaluation and diagnosis.

ATRN 6320: Diagnosis and Management of Sport-Related Illnesses
This course is designed to enhance the athletic trainer's knowledge of the pathogenesis, pathology, and clinical manifestations of athletic illnesses that arise from or are a result of a person's participation in or preparation for games or sports, or participation in recreational activities or physical fitness activities. The course will also address other medical conditions that may present in athletes or individuals participating in recreational or physical fitness activities. It will also enhance their knowledge and awareness of the role of the pre-participation physical evaluation (PPE) in sports injury management.

ATRN 6400: Research Practicum II
This course is designed improve the athletic trainer's critical thinking skills and proficiency in research and/or creative activities. The course is intended to meet the criteria outlined by the CAATE *Standards for the Accreditation of Post-Professional Athletic Training Degree Programs* and fulfill the requirements of a research experience that includes both a written and hands-on component. The course is designed to deepen students' "theoretical understanding of the profession, enhance their critical thinking ability, increase their writing & speaking skills, and advance the knowledge of the discipline" (PPEC Standards).

ATRN 6401: Advanced Practice: Professional Development
This course is designed to develop a variety of professional development behaviors. Creation of Curricula Vitae, application cover letters, interview techniques, professional service, and continuing education processes will be presented.

ATRN 7110: Quality Improvement and Patient Safety
This course is designed to enhance the athletic trainer's understanding of quality improvement at the service and provider

levels. The content covered will include patient safety, fundamentals of quality improvement, measuring improvement, cost and value models, and the history of quality improvement in healthcare.

ATRN 7120: Evidence-Based Practice

This course is designed to enable the athletic trainer's clinical decision-making process in a manner that integrates clinical experience, patient values, and the best available evidence. It is also intended to build on entry-level evidence-based practice courses with the use of informatics and technology to access the medical literature. The course will cover advanced topics related to the EBP process, framing clinical questions to enhance clinical decision-making, searching the literature, critical appraisal, integration and evaluation of the evidence, grading levels of evidence and strength of recommendations, patient values, and statistical terminology related to EBP.

ATRN 7130: Patient-Oriented Outcomes

Advanced Patient-Oriented Outcomes is designed to enhance the athletic trainer's ability to employ clinician-based and patient-based clinical outcome measures for the determination of effective clinical decision-making through the practice of providing patient-centered whole person healthcare. Discussion of disablement models and outcomes research as the foundations to evidence-based practice will be provided. The use of disablement models as a framework for whole person healthcare and the evaluation of health-related quality of life will be presented. This course builds upon the basic components of clinical outcomes assessment by providing advanced content related to clinician- and patient-oriented outcomes. Instruction on the selection, implementation, and use of single- and multi-item, general and specific patient-rated outcomes instruments will be given. Details regarding the concepts of measurement properties, including assessment of measurement change, will be provided. Opportunity to develop an outcomes study through creation of a clinical question in PICO format will be provided and discussion of using practice-based research networks as means to conducting outcomes investigations will occur.participation evaluation of functional status and performance. A dynamic systems theory model will be utilized. Course objectives will be achieved through classroom lectures, presentations, lab activities, discussions, and assignments.

Doctor of Audiology

Audiology is the science of hearing and the study of audiovestibular processes. The audiologist is concerned with the development, anatomy, physiology, and pathology of the auditory and vestibular systems, as well as the evaluation, rehabilitation, and psychology of hearing and/or balance impairment. The practice of audiology includes administering and interpreting psychoacoustic (behavioral) and physiological measures of the peripheral and central auditory systems; evaluating and fitting amplification and alerting devices; designing and implementing industrial and community hearing conservation programs; and administering and interpreting clinical tests of equilibrium. In addition, audiologists provide counseling and training in the use of amplification devices and the remediation of hearing and vestibular disorders. By virtue of clinical training, audiologists also administer and interpret electrophysiologic measurements of neural function for differential diagnosis; pre- and post-operative evaluations and intraoperative monitoring of central nervous system, spinal nerves, and cranial nerve function.

Degree Awarded

The Audiology Department offers the Doctor of Audiology (AuD) degree in separate tracks for entry-level and post-professional students. The residential, entry-level professional doctorate program is a post-baccalaureate four-year program for students who seek to enter the profession of audiology. The entry-level AuD program prepares students within the wide-ranging scope of practice of audiology, including prevention, diagnostics, rehabilitation, treatment and business management. Details of the entry-level AuD program are described below.

The Doctor of Audiology transitional program is designed for practicing audiologists who wish to assess and enhance their professional practice skills and meet the new standard of education for audiologists. The transitional program is offered via online education. The Doctor of Audiology online education program will vary in length for individual practitioners based on the assessment of practice capabilities and provision of advanced credit upon admission to the program. Additional information pertaining to the transitional program can be viewed in the ASHS Online Catalog.

Application Deadlines

Applicants for the Doctor of Audiology (AuD) entry-level degree program should apply by February 1 to be included in the initial screening and selection process. All subsequent applications will be considered on a rolling admissions basis until remaining openings are filled.

Admission Requirements

Eligible applicants for the AuD entry-level program will:

1. Meet all application requirements and ASHS general requirements for admission described above in this catalog;
2. Have an earned baccalaureate degree from an accredited undergraduate institution;
3. Have a minimum 2.70 cumulative undergraduate grade point average (GPA) on a 4.0 scale or a minimum overall GPA of 3.00 on a 4.0 scale in the final 60 semester hours of undergraduate study;
4. Have a minimum science GPA of 2.50 on a 4.0 scale in undergraduate science courses;
5. Submit complete and official scores for one of the following tests: Graduate Record Examination (GRE), Dental Aptitude Test (DAT), Optometry Aptitude Test (OAT), Medical College Admissions Test (MCAT), or Miller's Analogies Test (MAT). The GRE code for ASHS is 3743 (there is no department code). This requirement will be waived for those applicants who have earned a graduate degree from an accredited institution;
6. Submit three letters of recommendation as specified in the application document. New letters of recommendation must be submitted for each application year;

7. Submit a personal resume (guidelines are published in the application instructions);
8. Participate in a personal interview. Interviews are conducted on-site (preferred); however, interviews may also be conducted by telephone or a web-based format.

Prerequisite Courses

- Biology - (e.g., biology, microbiology, anatomy, physiology, histology, cell biology, genetics) Minimum of 3 semester/4 quarter hours
- English (e.g., composition, grammar, literature): Minimum of 6 semester/8 quarter hours
- Humanities (e.g., philosophy, religion, literature, fine arts, logic, ethics, foreign language, history): Minimum of 6 semester/8 quarter hours
- College algebra or higher: Minimum of 3 semester/4 quarter hours
- Social sciences (e.g., general psychology, sociology, anthropology): Minimum of 9 semester/12 quarter hours
- Physical science (e.g., chemistry, physics, electronics, geology): Minimum of 3 semester/4 quarter hours.

Transfer of Graduate Credit

The program will consider a transfer of credit for applicants in good standing from an accredited U.S. graduate school. Students may transfer up to 3 courses (9 quarter credit hours), unless otherwise specified in future articulation agreements. The applicant must be interviewed, accepted for admission, pay all appropriate fees, and submit the institution's Application to Transfer Academic Credit form prior to receiving transfer credit. The decision whether or not to grant a transfer of credits is dependent on (1) the content of the course, (2) the credit hours awarded for the course, (3) when the course was taken (no more than 7 years prior to the request to transfer), (4) what the course will replace within the program's curriculum, and (5) the grade received (letter grade "B" or better required). Clinical clock hours are not transferable. Due to the program's prescribed and sequential nature, the transfer of course work credits will not result in an accelerated completion of the degree.

The department chair will review the Application to Transfer Academic Credit and make a determination within 30 days of receiving the completed application packet. If you have questions concerning this process, please contact the department chair.

Degree Completion Requirements

The Doctor of Audiology entry-level program is a four-year degree program. Students are required to complete a minimum of 215 quarter-credit hours to obtain the degree.

To earn the entry-level Doctor of Audiology degree the student must:

1. Complete all didactic and clinical courses, and pass the audiology comprehensive exams;
2. Pass all courses with a minimum grade of 'C'; maintaining the minimum required cumulative GPA of 3.0 and minimum overall GPA of 3.0 for clinical rotations;
3. Discharge all financial obligations to ATSU;

Curriculum Overview

Courses		Credit Hours
FIRST YEAR / Fall Quarter		
AUD 510	Acquisition and Development of Communicative Skills	3
HS 511	Human Anatomy for Audiologists	4
AUD 513	Professional Roles and Responsibilities	1
AUD 514	Auditory Science	5
AUD 518	Audiological Observation I	1

AUD 911	Audiology Grand Rounds	0
		14

FIRST YEAR / Winter Quarter

AUD 520	Neurology	4
AUD 521	Anatomy and Physiology of the Auditory-Vestibular System	4
AUD 523	Infection Control and Cerumen Management	2
AUD 524	Essentials of Audiology I	4
AUD 528	Audiological Observation II	1
AUD 912	Audiology Grand Rounds	0
		15

FIRST YEAR / Spring Quarter

AUD 530	Communication Methodology for Hearing Impaired Children	2
AUD 531	Embryology and Genetic Conditions	3
AUD 533	Acquired Auditory-Vestibular Disorders	3
AUD 534	Essentials of Audiology II	5
AUD 535	Speech Perception	3
AUD 558	Audiological Observation III*	1
AUD 913	Audiology Grand Rounds	0
		17

FIRST YEAR / Summer Quarter

AUD 540	Pharmacology	3
AUD 545	Amplification I	4
AUD 546	Otoacoustic Emissions	3
		10

SECOND YEAR / Fall Quarter

AUD 611	Counseling in Audiology	3
AUD 614	Pediatric Audiology	4
AUD 615	Amplification II	4
AUD 616	Auditory Evoked Responses	4
AUD 618	Clinical Rotation I	2
AUD 619	Clinical Module I	1
AUD 921	Audiology Grand Rounds	0
		18

SECOND YEAR / Winter Quarter

HS 522	Research Methods and Design	3
AUD 620	Manual Communication I	1
AUD 621	Audiological Rehabilitation for Adults	3
AUD 624	Tinnitus: Evaluation and Treatment	3
AUD 626	Auditory Processing Disorders I	4
AUD 628	Clinical Rotation II	2
AUD 629	Clinical Module II	1
AUD 922	Audiology Grand Rounds	0
		17

SECOND YEAR / Spring Quarter

HS 532	Methods of Data Analysis	3
AUD 633	Practice Development I	3
AUD 636	Auditory Processing Disorders II	4

AUD 637	Vestibular Assessment and Treatment I	4
AUD 638	Clinical Rotation III	2
AUD 923	Audiology Grand Rounds	0
		16

SECOND YEAR / Summer Quarter

AUD 640	Manual Communication II (Elective)	(1)
AUD 644	Occupational and Environmental Hearing Conservation	4
AUD 645	Amplification III	4
AUD 648	Clinical Rotation IV	2
		10

THIRD YEAR / Fall Quarter

AUD 710	Basic Principles of Medical Imagining	2
AUD 711	Educational Audiology	3
AUD 717	Vestibular Assessment and Treatment II	3
AUD 718	Clinical Rotation V	6
AUD 719	Clinical Module III	1
AUD 931	Audiology Grand Rounds	0

THIRD YEAR / Winter Quarter

AUD 722	Advances in Audiologic Care	2
AUD 723	Practice Development II	3
AUD 725	Amplification IV	2
AUD 728	Clinical Rotation VI	6
AUD 729	Clinical Module IV	1
AUD 932	Audiology Grand Rounds	0
		14

THIRD YEAR / Spring Quarter

AUD 730	Speech and Language Disorders in Adults (Bridge Course**)	(3)
AUD 732	Screening and Monitory Programs in Audiology	2
AUD 734	The Aging Auditory System	2
AUD 738	Clinical Rotation VII	6
AUD 933	Audiology Grand Rounds	0
		10

THIRD YEAR / Summer Quarter

AUD 743	Ethics and the Healthcare Delivery System	3
AUD 748	Clinical Rotation VIII	6
		9

FOURTH YEAR / Fall Quarter

AUD 813	Professionalism and Leadership	2
AUD 819	Clinical Rotation IX	12
AUD 941	Audiology Grand Rounds	0
		14

FOURTH YEAR / Winter Quarter

AUD 822	Speech and Language Disorders in Children (Bridge Course**)	(3)
AUD 829	Clinical Rotation X	12
AUD 942	Audiology Grand Rounds	0
		12

FOURTH YEAR / Spring Quarter

AUD 834	Early Hearing Detection and Intervention (Elective)	(2)
AUD 839	Clinical Rotation XI	12
AUD 943	Audiology Grand Rounds	0
		12
FOURTH YEAR / Summer Quarter		
AUD 849	Clinical Rotation XII	12
	Total	215

*Students will be enrolled in AUD 558 during either the Spring quarter or Summer quarter of their first year.

** Bridge Courses are required for students who do have 6 quarter hours of didactic coursework in the areas of speech and language disorders for adults and children shown on previous transcripts. The student will be required to enroll in one of both of the Bridge Courses to meet minimum credit hours, as specified in certain state licensure requirements. These courses may be taken by other students as electives.

Course Descriptions

AUD 510 Acquisition and Development of Communicative Skills
This course is designed to introduce students to normal acquisition and development of communication skills and to the impact of hearing loss on these skills. An introduction to disorders of communication will enable students to identify speech, language, voice and fluency concerns and determine appropriate referrals, within the audiologist's scope of practice. *(3 credits)*

AUD 513 Professional Roles and Responsibilities
This class is designed to introduce students to the professional roles and responsibilities of an audiologist, as well as other members of the healthcare delivery team. With current emphasis on team delivery of healthcare services, it is important that students understand the interrelationship of the various healthcare professions in total patient care. Particular emphasis will be placed on those health professions that are educated at the various schools of A.T. Still University, including the history and philosophy of osteopathic medicine. Audiology, as a profession, will be studied in some detail. Students will learn the history of audiology and its evolution to a doctoral level profession. Scope of practice, ethics, certification, licensure, and specialty areas will be studied. Contemporary professional practice issues will be discussed by guest speakers in several specialty areas. *(1 credit)*

AUD 514 Auditory Science
A study of the physical nature of sound and the human psychological response to auditory stimulation. Topics include acoustic analysis from simple harmonic motion to complex waves; sensitivity; pitch, loudness and temporal perception; masking; and binaural hearing. *(5 credits)*

AUD 520 Neurology
A study of the development, structure and function of the central and peripheral nervous systems, including the autonomic nervous system. Blood supply, sensory and motor system pathways, pain mechanisms, receptors, reflex pathways and consequences of lesions of the nervous system at various levels are also discussed. Includes laboratory requirement. (*4 credits)*

AUD 521 Anatomy and Physiology of the Auditory-Vestibular System
A study of the structure and function of the auditory-vestibular system. The course will focus on the peripheral auditory and vestibular pathway including the external ear, middle ear, inner ear, and VIIIth Cranial Nerve. *(4 credits)*

AUD 523 Infection Control and Cerumen Management
This course will cover the basic principles of microbiology. The student will learn how infections spread and appropriate infection control procedures for audiologists including the cleaning of tools and instruments. In addition, cerumen

management methodologies, equipment, indications and contraindications, and state and federal agencies and their regulations will be covered. Includes laboratory requirement. *(2 credits)*

AUD 524 Essentials of Audiology I
The first of a two-course sequence covering basic audiometric tests and procedures. Topics will include case history, otoscopy, behavioral threshold testing, masking, speech audiometry, and puretone screening for school-age children and adults. Includes laboratory requirement. *(4 credits)*

AUD 530 Communication Methodology for Hearing Impaired Children
This course is designed to introduce students to a range of communication options available to individuals who are deaf or hard-of-hearing. These communication options include Oral, Cued Speech, Total Communication, and Bilingual-Bicultural, with variations within each category. Reasons that families choose specific communication systems, and the relative strengths and weaknesses of the various systems will be addressed. Aural rehabilitation approaches and methodologies will be covered with a focus on therapeutic aspects. Students will develop aural rehabilitation lessons appropriate to a range of students and auditory abilities. *(2 credits)*

AUD 531 Embryology and Genetic Conditions
This course covers embryologic development with emphasis on normal and abnormal or interrupted development. Genetic concepts and terminology will be covered together with information regarding the association of certain organ systems with audiovestibular system impairments. Material will also include information regarding genetic testing, genetic counseling, and the audiologist's role and responsibilities in identifying and managing these conditions. *(3 credits)*

AUD 533 Acquired Auditory-Vestibular Disorders
This course is a study of the acquired pathologies affecting the auditory and vestibular system, both peripheral and central. Pathologies of the conductive and sensory systems, including their etiologies and presentation of symptoms, related examination findings and treatment options, will be studied in depth. Pathologies affecting the neural and central auditory and vestibular systems will be overviewed only; these will be covered in depth in future electrophysiologic and vestibular courses. (*3 credits)*

AUD 534 Essentials of Audiology II
The second of a two-course sequence covering basic audiometric tests and procedures. Topics will include immittance audiometry, cochlear and retrocochlear site-of-lesion tests, tests for pseudohypacusis, and techniques for measuring audiometric test performance. The course will also review instrument calibration standards and procedures utilized in the practice of audiology. Includes laboratory requirement. *(5 credits)*

AUD 535 Speech Perception
An overview of the acoustics of speech and topics related to speech perception. Areas of study include normative, articulatory, and acoustic phonetics; methods of the acoustic analysis of speech; models and theories of speech perception, and multimodal processing of speech. Includes laboratory requirement. *(3 credits)*

AUD 540 Pharmacology
This course is designed to introduce audiology students to the basic concepts and principles of pharmacology. Course emphasis is placed upon the effects of medication use on auditory and vestibular function. The course also provides a forum for discussion to assist the student with learning to assess patient needs, behaviors and clinical outcomes associated with medication use, as appropriate for an audiology professional committed to community health. *(3 credits)*

AUD 545 Amplification I
This course will cover the history of hearing aids in the healthcare market. Past and current hearing aid styles, components, acoustics and measurement characteristics will be discussed. Skills will be gained in taking earmold impressions; performing cleaning, maintenance and adjustments on hearing aids; and modifying hearing aids and earmolds. Information will also be provided regarding patient assessment measures used to aid in appropriate hearing aid selection and verification, as well as how to provide basic hearing aid recommendations to patients. Includes laboratory requirement. *(4 credits)*

AUD 546 Otoacoustic Emissions
A study of the origin and classification of otoacoustic emissions (OAEs), as well as test equipment and procedures for obtaining OAEs. Interpretation of results and uses of OAE data in screening and differential diagnosis of auditory disorders. Instrumentation and testing procedures will be covered in the laboratory segment of this course. Includes laboratory requirement. *(3credits)*

AUD 518, 528, and 558 Audiological Observation I-III
Guided observations of audiologic activities. Students observe preparations for and administration of clinical evaluations and treatment. Limited hands on experience may be included. *(1 credit each course)*

AUD 611 Counseling in Audiology
This course is designed to introduce students to the fundamental principles, contemporary theories, and applied techniques of the counseling process. Special emphasis will be placed on communication skills and techniques and issues and practices related to the psychosocial effects of hearing loss on individuals of all ages and their families. The role of counseling across the scope of audiologic practice, including diagnostic and rehabilitative activities, will be discussed. *(3 credits)*

AUD 614 Pediatric Audiology
The purpose of this course is to further familiarize students with the basic anatomy and physiology of the auditory system, auditory development, the rationale and principles behind the assessment of hearing in pediatric patients, and the most current and precise testing techniques (behavioral and physiological) for this population. In addition, students will become familiar with the medical aspects of hearing loss (disorders) and learn about educational opportunities for the child with a hearing impairment. Students will also become familiar with common fitting techniques in pediatric amplification. Includes laboratory requirement. *(4 credits)*

AUD 615 Amplification II
This course will cover selection, fitting, and adjustment of hearing aids. Topics will include patient counseling, hearing aid selection and orientation, hearing aid fitting and verification measures, as well as ordering, billing, and ethics. The course focus will be on understanding and utilization of state-of-the art technology. The laboratory portion of this course will focus on a range of manufacturers and technology options, pre and post fit testing measures and scales, as well as counseling and programming skills. Includes laboratory requirement. *(4 credits)*

AUD 616 Auditory Evoked Responses
This course will cover the normal aspects, recording parameters, test procedures, and interpretation of the auditory evoked response. Specific topics in this course will include electrocochleography and the auditory brainstem response, Auditory Steady State Responses, and Stacked ABR. Also included will be an in-depth study of pathologies of the retrocochlear system. Includes laboratory requirement. *(4 credits)*

AUD 620 Manual Communication I
This course will provide a focus on improving communication abilities and utilizing varying strategies to enhance receptive and expressive clinical information. A history of manual communication systems including American Sign Language will be examined and demonstrated through Total Communication. Students will be exposed to the history and culture of the deaf community, and how this special population can best be served in their clinical practice. Students will gain experience in receptive and expressive fingerspelling and signs of medical terminology. Additionally, students will be asked to reflect upon several articles, and a novel providing insight into the role of the deaf community. *(1 credit)*

AUD 621 Audiological Rehabilitation for Adults
Topics include rehabilitation evaluation and use of self-assessment instruments; teaching the patient and family listening and helping skills, as well as other methods to enhance communication and sound awareness through individual or group communication; and meeting the rehabilitative needs of the aging population. *(3 credits)*

AUD 624 Tinnitus: Evaluation and Treatment
This course is designed to introduce students to the phenomenon of tinnitus. Various theories about the causes, mechanisms, and treatments will be addressed during class time discussions. Assessment tools will be covered and discussed. Includes laboratory requirement. *(3 credits)*

AUD 626 Auditory Processing Disorders I
The purpose of this course is to review basic anatomy and physiology of the auditory system, obtain an understanding of the theories and research on auditory processing, and become familiar with behavioral tests used to assess auditory processing and its related disorders. Includes laboratory requirement. *(4 credits)*

AUD 633 Practice Development I
This course is designed to introduce the students to the business and regulatory environment in which they will eventually practice. The topics covered include business functions, the regulation of healthcare finance and quality, and the current landscape of healthcare in the United States. (*3 credits)*

AUD 636 Auditory Processing Disorders II
The purpose of this course is to review with students the basic anatomy and physiology of the auditory system and provide an overview of basic and applied information on evoked potential measurements, with emphasis on EPs beyond the auditory brainstem response (ABR). These techniques may be used in the diagnosis of brainstem, subcortical and cortical abnormalities. These advanced evoked potentials can be used to determine a wide variety of disorders from attention capabilities to auditory processing disorders to speech discrimination. In addition, information will be presented on management/treatment of those individual's with confirmed APD. Includes laboratory requirement. *(4 credits)*

AUD 637 Vestibular Assessment and Treatment I
This course is designed to provide students with knowledge of the anatomy and physiology of the peripheral and central vestibular systems, as well as an overview of human equilibrium systems. This course will also provide students with a comprehensive overview of vestibular assessment and evaluation procedures as well as vestibular rehabilitation protocols and procedures. Students will learn how to perform a vestibular evaluation and perform certain vestibular rehabilitation procedures. Includes laboratory requirement. *(4 credits)*

AUD 640 Manual Communication II (Elective)
This elective will cover vocabulary and sentence building in American Sign Language and expand knowledge of general deaf culture for the purpose of improving general Deaf patient interactions, conversations, and taking case histories. *(1 credit)*

AUD 644 Occupational and Environmental Hearing Conservation
This course is designed to introduce you to the principles and practices of occupational, educational and environmental hearing conservation. Topics will include determination of noise exposure, regulatory and advisory agencies and standards, classroom acoustics, hearing conservation programs in occupational and school settings, noise abatement, and hearing protection devices. The course will also include an overview of the principles and practices of forensic audiology. Includes laboratory requirement. *(4 credits)*

AUD 645 Amplification III
The purpose of this class is to review with students the basic anatomy, physiology and neurobiology of the auditory system (hearing and deafness), the rationale and principles behind cochlear implantation and the medical and audiological candidacy requirements for children and adults. In addition, students will become familiar with the different available implant devices and technology, and spend time learning about speech recognition abilities of implant recipients, speech and language development of children with cochlear implants and general aural (re) habilitation for children and adults with cochlear implants. Students will be able to understand the pathophysiology of various auditory system abnormalities that may preclude implantation. Various other implantable devices will be explored as well, including, but not limited to, Bone-Anchored Hearing Aids, Middle-Ear Implants, and Auditory Brainstem Implants. Includes laboratory requirement. *(4 credits)*

AUD 618, 628, 638, and 648 Clinical Rotation I-IV
Direct clinical observation and participation in aspects of audiological practice. Students will be expected to integrate foundational knowledge and skills into the evaluation and treatment of patients. *(2 credits each course)*

AUD 619 and 629 Clinical Module I-II
This two-course sequence is designed to provide students with opportunities to review and practice clinical procedures covered in previous and concurrent applied courses. Hands-on practice experiences are provided in a laboratory environment under faculty supervision and mentorship with a focus on the integration of diagnostic and treatment measures. *(1 credit each course, Pass/Fail)*

AUD 710 Basic Principles of Medical Imaging
This course is designed to illustrate the uses of imaging techniques in the evaluation of auditory and vestibular pathology. The techniques of radiography, CT, MRI, fMRI, nuclear medicine (including PET & SPECT scanning), vascular imaging, and EEG's will be covered with direct correlations made to the auditory-vestibular system. *(2 credits)*

AUD 711 Educational Audiology
This class will discuss the role of the audiologist in educational settings. Educational audiology has become recognized as a specialty area in our profession, since the responsibilities of an educational audiologist differ significantly from those of a clinical audiologist. Educational audiologists have the opportunity to make a significant contribution to the quality of educational life for children in their charge. Clinical and educational audiologists must understand each other's role and work cooperatively to help address the communication needs of our children. At the conclusion of this course you will have a better understanding of the role of the educational audiologist and perhaps be interested in considering educational audiology as a component of your future practice. *(3 credits)*

AUD 717 Vestibular Assessment and Treatment II
The purpose of this class is to expand on the foundation of the anatomy, physiology, pathology and diagnostic evaluation of the balance system within the scope of practice of an audiologist. Students will be able to perform Electronystagmography and Videonystagmography (ENG/VNG) upon successful completion of this course. They will have an understanding of Computerize Dynamic Posturography (CDP) and Whole Body Rotational Testing (WBRT). The students will have a scientific and clinical background of vestibular rehabilitation. The students will have the ability to identify and triage patients with vestibular disorders into appropriate therapy programs. Students will be instructed on the correct administration of VRT protocols and accurate evaluation of treatment efficacy. Includes laboratory requirement. *(3 credits)*

AUD 722 Advances in Audiologic Care
Seminar to present current trends and topics important to the practice and profession of audiology. *(2 credits)*

AUD 723 Practice Development II
This course will examine the various aspects of planning a business and key business functions. The topics will include a general overview of business planning, discussion of the different business structures, various concepts in business law, specifics in costs for owning a business and discussion of the feasibility of starting a private practice in today's healthcare system. *(3 credits)*

AUD 725 Amplification IV
This course provides an in depth look at assistive listening and alerting technology to assist deaf and hard of hearing individuals in the home, school and community. We will explore a variety of levels at which the audiologist may elect to address assistive technology. Topics will include relevant legislation, system characteristics, selection and evaluation of devices and application to various populations. Students will be expected to complete actual use of multiple assistive listening devices and submit a laboratory report on each device. Includes laboratory requirement. *(2 credits)*

AUD 730 Speech and Language Disorders in Adults* (Bridge Course)**
This course is designed to cover the theory and techniques for the differential diagnosis and treatment of speech and language disorders in adults. Students will learn to administer and interpret common diagnostic tests; they will learn to use the assessment data to complete a written assessment report. Students will learn about treatment approaches for various communicative disorders. Topics to be included are assessments, treatments, articulation, fluency, traumatic brain injuries, aphasia, dysarthria, apraxia, dysphagia, voice disorders, and other neurological disorders such as Parkinson's. *(3 credits)*

AUD 732 Screening and Monitoring Programs in Audiology*
This course provides an in-depth look at the design, implementation and management of audiology screening and monitoring programs throughout the lifespan of our patients. Special emphasis will be placed on outcome measures used to assess the efficacy and effectiveness of the various screening programs discussed. Topics will include universal newborn hearing screening, school-age hearing screening, geriatric screening protocols, ototoxic monitoring and intraoperative monitoring. *(2 credits)*

AUD 734 The Aging Auditory System*
This course is designed to address issues concerning the effect of aging on hearing. Changes in the auditory system as a function of aging and its impact on the function of the auditory system will be presented. The course will also provide information on management of hearing loss in the aged population. *(2 credits)*

AUD 743 Ethics and the Healthcare Delivery System*
Audiology, in its transition to a doctoring profession, is faced with redefining many ethical principles to reflect current state of the art and clinical practice realities. Audiologists have a professional obligation to be responsible for, and abide by, the ethical standards of the associations and organizations to which they belong. AAA, ADA, ASHA, and other professional organizations have adopted codes of ethics that set forth standards of integrity and ethical principles for their members. In this class, we will examine the "spirit" of the codes as well as the "letter," and establish a framework for ethical decision making. *(3 credits)*

AUD 718, 728, 738, 748 Clinical Rotation V-VIII
Direct clinical participation in aspects of audiological practice. Students will be expected to integrate foundational knowledge and skills into the evaluation and treatment of patients.
(6 credits each course)

AUD 719 and 729 Clinical Module III-IV
This two-course sequence is designed to provide students with opportunities to review and practice clinical procedures covered in previous and concurrent applied courses. Hands on practice experiences are provided in a laboratory environment under faculty supervision and mentorship with a focus on the integration of diagnostic and treatment measures. *(1 credit each course, Pass/Fail)*

AUD 813 Professionalism and Leadership*
This module is will provide a forum for discussion of the organization and function of professional associations, activities which serve the professional community, and service to the public. Leadership concepts and professional characteristics will also be discussed. *(2 credits)*

AUD 822 Speech and Language Disorders in Children* (Bridge Course)**
This course is designed to cover the theory and techniques for the diagnosis and treatment of speech and language disorders in children from preschool through school-age. Students will learn typical and atypical patterns of speech and language development. Students will be introduced to specific assessment methods, as well as specific intervention methods. (*3 credits*)

AUD 834 Early Hearing Detection and Intervention* (Elective)
This course provides a comprehensive introduction to the role of the audiologist in Early Hearing Detection and Intervention (EHDI) programs. Topics include: legislative mandates; organization, administration and evaluation of EHDI programs; the importance of follow-up; data management and tracking; early intervention for infants and their families; transition to the educational system; medical home; as well as a comprehensive review of current literature related to newborn hearing screening, diagnosis, amplification and early intervention. *(2 credits)*

AUD 819, 829, 839, and 849 Clinical Rotation IX-XII
Full time clinical rotations providing the student opportunities to participate in direct patient care within the scope of practice of audiology. Students will be involved in diagnostic evaluations, patient management and routine duties within audiology practices to expand and refine clinical skills, professional interactions and knowledge of practice management. *(12 credits each course)*

AUD 911, 912 and 913 (First Year); 921, 922 and 923 (Second Year); 931, 932 and 933 (Third Year); 941, 942 & 943 (Fourth Year) Audiology Grand Rounds
Audiology Grand Rounds are held during the Fall, Winter and Spring quarters. This provides a weekly forum for clinical presentations by students, lectures and panel discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical observation and rotation experiences and the profession of audiology. *(0 Credits, Pass/Fail)*

HEALTH SCIENCE CORE COURSE DESCRIPTIONS

HS 511 Human Anatomy for Audiologists
A study of the human torso and cranial vault with emphasis on body systems, including the musculoskeletal, neurological, digestive, cardiopulmonary and endocrine systems. Prosected human cadaver laboratory is required. *(4 credits)*

HS 522 Research Methods and Design
This course will focus on the development and application of graduate level knowledge and skills related to research methods in health sciences. Skills regarding the development of a research proposal, including the identification of a problem, conducting a literature review, developing a hypothesis, designing a study and submitting an Institutional Review Board application are integral components of this course. *(3 credits)*

HS 532 Methods of Data Analysis
Development and application of graduate level knowledge and skills related to the use of statistical methodology in health sciences research. *(3 credits)*

OTHER DEPARTMENTAL COURSE DESCRIPTIONS

AUD 600 Independent Project
An in-depth, individual study of a specific topic under the direction of a faculty mentor. Prerequisite: permission of instructor and department chair. *(1-6 credits)*

AUD 697 2nd Year Comprehensive Examination *(0 credits, Pass/Fail)*

AUD 698 2nd Year Comprehensive Examination Remediation *(0 credits, Pass/Fail)*

AUD 699 2nd Year Comprehensive Examination Retest
Prerequisite: successful completion of AUD 698. *(0 credits, Pass/Fail)*

AUD 797 3rd Year Comprehensive Examination *(0 credits, Pass/Fail)*

AUD 798 3rd Year Comprehensive Examination Remediation *(0 credits, Pass/Fail)*

AUD 799 3rd Year Comprehensive Examination Retest

Prerequisite: successful completion of AUD 798. *(0 credits, Pass/Fail)*

**Courses denoted with an asterisk may be delivered via web-based technology. There is a total of 215 quarter-credit hours (144 semester-credit hours) for the four-year program. Elective courses will be available through the Audiology Department and other departments.*

Master of Science in Occupational Therapy

Occupational therapy is the use of occupation or purposeful activity and interventions to achieve functional outcomes and promote health. Achieving functional outcomes means to develop, improve, or restore the highest possible level of independence of any individual who is limited by a physical injury or illness, a dysfunctional condition, a cognitive impairment, a psychological dysfunction, a mental illness, a development or learning disability, or adverse environmental condition. Occupational therapists work cooperatively with other members of the healthcare team.

Frequently treated health problems include: cerebrovascular accident (stroke), mental illness, development disabilities/delays, cerebral palsy, hand or orthopedic injuries, traumatic head injuries, burns, and effects of aging. Occupational therapy work settings include: general/psychiatric hospitals, school systems, early intervention programs, rehabilitation centers, nursing homes, private practice, community centers, home health agencies, and work programs.

Degree Awarded

Master of Science in Occupational Therapy (MS in OT): An entry-level, residential master's program for individuals wishing to become occupational therapists. The mission of the program is to prepare high quality practitioners to meet patient needs in changing healthcare delivery settings. The program is 28 months in length and provides a strong foundation of critical inquiry applied to practice, education, and administration of healthcare.

Application Deadline
Applications for the occupational therapy entry-level degree program are accepted on a rolling basis until the class is filled.

Admission Requirements
Candidates accepted for admission must demonstrate the following prior to enrollment:

1. Meet all ATSU general admission requirements;
2. Have earned a baccalaureate degree or higher prior to matriculation;
3. Have a minimum 2.75 cumulative GPA, and a 2.75 science GPA (on a 4.0 scale);
4. Submit all official college or academic transcripts prior to matriculation;
5. Submit official GRE scores. Scores older than three years prior to the matriculation year will not be accepted. The GRE Code for ASHS is 3743 (there is no department code). For applicants with a GPA of 3.00 or higher, the GRE is optional.
6. Obtain a minimum of 20 contact/observation hours in the occupational therapy field;
7. Submit two letters of reference. One of these letters must be written by a present or former science faculty member, academic advisor, or employer. The other reference letter should come from a professional from the occupational year;
8. Complete application to the Program through the Occupational Therapist Centralized Application Service (OTCAS) at www.otcas.org.

Applicants must complete all prerequisite courses by the end of the quarter prior to matriculation with a grade of 'C' or better.

Applicants who are considered potential candidates will be invited to visit ASHS to participate in an on-site applicant interview process. For applicants residing out-of-state, telephone interviews may be arranged in lieu of the on-site interview for those with extenuating circumstances.

Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a laptop computer prior to the first day of class. Students must obtain and maintain CPR certification. Verification must be submitted to ASHS prior to enrollment.
Applicants are required to submit to a criminal background check at their own expense. Applicants need to be aware that having a felony conviction might impact a graduate's future ability to sit for the National Board for Certification in Occupational Therapy Exam and/or ability to obtain state licensure to practice.

Prerequisite Courses

- Human Anatomy: One course with lab, minimum of 4 semester/6 quarter hours
- Human Physiology: One course with lab, minimum of 4 semester/6 quarter hours
  NOTE: Human Anatomy/Physiology II and I may be substituted for the above two courses
- Science: One course (in addition to Human Anatomy/Physiology) for a minimum of 3 semester/4 quarter hours.
- Human Development: One course, minimum of 3 semester/4 quarter hours (Course options: Developmental Psychology, Child Development, or another course with a lifespan development perspective)
- Introduction to Psychology or General Psychology: One course for a minimum of 3 semester/4 quarter hours
- Abnormal Psychology: One course, minimum of 3 semester/4 quarter hours
- Introduction to Sociology or Cultural Anthropology: One course, minimum of 3 semester/4 quarter hours
- Medical Terminology: One course, minimum of 1 semester or quarter hour
- English: Two courses of composition, grammar/literature, and minimum of 6 semester/8 quarter hours
- Humanities: Two courses (e.g., philosophy, religion, literature, fine arts, logic, ethics, foreign language), minimum of 6 semester/8 quarter hours
- College Algebra or higher or statistics: One course, minimum of 3 semester/4 quarter hours

Degree Completion Requirements

The Master of Science in Occupational Therapy is a 28-month degree program. To earn the Master of Science in Occupational Therapy, the student must:

1) Complete with a passing grade of all didactic coursework and maintaining a minimum cumulative GPA of 2.50.
2) Complete with a passing score of all Level II fieldwork, within 24 months of completion of didactic coursework.
3) Complete a directed research project and a project presentation.
4) Discharge all financial obligations to ATSU-ASHS.
5) Attend commencement activities and graduation

Curriculum Overview

Courses		Credit Hours
FIRST YEAR / Fall Quarter		
OT 512	Foundations of Occupational Therapy	2
OT 513	Occupations Across the Life Span	3
OT 516	Basic Patient Care Skills	3
OT 523	Group Process	3
HS 510	Human Anatomy I	4
		15
FIRST YEAR / Winter Quarter		
OT 522	Pathology	3
OT 543	OT Theory and Philosophy	2
OT 600	Conditions I	4
HS 520	Human Anatomy II	4
HS 522	Research Methods and Design	3
		16
FIRST YEAR / Spring Quarter		
OT 533	Kinesiology	4
OT 542	Introduction to Occupational Therapy Testing	2
OT 545	Occupational Analysis I	2
OT 632	Psychosocial Occupational Therapy I	3
HS 532	Methods of Data Analysis	3
		14
FIRST YEAR / Summer Quarter		
OT 544	Ethics and Professionalism	1
OT 601	Conditions II	4
OT 642	Psychosocial Occupational Therapy II	3
OT 647	Level I Fieldwork (Psychosocial Rotation)	1
HS 612	Research-Directed Study	1
		10
SECOND YEAR / Fall Quarter		
OT 611	Neuroscience	4
OT 614	Pediatric Occupational Therapy I	3
OT 615	Occupational Analysis II	2
OT 623	Physical Disabilities I	3
HS 622	Research-Directed Study	1
		13
SECOND YEAR / Winter Quarter		
OT 624	Pediatric Occupational Therapy II	3
OT 627	Level I Fieldwork (Pediatrics)	1
OT 625	Occupational Analysis III	2
OT 631	Physical Modalities	3
OT 633	Physical Disabilities II	3
OT 637	Level I Fieldwork (Physical Disabilities)	1
OT 634	Professional Development I	1
HS 632	Research-Directed Study	1
		15

SECOND YEAR / Spring Quarter		
OT 646	Professional Development II	1
OT 751	Level II Fieldwork, Spring	12
HS 642	Research-Directed Study	1
		14
SECOND YEAR / Summer Quarter		
OT 635	Practice Management in Occupational Therapy	3
OT 641	Technology and Occupational Therapy	3
OT 644	Practice Issues and Trends in Occupational Therapy	2
HS 652	Research-Directed Study	1
		9
THIRD YEAR / Fall Quarter		
OT 752	Level II Fieldwork, Fall	12
OT 754	Directed Research	2
OT 755	Certification Examination Preparation	1
		15
THIRD YEAR / Winter/Spring		
OT 753	Level II fieldwork, Elective	8-12

Course Descriptions

OT 512 Foundations of Occupational Therapy
Introduction to the field of occupational therapy including the history, philosophical beliefs, areas of practice and roles of practitioners. Focus is on developing an awareness of professional organizations, and ethics with an emphasis on the OT Practice Framework.

OT 513 Occupations across the Life Span
Knowledge of normal development, developmental tasks and age-specific activities and roles from birth through old age is vital to understanding the functional deficits and impact on activity participation resulting from injury, disease or developmental issues. The occupational therapist uses knowledge of normal development as a foundation to assess an individual's functional status and to develop an appropriate plan of care. This course covers the developmental process of physical, cognitive, and psychosocial development throughout the lifespan and its influences on activity participation and roles.

OT 516 Basic Patient Care Skills
The rationale for and performance of basic patient care skills required by rehabilitation personnel. Course includes blood-borne pathogens, universal safety precautions, vital signs, positioning, draping, transfers, lifting, sterile procedure and isolation techniques, wheelchair handling, and ambulation with assistive devices, environmental barriers, and basic patient care equipment. Laboratory required.

OT 522 Pathology
An introduction to the basic pathological processes that underlie diseases. The fundamentals of general pathology covered include the mechanism of cell injury and healing, response to infection, and disorders of the immune system. The etiology, pathogenesis, and morphologic manifestations of disease in the major organ systems are discussed with emphasis on the relationship between pathology and the signs/symptoms of disease. An overview of the normal physiology necessary to understand the basic pathological process will be given. (Co-requisite: OT600)

OT 523 Group Process
Understanding of group process and the relationship of self to the group. Group dynamics as well as the phases of group development, leadership roles, conflict resolutions, problem solving, and clinical application are emphasized. Students are required to develop group protocols, lead groups, and process the outcomes. Students will apply a variety of approaches from various frames of reference.

OT 533 Kinesiology
This course covers the principles of kinesiology and biomechanics as related to human motion. An understanding of human motion is necessary for physical evaluation and occupational analysis in occupational therapy. The functional application of human motion is covered, including evaluation techniques of goniometry and manual muscle testing. (Prerequisites: HS510 and HS 520)

OT 542 Introduction to Occupational Therapy Testing
An introduction to the occupational therapy evaluative process. Methods of data collection and various evaluation tools are explored. The principles of measurement, including test selection, administration, scoring, and interpretation, are covered. (Corequisite HS 532)

OT 543 Occupational Therapy Theory and Philosophy
Introduction to the core concepts of major theories and models of practice in occupational therapy.

OT 544 Ethics and Professionalism
The legal, moral, and ethical basis for the professional practice of occupational therapy are covered.

OT 545 Occupational Analysis I
Introduction to and application of occupational analysis in relation focusing on play, leisure, and social participation. Concepts of grading and adapting occupations will be explored and opportunity will be given to apply principles of the teaching-learning process. (Prerequisite: OT 512)

OT 600 Conditions I
This course is a study of clinical management of psychiatric conditions, and developmental disorders of adults and children. Diagnoses, prognoses, typical course of illness and its effects on occupational performance are reviewed. Medical management and other medical treatment are explored.

OT 601 Conditions II
This course is a study of clinical management of neurological and orthopedic conditions, and developmental disorders of adults and children. Diagnoses, prognoses, typical course of illness and its effects on occupational performance will be reviewed. Medical management and other medical treatment are explored. (Pre-requisite: OT522)

OT 611 Neuroscience
A study of the development, structure, and function of the central and peripheral nervous systems, including the autonomic nervous system. Blood supply, sensory and motor systems, pain mechanisms, receptors, reflex pathways, and consequences of lesions of the nervous system at various levels are also discussed. Clinical case analysis in neurorehabilitation and neuropsychology is introduced.

OT 614 Pediatric Occupational Therapy I
This course presents the theoretical foundations and frames of reference of occupational therapy in the area of pediatric practice. Focus is on assessment and development of treatment objectives, and family-centered practice. The selection, administration and interpretation of standardized and non-standardized tests and

evaluations commonly used in pediatric practice are explored. Issues related to various settings in pediatric practice are discussed. Documentation concepts (evaluation and goal development, IEP and IFSP) are discussed and practiced. (Prerequisites: OT 513, OT 533, OT 542, OT 600, and OT 601).

OT 615 Occupational Analysis II
Continuation of Occupational Analysis I. Principles of occupational analysis, grading, and adapting are applied to basic and instrumental activities of daily living. Community resources as well as issues of accessibility are addressed. (Prerequisites: OT 545)

OT 623 Physical Disabilities I
Theoretical foundations and frames of reference of occupational therapy for individuals with physical disabilities. Evaluation, treatment, and intervention for individuals with physical disabilities. The focus is on integrating specific theories and frames of reference into the evaluation and treatment process. (Prerequisites: OT 516, OT 533, OT 600, OT 601).

OT 624 Pediatric Occupational Therapy II
The focus of this course is pediatric treatment planning and intervention. Focus is on integrating specific theories and frames of reference into the treatment process. Organization, synthesis and use of data compiled from observations and testing measures is demonstrated and applied by students. Hands-on opportunities with treatment techniques and equipment are included. Completion of Level One Fieldwork is required. (Prerequisite: OT 614; Co-requisite: OT 625, OT 627).

OT 625 Occupational Analysis III
Continuation of Occupational Analysis I and II. Principles of occupational analysis, grading, and adapting are applied to work and educational occupations. (Prerequisite: OT 545, OT 614, OT 623: Co-requisite OT 624).

OT 627 Level I Fieldwork (Pediatrics)
A one-week rotation that is taken in conjunction with OT 624. The student is expected to integrate content from Pediatric Occupational Therapy II into a practice setting. Course is taken on a pass/fail basis. (Co-requisite: OT 624)

OT 631 Physical Modalities
Modalities and therapeutic interventions used to prepare the patient to engage in occupations. Course includes orthotics, splinting, and physical agent modalities. (Prerequisites: OT 601, OT 623)

OT 633 Physical Disabilities II
Continuation of Physical Disabilities I. Focus is on evaluation, treatment, and documentation of skills and deficits for persons with various physical disabilities along the continuum of care. Level I fieldwork is required. (Prerequisites: OT 611, OT 623;Co-requisite OT 637, OT 625).

OT 634 Professional Development I
First course in a series of two aimed to promote the growth and development of students to become reflective occupational therapy professionals who view themselves as lifelong learners. Includes an exploration of the role of occupational therapy in the promotion of health and the prevention of disease and disability.

OT 635 Practice Management in Occupational Therapy
Principles of organization and management in the healthcare system today. Models covered include nonprofit, proprietary, entrepreneurial, and corporate facilities. Systems of managed care and changes in healthcare delivery are examined. Leadership theories and application to occupational therapy are explored.

OT 637 Level I Fieldwork (Physical Disabilities)
A one-week rotation that is taken in conjunction with OT 633. The student is expected to integrate content from Physical Disabilities II into a practice setting. Course is taken on a pass/fail basis. (Co-requisite: OT 633)

OT 641 Technology and Occupational Therapy
This is an exploratory course on current assistive technology for occupational therapy treatment and enhancement of function. Use of computers, switches, software programs, adaptive equipment, diagnostic, medical, and environmental controls are explored. Hands on exploration of a range of technology options covering areas including: seating/positioning, environmental access, communication, learning, and sensory impairments.

OT 642 Psychosocial Occupational Therapy II
Treatment planning and intervention for individuals with psychosocial conditions. Focus is on integrating specific theories and frames of reference into the treatment process. Level I fieldwork is required. (Prerequisite: OT 632, Co-requisite OT 647)

OT 644 Practice Issues and Trends in Occupational Therapy
Current trends and issues within the occupational therapy profession, including the impact of legislative decisions, and changing practice roles and emerging practice areas are covered.

OT 646 Professional Development II
Second course in a series of two aimed to promote the growth and development of students to become reflective occupational therapy professionals who view themselves as lifelong learners. Includes a survey and re-examination of methods of assessment and intervention used by occupational therapists across a variety of medical, educational, and community based practice settings. Discussion related to students' experiences from Fieldwork Level I combined with additional practice scenarios are used to develop clinical reasoning regarding screening, assessment, intervention and transition planning across the continuum of care to prepare for Fieldwork Level II and for future entry-level OT practice.

OT 647 Level I Fieldwork (Psychosocial Dysfunction)
A one-week rotation that is taken in conjunction with OT 642. The student is expected to integrate content from Psychosocial Occupational Therapy II into a practice setting. Course is taken on a pass/fail basis. (Co-requisite: OT 642)

OT 650 Independent Study/Tutorial
Study of a focused topic on an individual basis

OT 751 Level II Fieldwork, Spring*
An in-depth (full-time for 12 weeks) supervised experience with responsibility for providing occupational therapy services to clients with various occupational performance deficits. Prerequisite: Successful completion with a grade of "C" or higher of all didactic work scheduled for completion prior to the start of the Fieldwork

OT 752 Level II Fieldwork, Fall*
An in-depth (full time for 12 weeks) supervised experience with responsibility for providing occupational therapy services to clients with various occupational performance deficits. (Prerequisite: OT 751, successful completion with a grade of "C" or higher of all didactic work scheduled for completion prior to the start of the Fieldwork)

OT 753 Level II Fieldwork, Elective
An in-depth (full-time for 8-12 weeks) supervised experience with responsibility for providing occupational therapy services to clients in a selected interest area. (Prerequisites: OT 751, OT 752)

**All level II fieldwork must be completed within 24-months following completion of academic course work. Fieldwork placements will be scheduled at facilities throughout the United States. Students will be scheduled for a variety of experiences that reflect various age groups, diagnostic categories, and service delivery models.*

OT 755 Certification Examination Preparation
Comprehensive review of occupational therapy theory, application, and process in preparation for the national certification examination for occupational therapists. Includes study and test-taking strategies. (Prerequisites: OT 751, OT 754).

COURSE DESCRIPTIONS RELATED TO RESEARCH PROJECT

HS 612: Research Directed Study
Research under faculty supervision. Requires fulfillment of course objectives with designated faculty mentor(s).

HS 622: Research Directed Study
Research under faculty supervision. Requires fulfillment of course objectives with designated faculty mentor(s).

HS 632: Research Directed Study
Research under faculty supervision. Requires fulfillment of course objectives with designated faculty mentor(s).

HS 642: Research Directed Study
Research under faculty supervision. Requires fulfillment of course objectives with designated faculty mentor(s).

HS 652: Research Directed Study
Research under faculty supervision. Requires fulfillment of course objectives with designated faculty mentor(s).

OT 754 Directed Research
Research under faculty supervision. Requires filing of course objectives with the designated faculty mentor(s).

HEALTH SCIENCE CORE COURSE DESCRIPTIONS

HS 510 Human Anatomy I
A study of the general principles of histology and human anatomy with emphasis on the development of the musculoskeletal system of the head and neck and upper extremity. Prosected human cadaver laboratory is required.

HS 520 Human Anatomy II
A continuation of HS 510, HS 520 is a study of the anatomy and function of the human lower extremity, trunk, and structure of thorax, abdomen and pelvis. Prosected human cadaver laboratory is required.

HS 522 Research Methods and Design
Development and application of graduate level knowledge and skills related to research methods in health sciences. Completion of this course will assist the student in the development and completion of a research proposal including the identification of a problem, conducting a literature review, developing a hypothesis, designing a study and submitting an Institutional Review Board application.

HS 532 Methods of Data Analysis
Development and application of graduate level knowledge and skills regarding methodologies and statistics appropriate in descriptive and experimental research. Statistical software programs will be utilized to enhance student understanding and application of course material.

Doctor of Physical Therapy

Physical therapists are healthcare professionals who work to restore movement and function through direct treatment, education, consultation, and management of rehabilitation resources. Physical therapy means the examination, treatment, and instruction of human beings to detect, assess, prevent, correct, alleviate, and limit physical disability, movement dysfunction, bodily malfunction, and pain from injury, disease, and other bodily and mental conditions. This includes the administration, interpretation, and evaluation of tests and measurements of bodily functions and structures; the planning, administration, evaluation, and modification of treatment and instruction, including the use of physical measures, activities, and devices for preventive and therapeutic purposes; and the provision of consultative, educational, and other advisory services for the purpose of reducing incidents and severity of physical disability, movement dysfunction, bodily malfunction, and pain.

The entry-level professional doctorate program is a post-baccalaureate program for students who will enter the three-year professional DPT program. The entry-level program requires completion of didactic and clinical coursework including a capstone project.

Application Deadline

Applications for the entry-level DPT are accepted on a rolling admissions basis starting July 15, the year prior to enrollment. Applications are considered until class openings are filled.

Admission Requirements

Applicants accepted for admission must demonstrate the following prior to enrollment:

1. ATSU general admission requirements;
2. Baccalaureate degree: Official transcripts for all college level courses must be submitted directly from the institution to PTCAS. Official transcripts showing an earned baccalaureate degree must be submitted prior to enrollment.
3. A minimum grade point average: A minimum 2.80 cumulative GPA and a 2.80 prerequisite GPA (on a 4.0 scale).
4. GRE scores: Scores older than three years prior to matriculation year will not be accepted. The GRE general test Code for ASHS is 7695. There department code is 0619. This code is listed under Missouri.
5. Letters of References: Specific information regarding letters of reference can be found in PTCAS.
6. Physical therapy observation: Applicants are required to obtain a minimum of 30 contact hours in various physical therapy settings prior to application. Exposure to multiple types of physical therapy practices is desired and a consideration in the decision to offer admission. Observation hours do not have to be verified.
7. ATSU maintains articulation agreements with Arizona State University (ASU), Grand Canyon University (GCU), and Chaminade University. For more information, please go to www.atsu.edu and click on the link for prospective students followed by a click on admissions.
8. Interview: Applicants who are considered potential candidates may be required to participate in an applicant interview process. Personal interviews are conducted both on-site and by telephone.

Additional Admission Requirements:

1. Secondary application: Applicants meeting the minimum GPA requirements will be invited to submit a secondary application through email. This application, in addition to a $70 application fee, must be submitted for admission consideration.
2. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T. Still University. For non-native speakers, methods by which you can demonstrate your English proficiency are published in the General Admissions section under International Admission Requirements.
3. The Residential DPT program admits on a rolling admission basis. Early application is encouraged.

4. Applicants who wish to be considered for more than one program must submit a separate application and fee, official GRE scores, transcripts, and references for each health sciences program. Acceptance to ATSU-ASHS to a specific program is not transferable to any other program. Application materials are not transferable from one application year to another.

Prerequisite Courses

Each student must submit proof of satisfactory completion at a minimum grade of 'C' for each of the following courses by enrollment. Students may contact the Physical Therapy department for information on specific or equivalent courses, which meet these requirements:

- Biology/Anatomy - Two courses in Human Anatomy and Human Physiology, each including lecture and lab (two semesters lecture and lab, minimum of 8 semester/12 quarter hours). Example: Human Anatomy and Physiology I and II, Human Anatomy and Human Physiology, all with lecture and lab.
- Biology/Zoology - Two courses in Biology/Zoology, each including lecture and lab (two semesters lecture and lab, minimum of 8 semester/12 quarter hours). Examples: General Biology I and II, Genetics, Molecular, Cellular and Microbiology, all with lecture and lab.
- General Chemistry - Two courses in Chemistry, each including lecture and lab. (two semesters lecture and lab, minimum of 8 semester/12 quarter hours). Examples: General Chemistry I and II, Organic Chemistry, Inorganic Chemistry, all with lecture and lab.
- Physics - Two courses in Physics, each including lecture and lab (two semesters lecture and lab, minimum of 8 semester/12 quarter hours). Examples: General Physics I and II, or College/University Physics I and II all with lecture and lab.
- Statistics - One course, minimum of 3 semester/4 quarter hours. Examples: Applied Statistics, Elements of Statistics, and Statistics of Biosciences.
- Psychology - Two courses: Abnormal psychology and developmental/child psychology, minimum of 6 semester/9 quarter hours. This course must cover the lifespan or conception/birth through adulthood.
- Exercise Physiology – one course, minimum of 3 semester/4 quarter hours.

Degree Completion Requirements

The DPT entry-level program is a three-year degree program. Students are required to complete a minimum of 165-quarter credit hours to obtain the degree.

To earn the entry-level Doctor of Physical Therapy the student must:

1. Pass all prescribed didactic and clinical courses, including completion of a capstone project, with a minimum grade of 'C';
2. Pass all practical and written comprehensive exams;
3. Discharge all financial obligations to ATSU;
4. Attend commencement activities.

Curriculum Overview

The curriculum plan includes 53 required courses and 4 required comprehensive practical or written examinations. During the first year students build on their prerequisite coursework through courses in the basic sciences and begin clinical courses in the area of general practice and musculoskeletal areas. Additionally, students begin core courses in research design, methodology, and statistics. The first year ends with the first full-time clinical experience. In the second year students continue with clinical courses in both the musculoskeletal and neurological rehabilitation areas. They progress into courses focusing on special populations. During the first quarter of the second year students are introduced to the two capstone project options and begin working toward completion of either an applied research or outcome measure project. During the fall and winter quarters of both

the first and second years, students participate in Professionalism in Physical Therapy courses that guide students in their professional development. During the third year, students continue work on their capstone projects while completing four full-time internships and participating in virtual grand rounds.

Information contained in this curriculum guide is subject to change

FIRST YEAR / Fall Quarter

PT 514	Functional Kinesiology I	4
PT 516	Basic Patient Care Skills	3
PT 517	Therapeutic Exercise I	1
PT 518	Principles and Theory of Education	2
PT 525	Patient Care Management Model	2
PT 561	Professionalism I	1
HS 510	Human Anatomy I	4
PT 552	Comprehensive Practical One	0
		17

FIRST YEAR / Winter Quarter

PT 519	Therapeutic Exercise II	3
PT 524	Functional Kinesiology II	4
PT 528	Clinical Management of Musculoskeletal Conditions I	2
PT 531	Applied Human Physiology	3
PT 562	Professionalism II	1
HS 520	Human Anatomy II	4
PT 555	Critical Inquiry I: Research Design and Statistics	3
		20

FIRST YEAR / Spring Quarter

PT 522	Pathology	2
PT 530	Physical Agents	3
PT 534	Clinical Management of Musculoskeletal Conditions II	4
PT 535	Manual Therapeutics for Extremities	2
PT 538	Clinical Gait Analysis	2
PT 565	Critical Inquiry II: Analysis and Application of Literature within Evidence-Based Practice	3
PT 553	Comprehensive Practical Two	0
		16

FIRST YEAR / Summer Quarter

PT 533	Differential Diagnosis I	2
PT 543	Clinical Education	4
PT 545	Clinical Management of Cardiopulmonary Conditions	3
PT575	Critical Inquiry III: Evidence-Based Practical Application	1
		10

SECOND YEAR / Fall Quarter

PT 613	Clinical Management of Integument Conditions	2
PT 614	Clinical Management of Spinal Conditions	5
PT 657	Topics in Rehabilitation	3
PT 667	Neuroscience and Neurological Conditions I	4
PT 677	Neuroscience and Neurological Conditions II	4
PT 681	Professionalism III	
		19

SECOND YEAR / Winter Quarter

PT 612	Human Development	4
PT 624	Organization and Management of Practice Settings	2
PT 634	Psychological and Social Aspects of Illness and Disability	2
PT 655	Critical Inquiry IV: Focused Evidence-Based Practice	2
PT 687	Neurorehabilitation I	4
PT 697	Neurorehabilitation II	4
PT 682	Professionalism IV	1
PT 652	Comprehensive Practical Three	0
		19

SECOND YEAR / Spring Quarter

PT 631	Pediatrics	5
PT 632	Geriatrics	4
PT 633	Pain Management	2
PT 635	Prevention and Wellness	2
PT 636	Clinical Practicum	2
PT 643	Gender Healthcare	2
PT 665	Critical Inquiry V: From Evidence-Based Practice to Applied Research	2
		19

SECOND YEAR / Summer Quarter

PT644	Advanced Musculoskeletal Interventions	3
PT 642	Differential Diagnosis II	2
PT 806	Pharmacology	3
		8

THIRD YEAR

PT 752	Clinical Internship I	8
PT 753	Clinical Internship II	8
PT 754	Clinical Internship III	8
PT 755	Clinical Internship IV	8
PT 784	Applied Research Project	3
OR		
PT 785	Outcome Measures: Clinical and Research Applications	3
PT 765	Virtual Grand Rounds	2
PT 780	Comprehensive Exam	0
		37

165 Total Credits

Course Descriptions

HS 510 Human Anatomy I
A study of the general principles of histology and human anatomy with emphasis on the development of the musculoskeletal system of the head and neck and upper extremity. Prosected human cadaver laboratory is required. Prerequisites: None

HS 520 Human Anatomy II
A study of the anatomy and function of the human lower extremity, trunk, and structure of thorax, abdomen and pelvis. Prosected human cadaver laboratory is required. Prerequisites: None

PT 514 Functional Kinesiology I
This course is a study of the biomechanics, function, and structure of connective tissues related to human movement. Applications to examination, evaluation, and treatment in physical therapy are emphasized. Qualitative and quantitative analysis techniques of movement are included. Laboratory required. Prerequisites: None

PT 516 Basic Patient Care Skills
This course includes the rationale and skills necessary for rehabilitation personnel to deliver basic patient care. The course includes blood-borne pathogens, universal safety precautions, vital signs, positioning, draping, transfers, lifting, sterile procedure and isolation techniques, wheelchair handling, and ambulation with assistive devices, adaptive equipment, and basic patient care equipment. Laboratory required. Prerequisites: None

PT 517 Therapeutic Exercise I
This lecture-based course is an introduction to components of therapeutic exercise, including range of motion, stretching, resistance exercise, aerobic exercise, and exercise for impaired balance. Clinical reasoning concepts and International Classification of Functioning (ICF) terminology create a framework for the discussion of therapeutic exercise. Prerequisites: None

PT 518 Principles and Theories of Education
In this course students will discuss the theoretical frameworks of teaching and learning and their application to patient education. Development of educational interventions and methods to facilitate adherence will be discussed. Prerequisites: None

PT 519 Therapeutic Exercise II
This course introduces students to the principles and concepts of therapeutic exercise and the application of exercise techniques through the stages of healing and rehabilitation. Students will be expected to understand the multiple factors impacting a patient's ability to participate in therapeutic exercises and demonstrate the application of exercise techniques in hands-on activities. Laboratory required. Prerequisites: HS 510, PT 514, PT 516, PT 517

PT 522 Pathology
This course involves the study of basic pathological processes in disease and trauma. Topics covered include inflammation, immunity, neoplasms, cardiorespiratory diseases, and liver, pancreas biliary, gastrointestinal, hematologic, integumentary, and musculoskeletal conditions. Prerequisite: PT 531

PT 524 Functional Kinesiology II
This course is a continued study of the biomechanics, function, and structure of tissues of the six major joint complexes. Techniques of palpation, muscle testing, joint measurement, and postural assessment for the examination, evaluation, and treatment in physical therapy will be presented. Laboratory required. Prerequisites: HS 510, PT 514

PT 525 Patient Care Management Model
This course is an overview of topics that are pertinent to general patient care. Emphasis is placed on an introduction to initial examination techniques, clinical reasoning and documentation. Laboratory required. Prerequisites: None

PT 528 Clinical Management of Musculoskeletal Conditions I
This course is an introduction into the clinical decision-making, clinical sciences, and basic skills necessary to evaluate and treat musculoskeletal impairments. Prerequisites: HS 510, PT 514, PT 517

PT 530 Physical Agents
This course presents the theory and techniques of physical agents used for therapeutic interventions. Included are thermal agents, light, water, sound, mechanical compression, and traction. Electrical stimulation, including TENS, NMES, FES, Iontophoresis, and HVPC, is also covered. Laboratory required. Prerequisites: HS 510, PT 516

PT 531 Applied Human Physiology
A sound scientific basis for clinical practice is provided through this review of applied human physiology, with an emphasis on normal physiology and homeostasis. Principles of muscle physiology and metabolism, energy expenditure, cardiopulmonary physiology, renal physiology, fluid dynamics and endocrinology will be discussed, with examples of responses to exercise and disease.. Prerequisites: None

PT 533 Differential Diagnosis I
This course develops clinical decision-making skills, including clinical reasoning and screening to determine the need for further evaluation or consultation by a physical therapist or for referral to another health care professional. Content covered includes common diseases throughout multiple systems with emphasis on diagnosis, prognosis, medical and rehabilitation management for the physical therapist. Prerequisites: PT 522, PT 531, PT 534

PT 534 Clinical Management of Musculoskeletal Conditions II
The course will prepare the physical therapy student to manage patients with common musculoskeletal conditions of the extremities. The course will emphasize the application of clinical reasoning to patient management, including examination, evaluation, diagnosis, prognosis, and intervention for optimal outcomes. Laboratory required. Prerequisites: HS 520, PT 519, PT 522, PT 524, PT 528

PT 535 Manual Therapeutics for the Extremities
Theory and techniques of manual therapeutics as applied to the upper and lower extremities. Laboratory required. Prerequisites: HS 520, PT 519, PT 522, PT 524, PT 528

PT 538 Clinical Gait Analysis
This course is a study of the components of normal gait, methods of observational gait analysis, and strategies of problem solving for various gait deviations. Laboratory required. Prerequisites: HS 520, PT 519, PT 524

PT 543 Clinical Education
This is a four-week, full-time clinical experience. Students will work under the direct supervision of licensed physical therapists to provide patient care and integrate classroom knowledge with clinical practice. Assignment to facilities will be completed by the program. Prerequisites: All 1st year courses in curriculum

PT 545 Clinical Management of Cardiopulmonary Conditions
A study of the pathology, tests and measures; and the assessments, interventions, and evaluation for cardiopulmonary diseases and conditions commonly encountered in physical therapy settings. Practical applications of lecture material will also be covered. Laboratory required. Prerequisites: PT 516, PT 519, PT 522, PT 531

PT 552 Comprehensive Practical One
This represents the first comprehensive practical. The student will be expected to complete and successfully pass a comprehensive practical exam covering basic patient care skills, beginning screening techniques, and appropriate documentation. Corequisites: PT 514, PT 516, PT 517, PT 525

PT 553 Comprehensive Practical Two
This course is the second comprehensive practical. The student will be expected to complete and successfully pass a comprehensive practical exam covering basic patient care skills, therapeutic exercise techniques, and assessment techniques such as manual muscle testing and range of motion assessment. Prerequisites: PT 519, PT 524, PT 552; Corequisites: PT 534, PT 535

PT 555 Critical Inquiry I: Research Design and Statistics
Development and application of graduate level knowledge and skills related to methodology and statistics in physical therapy research. The knowledge gained in this course will enhance student understanding of the most common research designs, methodologies, and statistics employed in the physical therapy literature. Prerequisites: None

PT 561 Professionalism I
This course will cover professional practice issues and guide professional development as well as introduce the students to leadership both as a concept and an ability they can develop. The emphasis will be placed on gaining professional practice knowledge and understanding of emotional intelligence. Prerequisites: None

PT 562 Professionalism II
This course will expand upon PT 561 allowing students the ability to practice and apply knowledge gained. They will be able to further develop new skills for effective communication, collaboration, and social competence as it relates to the health care setting. Prerequisites: PT 561

PT 565 Critical Inquiry II: Analysis and Application of Literature within Evidence-Based Practice
Development and application of graduate level knowledge and skills related to the critical analysis of literature and its application to evidence-based practice. The skills and knowledge gained in this course will enable students to explore the steps of evidence-based practice, including reviewing the scientific literature, and conducting critical appraisals of a variety of types of scientific articles. Prerequisites: PT 555

PT 575 Critical Inquiry III: Evidence-Based Practical Application
This course builds upon the stages of evidence-based practice by introducing students to evidence-based practice in a "real time" format. During the five-week course students will apply the stages of evidence-based practice to various patient scenarios which can be applied directly to clinical practice. Prerequisites: PT 555, PT 565

PT 612 Human Development
This course provides an in-depth study of developmental changes from prenatal through early adulthood. Emphasis is on a systems approach with a focus on the physical, sensory, gross and fine motor changes that take place with typical development. Laboratory required. Prerequisites: PT 667, PT 677

PT 613 Clinical Management of Integument Conditions
This course covers the evaluation and treatment of acute and chronic wounds, including vascular, pressure, and neuropathic ulcers and burns. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology. Laboratory required. Prerequisites: PT 522, PT 531, PT 546

PT 614 Clinical Management of Spinal Conditions
This course is a study of the pathoanatomical conditions in the spinal regions, current best evidence in spine classifications in diagnosis, and interventions of musculoskeletal spinal conditions. Laboratory required. Prerequisites: PT 534, PT 535

PT 624 Organization and Management of Practice Settings
This study covers the principles of organization, management, and reimbursement of health profession practices. Prerequisites: PT 525

PT 631 Pediatrics
This course covers assessment and treatment of individuals with developmental and acquired disabilities from birth through 18 years of age. Clinical reasoning is emphasized within early intervention, public school, home, and clinic settings. Laboratory required. Prerequisites: PT 612, PT 687, PT 697

PT 632 Geriatrics
The study of geriatric physical therapy, including age-related changes in body structure and function, assessment and intervention of impairments, and activity limitations and participation restrictions resulting from common conditions associated with aging. Considerations of personal and environmental factors influencing healthy aging and impacting provision of physical therapy for the geriatric population are covered. Prerequisites: PT 531, PT 667, PT 677

PT 633 Pain Management
The clinical management of acute and chronic pain through pharmaceutical, surgical, and conservative methods is presented. Prerequisites: PT 614, PT 667, PT 677

PT 634 Psychological and Social Aspects of Illness and Disability
A study of the psychological, social, and emotional aspects of illness and disability. Variations in cultural responses to illness, disability, and death will be explored. Emphasis will be placed on both social determinants of health and health care disparities. Prerequisites: None
611

PT 635 Prevention and Wellness
This course covers the study of risk factors and techniques used to facilitate prevention activities for health and wellness in physical therapy. Prerequisites: PT 519, PT 522, PT 531

PT 636 Clinical Practicum
A once a week community based course with hands-on learning in a clinical setting. Groups of students work in pairs to examine, evaluate and treat patients in a rehabilitation setting. Patients commonly have neurological diagnoses. Weekly online discussion is required. Prerequisites: PT 657, PT 687, PT 697

PT 641 Advanced Musculoskeletal Interventions
This course covers current practice patterns for common musculoskeletal conditions. Laboratory required. Prerequisites: PT 614

PT 642 Differential Diagnosis II
This course is a continuation of concepts from the first year of the curriculum. It further develops clinical decision-making skills, including clinical reasoning, clinical judgment, screening and synthesis to determine the need for further evaluation or consultation by a physical therapist or for referral to another health care professional. Laboratory required. Prerequisites: PT 533, PT 614, PT 631, PT 687, PT 697,

PT 643 Gender Healthcare Issues
The course discusses gender-specific health care issues such as care and treatment of pelvic floor dysfunction, female athlete triad, testicular cancer, menopause, prostate disease, pre- and post-partum exercise, disability and sexuality, cardiovascular disease in women, breast health and lymphedema. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving knowledge in this area.
Prerequisites: PT 667, PT 677

PT 652 Comprehensive Practical Three
This is the third comprehensive practical in the program. The student will be expected to complete and successfully pass a comprehensive practical exam covering basic patient care skills, therapeutic exercise techniques, and assessment techniques such as manual muscle testing and range of motion assessment directed primarily toward the neurological population.
Prerequisites: PT 553, PT 657; Corequisites: PT 687, 697

PT 655 Critical Inquiry IV: Focused Evidence Based Practice
Students will explore and critically evaluate the literature in a topic area of interest. They will apply the literature to clinical questions using the stages of evidence-based practice.
Prerequisites: PT 555, PT 565, PT 575

PT 657 Topics in Rehabilitation
Rehabilitation topics include use of the International Classification of Functioning, Disability and Health; use of laboratory values in rehabilitation; tests and measures as well as interventions for the rehabilitation of persons with conditions such as arthritis, amputation, trauma, hip arthroplasty, or cancer; and application and practice of advanced skills in proprioceptive neuromuscular facilitation.
Prerequisites: PT 516, PT 538, PT 522

PT 665 Critical Inquiry V: From Evidence Based Practice to Applied Research
Students will continue to explore and critically evaluate the literature in a topic area of interest. They will develop research questions and designs to address issues identified in Critical Inquiry IV.
Prerequisites: PT 555, PT 565, PT 575, PT 655

PT 667 Neuroscience and Neurological Conditions I
This course is part one of a two part in-depth study into the anatomy and physiology of the nervous systems with an emphasis on the etiology, pathophysiology, diagnosis, and medical management of neurological diseases and conditions.
Prerequisites: None

PT 677 Neuroscience and Neurological Conditions I
This course is part two of a two part in-depth study into the anatomy and physiology of the nervous systems with an emphasis on the etiology, pathophysiology, diagnosis, and medical management of neurological diseases and conditions.
Prerequisites: PT 667

PT 681 Professionalism III
This course is designed to build upon professional practice issues presented and discussed in PT 561 and PT 562 and further guide professional development. The emphasis will be placed on establishing a greater understanding of other health care professions through interdisciplinary interactions. This will include introduction and practices of professional communication and how it relates to coaching, team development, and building credibility and trust in the health care setting. Prerequisites: PT 562

PT 682 Professionalism IV
This will be an evaluative course, integrating knowledge gained from PT 561, 562, 681 in order to help prepare the students for integration into professional practice. Emphasis will be placed on effective communication, defining leadership, goal setting, and overall professional development in the workplace. Prerequisites: PT 681

PT 687 Neurorehabilitation I
The study of neuroplasticity and theories of motor control and motor learning, including underlying assumptions, relationships to recovery of function, and clinical application for persons with neurological disorders. The course also includes assessment of individuals with brain injury or disease. Prerequisites: PT 538, PT 667, PT 677

PT 697 Neurorehabilitation II
A continuation of Neurorehabilitation I with a focus on application and practice of interventions for individuals with brain injury or disease. The course also includes assessment and treatment of individuals with conditions such as spinal cord injury, Parkinson's Disease, Multiple Sclerosis, Guillain–Barré Syndrome, motor neuron diseases, and vestibular disorders. Prerequisites: PT 538, PT 667, PT 677, PT 687

PT 752 Clinical Internship I
This is the first eight-week full-time clinical experience. Students will work under the direct supervision of licensed physical therapists to provide patient care, developing increased independence and clinical reasoning skills. The student will be expected to integrate physical therapy theory and techniques into the evaluation and treatment of patients in various practice settings. Assignment to facilities will be completed by the program. Pre-requisites: All courses in the first two years of the curriculum

PT 753 Clinical Internship II
This is the second eight-week full-time clinical experience. Students will work under the direct supervision of licensed physical therapists to provide patient care, developing increased independence and clinical reasoning skills. The student will be expected to integrate physical therapy theory and techniques into the evaluation and treatment of patients in various practice settings. Assignment to facilities will be completed by the program. Pre-requisites: All courses in the first two years of the curriculum

PT 754 Clinical Internship III
This is the third eight-week full-time clinical experience. Students will work under the direct supervision of licensed physical therapists to provide patient care, developing increased independence and clinical reasoning skills. The student will be expected to integrate physical therapy theory and techniques into the evaluation and treatment of patients in various practice settings. Assignment to facilities will be completed by the program. Pre-requisites: All courses in the first two years of the curriculum

PT 755 Clinical Internship IV
This is the fourth eight-week full-time clinical experience. Students will work under the direct supervision of licensed physical therapists to provide patient care, developing increased independence and clinical reasoning skills. The student will be expected to integrate physical therapy theory and techniques into the evaluation and treatment of patients in various practice settings. Assignment to facilities will be completed by the program. Pre-requisites: All courses in the first two years of the curriculum.

PT 765 Virtual Grand Rounds
This course is designed to take evidenced-based medicine into the clinic. Students enrolled in this course will be completing a clinical rotation in the same clinical area during the eight-week duration of the course. Web-based assignments and discussion boards will be used to allow student interaction regarding clinical questions and evidenced-based practice arising from real life patient situations.
Prerequisites: PT 555, PT 565, PT 575, PT 655, PT 665

PT 780 Comprehensive Exam
Students are required to pass a comprehensive written examination as a condition of graduation. This course fulfills this requirement by providing a comprehensive written examination covering core concepts from all classes throughout the curriculum. Pre-requisites: All courses in the first two years of the curriculum.

PT 784 Applied Research Project
The student will participate in research and manuscript preparation under faculty direction. The student is expected to submit the completed manuscript, as well as project supporting documents (IRB approval, literature review, data collection forms and participant data) at the completion of the course. Prerequisites: PT 555, PT 565, PT 575, PT 655, PT 665

PT 785 Outcome Measures: Clinical and Research Applications
The student will participate in performance and evaluation of selected outcome measures under faculty direction. This course is designed to offer a variety of methods that familiarize the student with different outcome measures, increase the student's awareness of the factors that impact reliability and validity of outcome measures, and improve the student's ability to assess and interpret literature on outcome measures. Students must choose one of the options available and are expected to submit a scholarly paper detailing their findings. Prerequisites: PT 555, PT 565, PT 575, PT 655, PT 665

PT 806 Pharmacology
This course is a study of basic pharmacological concepts as applied to physical therapy. The major classes of drugs used in common physical therapy practice settings will be covered. The course includes on-line lectures, readings, independent study, and assignments. Prerequisites PT 525, PT 531

Master of Science in Physician Assistant Studies

Physician Assistants (PAs) are healthcare professionals licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive healthcare, write prescriptions and assist in surgery. Within the physician-PA relationship, physician assistants exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services. PA practice may include education, research, and administrative services. PAs are trained in intensive education programs accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), and are educated in the medical model designed to complement physician training. Upon graduation, PAs are eligible to take the Physician Assistant National Certifying Examination (PANCE) developed by the National Commission on Certification of Physician Assistants (NCCPA).

At its March 2012 meeting, the ARC-PA reviewed the A.T. Still University Arizona School of Health Sciences Physician Assistant program for continuing accreditation. The commission voted to place the Physician Assistant program on Probation until its next comprehensive review in March 2014. Accreditation - Probation is a temporary status of accreditation conferred when a program does not meet the Standards and when the capability of the program to provide an acceptable educational experience for its students is threatened. Once placed on probation, programs that still fail to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having their accreditation withdrawn. Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional officials(s).

Master of Science in Physician Assistant Studies (M.S. in PA Studies)

The residential entry-level track is a 26-month program. The first 14 months of the program consist of courses that provide a strong academic foundation for clinical practice. Faculty and staff work closely with students, helping them develop professional attributes and clinical problem-solving skills necessary for efficient and optimal patient care.

During the 12-month clinical component of the program, students attend rotations in a variety of medical disciplines. Students are supervised by clinical preceptors and advance their knowledge by working directly with patients and healthcare professionals.

The entry-level track is strongly linked to the Department Mission and Vision in its design and execution. Potential applicants are advised to carefully review these statements on the program website to determine if this is a good philosophical fit with the applicant's goals. The program has a strong orientation to primary care and needed specialties and all students are expected to complete clinical experiences with underserved populations.

American Indian Physician Assistant (AIT) Track

The purpose of the AIT track is to educate individuals with American Indian/Alaskan Native/descent as physician assistants in a culturally balanced setting that encourages practices in tribal communities.

Wherever possible during the 12-month clinical component of the AIT track, students complete rotations at tribal clinics, Indian Health Service hospitals, rural and/or underserved facilities, which serve indigenous communities.

Application

The physician assistant program participates in the Central Application Service for Physician Assistants (CASPA). Please visit www.caspaonline.org to apply for admission. Questions regarding the online application can be directed to CASPA at 617.612.2080 or via email: caspainfo@caspaonline.org.

Please note: the ASHS PA program utilizes a rolling admissions process. Early applications are encouraged.

Admission Requirements

1. Matriculating students to the ASHS PA Program will have earned a baccalaureate degree or higher.

2. The applicant must have achieved a minimum 2.75 cumulative grade point average overall (>3.00 recommended) and a minimum 2.75 cumulative science grade point average (>3.00 recommended) on a 4.00 scale.

3. Applicants are expected to be computer literate and experienced in the use of word processing. All coursework requires extensive computer usage. Accepted applicants are required to have a laptop computer at matriculation. Computer specifications are provided to accepted applicants;

4. Reference letters must be sent directly to the Central Application Service for Physician Assistants (CASPA) from:
    a. A present or former science faculty member, academic advisor or employer.
    b. A healthcare professional (preferably a physician or PA).

5. Letters from an educational consulting service will not qualify;

6. Applicants are encouraged to obtain patient care experience, sufficient to recognize the physical & psychological demands of dealing with patients and to appreciate the challenges and rewards of being a healthcare professional.

7. Applicants must successfully complete all prerequisite courses with a grade of 'C' or higher;

8. Applicants who are considered potential candidates must visit ASHS to participate in an applicant interview process.

Prerequisite Courses

- Human anatomy with lab ***
- Human physiology with lab ***
- Microbiology *
- Biochemistry or organic chemistry
- College algebra or statistics *

*Recommended within five years of application date

** If a combined Anatomy & Physiology course - must be two or more semesters and include labs

Note: For the matriculating class of 2013 (graduating class of 2015):

- Biochemistry will be required (not interchangeable with organic chemistry)
- All perquisites with single asterisk will be required (as opposed to recommended) within five years of application date

In addition to fulfilling all admission and prerequisite requirements, NAPA Track applicants will:

- Be of American Indian/Alaskan Native/Native Hawaiian descent
- Demonstrate involvement in their native community
- Express a desire and plan to work as a physician assistant within American Indian/Alaskan Native/Native Hawaiian communities upon graduation

Please refer to the Frequently Asked Questions (FAQ) section of the PA Program website http://www.atsu.edu/ashs/programs/physician_assistant/index.htm for additional prerequisite information and instructions for submitting questions.

Degree Completion Requirements

The Master of Science in Physician Assistant Studies entry-level program is a 26-month degree program.

To earn the entry-level Master of Science in Physician Assistant Studies the student must:

1. Complete all prescribed didactic and clinical courses and all requirements as listed in the Department of Physician Assistant Studies Policies, Procedures and Didactic Handbook and Clinical Component Handbook.
2. Pass all courses and all comprehensive exams;
3. Discharge all financial obligations to ATSU;
4. Attend commencement activities.

Curriculum Overview

Summer Quarter		**Qt hrs: 19**
PA-500	Anatomy	5
PA-502	Medical Physiology I	5
PA-501	Introduction to Patient Assessment	4
PA-503	Healthy	2
PA-551	Introduction to Pharmacology	2
PA-562	Introduction to Body-Mind-Spirit Seminar	1

Fall Quarter		**Qt hrs: 21**
PA-504	History & Physical Examination I	5
PA-506	Pharmacology I	2

PA-552	Clinical Medicine I	12
PA-553	Body-Mind-Spirit Seminar I	2

Winter Quarter		**Qt hrs: 21**
PA-515	History & Physical Examination II	5
PA-514	Pharmacology II	2
PA-554	Clinical Medicine II	12
PA-555	Body-Mind-Spirit Seminar II	2

Spring Quarter		**Qt hrs: 21**
PA-524	History & Physical Examination III	5
PA-523	Pharmacology III	2
PA-556	Clinical Medicine III	12
PA-557	Body-Mind-Spirit Seminar III	2

Summer Quarter		**Qt hrs: 21**
PA-560	History & Physical Examination IV	5
PA-559	Pharmacology IV	2
PA-558	Clinical Medicine IV	12
PA-561	Body-Mind-Spirit Seminar IV	2

Didactic Component Total: 103

Clinical Rotations (4 credits each with exception of PA-673 Transition to Practice, which is 3 credits)

PA-660 Family Practice I
PA-661 Family Practice II
PA-662 Family Practice III
PA-663 Internal Medicine
PA-664 Pediatrics
PA-665 Emergency Medicine
PA-667 Women's Health
PA-668 General Surgery
PA-669 Selective I
PA-670 Selective II
PA-671 Elective I
PA-672 Elective II
PA-673 Transition to Practice

Course Descriptions

DIDACTIC COMPONENT

PA 500 Anatomy
Anatomy is a comprehensive review of human anatomy using a regional approach. Lecture and laboratory components of this course emphasize the clinical relevance of each anatomical area considered. Normal radiological anatomy is also reviewed. Students are required to study human cadavers.

PA 501 Introduction to Patient Assessment
Introduction to Patient Assessment provides fundamental methods for obtaining and presenting a comprehensive medical history and basic physical examination. Techniques for conducting a physical examination are covered. Instructional methods include lecture, group discussion, role-playing, and labs. Students conduct interviews and physical examinations under supervision. Students are expected to spend additional time outside of class performing physical exams, and preparing for presenting case information and findings.

PA 502 Medical Physiology I
Medical Physiology provides an advanced review of cellular, organ system and whole body physiology. Emphasis is placed on the importance of homeostasis and how the body maintains optimal functioning, how physiological functions deteriorate as a consequence of pathological processes and the subsequent impact on the body, and discussion of the clinical relevance of physiological facts, concepts and principles.

PA 503 Healthy Community
Healthy Community presents content on aspects of health promotion and disease prevention in the primary care setting. A wide range of variables is discussed that include lifestyles, nutrition, cultural diversity and social- economic factors. Current strategies (tests, evaluations, and examinations) used in preventive medicine are reviewed by age group and gender.

PA 504, 515, 524, 560 History and Physical Examination I-IV
History and Physical Examination is a four course series that provides physician assistant students with techniques of taking a patient history and performing a physical examination. This course will also teach the PA student the proper use of medical diagnostic equipment, selected clinical procedures and effective skills for communicating with patients, their families and other health professionals. Students will learn and practice basic counseling and patient education skills. The courses will include classroom activities, laboratory sessions and clinical experiences.

Topics will be arranged on a systems basis and complement coursework in the clinical medicine lecture series to the extent possible by the logistics of scheduling. It is important for the student to understand the relationships between material presented in this course and that presented in other courses and experiences in the curriculum. Material presented in one area should be recognized as complementary to and not apart from that presented in other arenas.

The course will present the student with opportunities to accomplish the stated objectives through a variety of methods that may include but are not limited to: lecture, discussion, simulated patient encounters, writing the details of a complete history and physical examination, writing problem specific history and physical examinations in the SOAP note format, and performing case presentations and actual clinical experiences. Collaborative and individual exercises will be used to promote retention of presented course material and also to simulate clinical situations to increase critical thinking skills.

PA 551 Introduction to Pharmacology
This course is the first of a five-class sequence in clinical pharmacology & pharmacotherapeutics. PA 551 will cover basic principles of pharmacology including pharmacokinetics, pharmacodynamics, and pharmacogenetics. A review of the autonomic nervous system will be carried out as they pertain to pharmacotherapeutics, and autonomic nervous system drugs will be covered. Also, analgesics and antipyretics will be discussed. Students will have the opportunity to practice the utilization of prescription reference guides.

PA 506, 514, 523, 559 Pharmacology I-IV
Pharmacology I-IV is designed to teach the major principles of pharmacology including concepts of drug absorption, distribution, metabolism, and elimination. A review of the autonomic nervous system and its relationship to drug actions within the body is included. Medications covered include those most commonly used in care and treatment of the conditions presented in the clinical medicine sequence.

PA 562, 553, 555, 557, 561 Body, Mind and Spirit Seminar I-V
The Body, Mind and Spirit Seminar series is a five course series (Summer, Fall, Winter, Spring Summer) that exposes the student to seminal material germane to the role of the practicing physician assistant. Foundational topics in the following areas will be presented over the five terms in this course series: Professionalism (including intellectual honesty);Cross Culturalism and Care of Diverse Patient Populations; Interprofessional Team Concepts; Health Care Delivery Systems; Evaluation of the Medical Literature; Concepts of Public Health; Patient Safety and Prevention of Medical Errors; Ethical Practice; PA Professional Issues; Development and History of the PA Profession and Spirituality in Medicine.

Topics will be arranged on a systems basis and complement coursework in the clinical medicine lecture series to the extent possible by the logistics of scheduling. It is important for the student to understand the relationships between material presented in this course and that presented in other courses and experiences in the curriculum. Material presented in one area should be recognized as complementary to and not apart from that presented in other arenas.

The course will present the student with opportunities to accomplish the stated objectives through a variety of methods that may include but are not limited to: lecture, discussion, simulated patient encounters, writing the details of a complete history and physical examination, writing problem specific history and physical examinations in the SOAP note format, and performing case presentations. Collaborative and individual exercises will be used to promote retention of presented course material and also to simulate clinical situations to increase critical thinking skills.

PA 552, 554, 556, 558 Clinical Medicine I-IV
Clinical Medicine is a four course series that provides physician assistant students with clinical preparatory instruction. Building upon the material that is presented in PA 500 Anatomy and PA 502 Medical Physiology, the clinical medicine series will provide instruction covering all organ systems including cardiovascular, dermatologic, EENT (eyes, ears, nose, and throat), endocrine, gastrointestinal/nutritional, genitourinary, hematologic, infectious diseases, musculoskeletal, neurologic, psychiatry/behavioral, pulmonary, and reproductive. In addition to the pathophysiologic basis of disease, including genetics and molecular mechanisms of disease. The clinical medicine series will provide instruction in patient evaluation, diagnosis and management across the lifespan.

This instruction in patient assessment and management will include caring for patients of all ages from initial presentation through ongoing follow-up. This instruction will prepare physician assistant students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to prenatal, infant, child, adolescent, adult, and elderly populations. Material on Health Promotion and Disease Prevention will be included. Building upon the material that is presented in PA 501 Introduction to Patient Assessment and the History and Physical Examination series, the clinical medicine series will provide instruction on generating differential diagnoses and ordering and interpreting diagnostic studies. Additionally, the clinical medicine series will provide instruction in technical skills and procedures based on current professional practice and will include case simulations to develop problem solving and medical decision-making skills. In many cases skills will be presented with opportunities for interprofessional collaboration.

The Clinical Medicine series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. History and Physical, Pharmacology and Body, Mind, Spirit.

Clinical Course Descriptions

PA-660 Family Medicine I
This four week clinical experience is designed to facilitate the student's ability to evaluate health-related problems encountered in a family practice setting. Students will interview and examine patients, synthesize information to make a diagnosis, and formulate and implement a therapeutic plan under the supervision of licensed healthcare providers.

PA-661 Family Medicine II
This course is designed to expand general medical knowledge gained in Family Medicine 1. This four week clinical experience is designed to facilitate the student's ability to evaluate health-related problems encountered in a family practice setting. Students will interview and examine patients, synthesize information to make a diagnosis, and formulate and implement a therapeutic plan under the supervision of licensed healthcare providers.

PA-662 Family Medicine III
This course is designed to expand general medical knowledge gained in Family Medicine 1 and 2. This four week clinical experience is designed to facilitate the student's ability to evaluate health-related problems encountered in a family practice setting. Students will interview and examine patients, synthesize information to make a diagnosis, and formulate and implement a therapeutic plan under the supervision of licensed healthcare providers.

PA-663 Internal Medicine
This four week clinical experience is designed to facilitate the student's ability to evaluate health-related problems encountered in a general internal medicine setting. Students will interview and examine patients, synthesize information to make a diagnosis, and formulate and implement a therapeutic plan under the supervision of licensed healthcare providers.

PA-664 Pediatrics
This four week clinical experience provides an exposure to care of children from birth through adolescence. The focus of the learning experience, under the supervision of licensed health care providers, is on well-child checkups, counseling of parents, nutrition, and common medical and psychosocial problems seen in a general pediatric office.

PA-665 Emergency Medicine
This four week clinical experience is designed to provide exposure to common illnesses and injuries sustained by adults and children that necessitate emergency care. Under the supervision of licensed health care providers in the emergency department. This clinical experience emphasizes the interview, examination skills, treatment, and performance of procedures needed for the proper management of acute illness and injury.

PA-667 Women's Health
This four week clinical experience provides an exposure to issues associated with women's health care, primarily in the ambulatory setting. Emphasis is placed on prenatal care, family planning and birth control, the recognition and treatment of sexually transmitted infections, cancer prevention and detection, and the evaluation and treatment of common ambulatory gynecologic problems under the supervision of licensed healthcare providers. Students may have exposure to the delivery room and surgical care.

PA-668 General Surgery
This four week clinical experience provides exposure to the management of patients who present with general surgical problems. Students will focus on evaluation of patients who need surgical consult, preoperative preparation, intraoperative assistance, and operative procedures. Additionally, students will gain experience caring for surgical wounds and postoperative complications under the supervision of licensed healthcare providers.

PA-669 Selective I
This four week clinical experience is designed to enhance preparation for a career in primary care medicine. Students may request specific types of experiences from a menu of options that augment primary care clinical experience. Students are placed in selective rotations under the supervision of a licensed healthcare provider based on education needs, student preference, and site availability.

PA-670 Selective II
This four week clinical experience is designed to expand student knowledge as described in Selective 1. Students may request specific types of experiences from a menu of options that augment primary care clinical experience. Students are placed in selective rotations under the supervision of a licensed healthcare provider based on education needs, student preference, and site availability.

PA-671 Elective I
This four week clinical experience is student selected. Students may choose from an existing database or suggest a new site. The clinical team must approve electives, and preceptors must be licensed healthcare professionals. The experience gives students an opportunity to enhance an area of interest and/or to explore a potential location for future clinical practice. Generally, elective rotations are scheduled later in the clinical year of study.

PA-672 Elective II
Similar to Elective 1, this four week clinical experience is student selected. Students may choose from an existing database or suggest a new site. The clinical team must approve electives, and preceptors must be licensed healthcare professionals. The experience gives students an opportunity to enhance an area of interest and/or to explore a potential location for future clinical practice. Generally, elective rotations are scheduled later in the clinical year of study.

PA-663 Transition to Practice
This course is ongoing through the clinical year. It includes testing such as practical examinations, the PACKRAT, summative evaluation, and preparation for the PANCE. Topics to prepare the student for practice as a licensed healthcare professional are covered such as state licensure, obtaining DEA prescriber number, malpractice, billing and coding, reimbursement and documentation of care. residencies and graduate PA training.

PA-682 Directed Studies
The Directed Studies course establishes a flexible course design that will be used to promote student learning by allowing for the development of an individualized plan of study appropriate to a specified student. This course may be used for a number of academic and clinical related situations, including (but not limited to) participation in a remediation process whereby the student is completing individualized academic and/or clinical requirements.

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