

DOCTOR OF ANATOMICAL SCIENCES, D.A.S

Student Handbook



University of Idaho

School of Health and Medical
Professions

Revised 2026

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Introduction and Program Overview

A Strategic Response to the National Need for Anatomists

The essential role of human anatomy in the practice of medicine has been recognized for thousands of years. Indeed, the anatomical sciences are one of the most ancient knowledge disciplines in human history. However, as our understanding of human gross anatomy accumulates, modern PhD students face increasing challenges identifying research projects in anatomy, frustrating efforts to secure critical funding to support these degrees. Moreover, since the mid-1800's, the focus of medical science and curricula has shifted away from gross anatomy to incorporate an explosion of important discoveries in cellular and molecular biology, including findings in the fields of pharmacology, immunology, genetics, and more. Together, these trends have driven many departments of anatomy to restructure as departments of cellular and molecular biology, neuroscience, integrative physiology, and so on to more closely align with the focus of their faculty expertise and research agendas. As a result of these developments the number of trained anatomists entering the workforce has steadily declined.

While anatomists dwindle, demand for their unique skillset continues to grow. An aging population precipitates a greater urgency for a robust healthcare workforce to care for the elderly. Additionally, as medicine has grown in efficacy, the scope, complexity, and risk inherent to clinical interventions have also increased, placing higher demands on educators and the allied health workforce. In response, new health training programs, such as medical, nursing, and physical-therapy schools, among many other allied health training programs, are emerging to address decades-long and worsening shortages of healthcare professionals and bolster the availability of robust interprofessional medical teams. Anatomy remains the cornerstone of allied health professionals' education, yet few institutions offer doctoral degrees in the anatomical sciences to train future health professions faculty. With these factors in mind, we designed the Doctor of Anatomical Sciences (DAS) program to train the next generation of highly qualified anatomists specifically, and medical educators more generally.

Program Overview

The DAS program at the University of Idaho (UI) is designed to prepare graduates for careers as anatomists and medical educators. Recognizing the need for adaptive and innovative degree structures, we offer a unique hybrid format including both online and on-campus education. The curriculum can be completed in three years (nine semesters continuously across Summer, Fall, and Spring), and is designed to blend four key themes:

1. Content area expertise in anatomy. The cornerstone of the DAS is a series of rigorous courses in the traditional anatomical sciences, including a pair of comprehensive gross-anatomy courses in the first and second summers. In these 8-week courses, students dissect the entire body by region in our state-of-the-art anatomy lab. They will garner hundreds of hours of supervised dissection experience that is a critical skill for anatomy faculty working with whole-body donors (i.e., cadavers). Moreover, these gross anatomy courses integrate essential

embryological content, gross neuroanatomy, and radiographic, cross-sectional anatomy to bolster and integrate students' knowledge across these domains. Together with the remote and asynchronous coursework in histology and neuroanatomy, most students will complete their core anatomy courses within the first 14 months of the DAS program.

2. Medical science electives. Education programs in the health sciences have steadily reduced contact hours in their anatomy courses. For example, recent surveys suggest that, on average, medical school curricula contain just ~120 hours in these domains, down over 20% in the past 20 years and far below the several hundred hours of a century ago. Therefore, it is essential that modern educators master anatomy fully so they can teach the subject efficiently and in condensed and/or integrated forms where possible. To this end, we include a series of basic-science and radiology electives with which students can both expand their knowledge base and enrich their teaching of anatomy. Moreover, these courses prepare our graduates to contribute broadly to health professions education, qualifying them to deliver content outside of the gross anatomy labs, and bolstering their value to educational programs.

3. Education training. The most effective educators marry contemporary evidence-based teaching practices with well-developed professional judgement grounded in a coherent theoretical framework and educational philosophy. Therefore, we require all students to complete a series of courses covering the philosophy of education, curriculum development, measurement and assessment of student performance and curriculum, respectively, and the characteristics of adult learners. Additional electives covering the history of medical education, competing educational paradigms and more, are offered to help students launch and develop their careers in health education. Required education courses are integrated into the first two years of the program.

4. Teaching and/or research experience. Teaching proficiency cannot be learned by rote. Instead, tacit knowledge, procedural aptitude, professional judgement, and other skills must be gained through experience. In addition, evidence of scholarly achievement (such as research productivity) remains of critical value for professors in all areas of higher education. Therefore, we require students to complete a series of immersion experiences to engage in mentored teaching, research, or both.

DAS Program Goals

Following the themes presented above, students in the DAS curriculum should develop advanced competencies across the following domains:

1. Traditional anatomical sciences: gross anatomy, neuroanatomy, histology, embryology
2. Radiological sciences, including point-of-care ultrasound (POCUS)
3. Human physiology and pathophysiology
4. Curriculum development and instructional design
5. Educational measurement and assessment
6. Philosophy of Education, Medicine, and Science

7. Interpretation, synthesis, and application of scholarship
8. Teaching in the anatomical and health sciences

Required Coursework

The DAS program requires all students to complete the following courses through the program, unless otherwise specified on a case-by-case basis.

Core anatomical science courses

1. DAS 6004 – Gross Anatomy I for Anatomy Teachers
2. DAS 6007 – Gross Anatomy II for Anatomy Teachers
3. DAS 6005 – Histology for Anatomy Teachers
4. DAS 6012 – Medical Neuroanatomy for Anatomy Teachers
5. DAS 6002 – Introduction to Medical Imaging

Core education courses

1. DAS 6003 – Philosophical Underpinnings of Medical Education
2. DAS 6010 – Curriculum Development in Medical Education
3. DAS 6011 – Measurement and Evaluation in Medical Education
4. DAS 6028 – Characteristics of Adult Learners

Immersion courses (12 credits)

1. Immersion I
2. Immersion II
3. Immersion III

For a complete example of the DAS degree plan and course descriptions, see Appendix G.

DAS Program Stakeholders

Faculty

Faculty	Joshua I. Johnson, PhD	jjjohnson@uidaho.edu
Faculty	David Pfeiffer, PhD	dpfeiffer@uidaho.edu
Faculty	Jon Mallatt, PhD	jmallatt@uidaho.edu
Faculty	Tyler Bland, PhD	tbland@uidaho.edu
Faculty	Derrick Phillips, PhD	dphillips@uidaho.edu
Adjunct Faculty	Rachel Anderson, PhD	

Staff

Program Manager, SHAMP	Marlane Martonick	marlanem@uidaho.edu
Credentialing & Curriculum	Whitney Vincent	wvincent@uidaho.edu
Admissions & Clinical Partnerships	Liz Bryant	ebryant@uidaho.edu
Financial Specialist	Tiffany Rittenhouse	trittenhouse@uidaho.edu
Administrative Specialist	Megan Kingsley	kingsley@uidaho.edu

University of Idaho Leadership

University President	C. Scott Green
Provost & Executive VP	Torrey Lawrence, DMA
Dean, COGS	Jerry McMurtry, PhD
Co-Director, SHAMP	Russell Baker, PhD, DAT
Chair, Medical Education	David Pfeiffer, PhD
DAS Program Director	Joshua I. Johnson, PhD

Anticipated Annual Cost of the DAS program

Item	Anticipated Cost	Notes
Tuition & Fees	2025-2026 AY: \$17,108/year	Tuition is set by the College of Graduate Studies at the University of Idaho and approved by the State Legislature. Rates are subject to change at the start of each academic year. This expense includes tuition and fees (e.g., web fees). Furthermore, this cost is calculated on a per-credit basis. Therefore, credit totals for each student may impact their tuition bill each semester, and total costs may vary from this published estimate.
Text Books	\$300-500 / year	Cost for textbooks may vary based on factors such as vendor prices. Required texts are made available through the University's Book Store. However, students are free to purchase books from any source. The DAS program has implemented several strategies to reduce the reliance on expensive textbooks. For example, some courses provide original content or adopt open-access resources. As a result, book costs may fluctuate from semester to semester.
Housing	Variable	Housing costs vary based on individual student situation. Finding and paying for housing are the responsibility of each student.
Parking	N/A	During Summer terms on-campus parking is free in select lots, including those closest to the SHAMP facilities.
Technology	Variable	Students need access to a computer/tablet with the ability to participate in online classes (e.g., high-speed internet, camera, microphone, etc.). Technology costs are the responsibility of the student.
Travel	Variable	Travel costs vary based on location and individual student situation. Costs are the responsibility of the student.
Course Fees	\$550 / lab	These fees directly support the acquisition of whole-body donors, laboratory equipment, teaching models, PPE, and other resources critical to the delivery of whole-body, dissection-based anatomy courses
Total cost	~\$56,000 in tuition and fees	Total cost will vary slightly based on the details of each individual study plan

Applying to the DAS

All individuals who desire to pursue a graduate degree at the University of Idaho must be admitted to the College of Graduate Studies (COGS), and the DAS has adopted the standard admission criteria prescribed therein. More information, and links to start an application, can be found online at the [DAS program application page](#).

Prospective students are encouraged to contact the DAS program directly to discuss their candidacy and gather information about the program.

These are the basic requirements for matriculation to the DAS program:

Education Level: Bachelor's

GPA: 3.0

GRE: No

TOEFL/IELTS: 79/6.5

Number of References: 3

Personal Statement: A 2-3 page letter stating personal goals, degree fit, and motivation for seeking entrance to the DAS program

Other Req.: No

Applications for the DAS program are typically **due by January 15th for priority review** for admission to the summer term. Applications received after the priority deadline and before April 15th will be reviewed on a rolling basis until the cohort reaches capacity. Capacity ranges from 15-20 students and is determined annually by the DAS program admissions committee.

After April 15th students should apply for the next year's application cycle.

The DAS program starts in the **Summer** term. Classes start on the first business day of June unless stated otherwise.

The link to the general graduate admission website is:

<http://www.uidaho.edu/admissions/graduate>

College of Graduate Studies contact information:

Phone: 208-885-4001; Email: graduateadmissions@uidaho.edu

Mailing Address:

University of Idaho

875 Perimeter Drive MS 3019

Moscow, ID 83844-3019

Admission decisions:

Admission into the University of Idaho DAS program is competitive. Final selections made by the DAS admissions committee are based on many factors, including satisfactory evidence of completed prerequisites (i.e., a bachelor's degree, interest in health science education), previous academic experience, professional academic and/or clinical experience, personal goals statement, and quality of letters of recommendation.

Students in the DAS hail from a wide variety of educational and professional backgrounds. Therefore, no single archetype for the successful DAS applicant exists. Rather, our admissions committee is interested in bringing together highly motivated individuals whose career goals lie broadly within health science and professional education, and specifically in the anatomical sciences. Furthermore, we are committed to assembling an interprofessional group of students who are driven to learn with and from one another. No single admission criterion has a decisive influence on the applicant's acceptability, and exceptions to some requirements can be made on recommendation of the DAS admissions committee and COGS approval.

Admission to the DAS program is NOT guaranteed simply upon satisfactory completion of all prerequisite requirements. The number of students admitted into the program varies, but cohorts typically consist of 10-20 students annually. Students who complete and submit applications ahead of the January 15th deadline for priority consideration will be considered first. Students submitting after this deadline will be considered on a rolling basis until the program fills to its capacity, as determined by the admissions committee. Applicants not admitted are welcome to reapply for future cohorts.

Once COGS has received and reviewed each applicant's materials, they forward the application materials to the DAS program for its admission committee to review and consider. After DAS review, the program sends its recommendation to admit or deny to COGS. COGS then conducts a summary review and is responsible for the final decision on acceptance into a graduate program.

Student Handbook

Welcome to the DAS Program

The faculty and staff of the DAS Program welcome you to UI. We are pleased that you have chosen to pursue your career goals in the field of Anatomy and Health Professions Education with us in this unique program. We are certain that your time in the program will be challenging *and* rewarding.

This handbook is specifically for DAS students working towards their Doctoral degree at UI. It includes relevant policies, procedures, guidelines, and professional information to direct and inform the students. These materials are specific to the DAS Program at UI, and students should adhere to the policies and procedures of this handbook under the supervision of faculty located at UI. All students, faculty and staff are expected to follow the policies in their effort to foster a supportive educational community.

The materials in this handbook are not intended to supersede any policies in the College of Graduate Studies nor to duplicate material already in print, but rather to clarify policies and procedures that are specific to the DAS Program. This handbook addresses the issues most pertinent to our students' success. We encourage students to offer suggestions for future revisions of this handbook.

DAS students are responsible for reading and understanding all information in this handbook. If a student does not understand some of the material provided, they should consult with the DAS Program Director and/or program faculty to seek clarifications.

DAS Student Handbook Declaration of Understanding

I have carefully read the DAS Handbook. By signing below, I affirm that I both understand the policies and procedures described herein and agree to comply fully with them. I further understand that failure to adhere to them may result in dismissal from the DAS Program.

Name (Printed)

Signature

Date

Onboarding tasks:

Students who receive and accept an offer for admission to the DAS program will be contacted and advised on pertinent next steps both by COGS as well as the DAS program staff. Links, descriptions, and general information regarding important steps that must be taken by incoming students are provided below:

Set Up University of Idaho Accounts: Initial setup will help you gain access to the subsequent resources including UI Dashboard, Vandal Mail, and Canvas.

More information can be found here:

<https://support.uidaho.edu/TDClient/40/Portal/KB/ArticleDet?ID=1702>

Vandal Mail: Student emails are hosted through Outlook and known as ‘Vandal Mail.’ To establish a student email visit the link above and follow the instructions in step 5. Students must monitor their vandal mail account regularly. All official UI and DAS communications will be distributed to this account.

MyUI Dashboard: MyUI Dashboard is the hub for most student needs, including class registration, degree audit, tuition statements and payments, etc.

MyUI: <https://uidaho.edu/oit/myui>

Canvas: Canvas is the online learning management software used to publish and access course material, quizzes, and exams. UI Canvas: <https://canvas.uidaho.edu>

Vandal Card: All students will need to go to the [UI ITS Website to Request a Vandal Card](#). Please procure a Vandal Card in a timely manner.

Registration: Students should be registered for the upcoming semester’s courses *at least* 3 days before the start of that semester.

Note: the start of the Summer academic session (mid May) does not reflect the start date of specific courses (early June) in the summer term.

Students wishing to change enrollments (e.g., credit totals, add/drop) past various deadlines may be able to do so by completing an **academic petition** [found here](#). It is the student’s responsibility to initiate this process and complete and submit this form where applicable.

Tuition: Tuition rates are set by the Idaho State Board of Education, and can be found at the [student billing web page](#), maintained by student accounts.

Note that graduate Students enrolled **only in online courses will pay in-state tuition regardless of residency status**. Summer tuition is charged at a flat rate regardless of residency status. As a result, barring unusual circumstances, all prospective DAS students can expect to pay in-state tuition rates. Cost estimates for the program can be found on the next page.

Students are required to follow all payment policies and procedures set by the [University of Idaho Students Accounts Office](#). Questions about these policies should be directed to Student Accounts using the following contact information:

Student Accounts Office
7:30 a.m. to 4:30 p.m.
Monday through Friday

Cashier's Window
8 a.m. to 4 p.m.
Monday through Friday

Phone: 208-885-7447
Fax: 208-885-9209
Email: acctrec@uidaho.edu

Health Insurance: The University of Idaho requires that all full-time graduate students maintain active health insurance coverage. If you are already insured, you must provide proof of coverage. Otherwise, students will be charged for the Student Health Insurance Plan (SHIP). You can find more information on SHIP, and how to opt-out with any existing coverage here: <https://www.uidaho.edu/current-students/student-health-services/ship>

Steps to Complete the DAS Program

The DAS requires a **minimum of 80 credit hours**, successful completion of core anatomical science and educational courses, successful completion of immersion courses, and successful defense of a cumulative portfolio of work completed in the DAS program.

Critical administrative requirements are outlined below:

Appointment of Major Professor

The College of Graduate Studies stipulates that all doctoral students appoint a Major Professor (MP) – i.e., an advisor - by the end of their third academic semester. The following link will take students to a [collection of graduate student forms](#), including the “Major Professor...” form, which students must complete. The DAS program will work with students to identify a suitable faculty mentor. Establishing an advisor is crucial for completing each step in a student’s doctoral studies, such as establishing a study plan.

Study Plans

Every graduate student must file a study plan with the college of graduate studies. Study plans must be approved by the students’ MP, Unit Administrator, COGS, and the Registrar. The study plan serves, among other things, as a degree audit to ensure each student is on track and satisfies all program and university graduation requirements. Further, the study plan serves as the vehicle by which students document and apply transfer credits. More information, tutorials, and guides for creating, auditing, and revising study plans [can be found here](#).

It is the responsibility of each student to complete their study plan.

Course Sequence

The default course sequence can be found in Appendix G. Deviations from this plan may be accommodated on a case-by-case basis to accommodate credit load restrictions, rolling admission, transfer credits, or other extenuating circumstances.

Transfer Credits

Transfer credits are allowed, but are subject to the [general requirements for doctoral degrees](#) set by COGS at the University of Idaho, as well as the policies of the DAS program.

The DAS program and faculty strive to make reasonable accommodations for adjusting and customizing students’ study plans, such as allowing transfer credit in accordance with university policies. However, students wishing to apply transfer credits, or otherwise deviate from the prescribed course sequence, must seek approval from their faculty advisor when submitting their formal study plan.

Faculty serving as MPs may consult with the DAS Program Director as appropriate when developing advisee study plans. Students are encouraged to meet with faculty to discuss their study plan prior to submitting to expedite the approval process.

Summer Attendance on Campus

The cornerstone of the DAS program is a pair of 8-week dissection-based anatomy courses, hosted on our Moscow campus during the first two summers of the DAS program. In conferring a Doctoral degree in the Anatomical Sciences, our program has a duty to ensure all students acquire comprehensive knowledge of gross anatomy as well as well-developed dissection skills. In addition, summers are a critical time in which to cement a sense of community in the program and deliver other hands-on skill-based courses.

DAS students are expected to make every effort to attend at least the first two summer sessions.

For students unable to attend summer courses in Moscow, see Appendix B to review the Summer Attendance Waiver Policy, and contact the DAS program director to discuss your eligibility for this process.

“Immersion” Experiences and Expectations

The DAS is classified by the University of Idaho as a research doctorate, which requires students to produce a significant original creative contribution to their field. Along with capstone assignments built into required courses, DAS students are required to complete a minimum of 12 “immersion” credits. These Immersions are intended for students to engage in creative activity and produce their contribution to education, anatomy, health and life science, or closely related field.

Specific requirements for each immersion experience will be negotiated between DAS students and their MP and recorded in the Request to Enroll form (Appendix A). Typical examples of immersion projects might include the development, implementation, and writeup of a novel curriculum and associated pedagogical research project(s), formal literature reviews, basic science research projects, or robust curricular materials (e.g., lab guidebooks, medical illustrations, etc.). While these projects need not result in peer-reviewed journal publications, the final products of student effort should rise to the level of professional scholarly or didactic materials.

“Immersions” must be spread over at least three courses, taken in discrete academic sessions. Students cannot concurrently enroll in 12 credits of immersion during a single semester. This ensures that adequate time is dedicated to the development of suitably rigorous scholarly or creative work at the doctoral level.

For each immersion course, students must complete a Request to Enroll Form (Appendix A), which outlines:

- The student and faculty responsibilities for the duration of the course
- The specific benefits and relevance to both the DAS program and the student's professional development
- Evaluation of knowledge: the methods of evaluation to determine successful completion of the immersion course

The Final Portfolio

As students go through their courses and immersion activities, they will develop critical elements of their capstone portfolio. This portfolio will include didactic materials (e.g., curricular designs, assessment tools), a refined teaching philosophy, and scholarly or creative products from immersion courses. All these elements together will comprise the student's DAS capstone project, used for the final portfolio defense. Therefore, students will steadily compile the necessary components of their portfolio as they progress through the curriculum.

Elective Elements

Students' final DAS Portfolio must include at least 5* of the following:

1. Case study in Radiology education (DAS 6002 capstone)
2. A personal philosophy of education (DAS 6003 capstone)
3. Case study in Histology education (DAS 6005 capstone)
4. A Curriculum Development Project (DAS 6010, 6011, and 6028 capstone)
5. Case study in Neuroanatomy education (DAS 6012 capstone)
6. Instructional Practicum Evaluation (DAS 6031 capstone)
7. Elective capstone assignments

*This allows flexibility to accommodate transfer credit or other reasonable variations in study plans.

Required Elements

In addition, each student must complete and include the following essential components of the Final Portfolio:

8. Deliverables from Immersion I, II, and III
9. Synthesis and Reflection
10. Summative portfolio presentation

The Oral Examination

When students are ready to schedule their portfolio presentation, they will secure permission to enroll in a capstone section of DAS 6031 with other students whose presentations have been approved for a given semester. This section will be co-taught by the MPs of enrolled students, and at least three faculty will attend, review, and examine student presentations.

This is not a thesis or dissertation defense. The organization, documentation, and evaluation of the summative portfolio presentation are governed by DAS Program and course policies. DAS students thus proceed under non-thesis exit requirements, and each student's MP must submit an online Non-Thesis Report to COGS.

Most students should anticipate completion of their portfolio and presentation in spring of year three (i.e., their final semester). However, this timeline may vary. The oral exam may be scheduled after the successful completion of at least two immersion courses (or ~8 of 12

required immersion credits) and while concurrently enrolled in the final (third of three) 6031 immersion courses.

Each student is responsible for assuring that all the degree requirements have been met prior to the oral examination, and for planning/scheduling the presentation within the DAS 6031 course calendar. If requirements remain unfulfilled the MP will inform the student of the discrepancy, and the student must make plans to satisfy all outstanding requirements prior to scheduling the final oral examination.

The following requirements must be met prior to submitting the final portfolio and scheduling an oral examination:

1. Successful completion of the core curriculum in the DAS Program, including:
 - a. All core educational courses (6003, 6010, 6011, 6028)
 - b. All core anatomy coursework (Anatomy I and II, Histology, Neuroanatomy)
 - c. Radiology, physiology, and free electives (barring any elective courses in progress)
 - d. At least two of three immersion courses (8 of 12 credits), while currently enrolled in the third and final immersion course
2. In good academic standing in the DAS Program and the College of Graduate Studies
3. Meet UI criteria for graduation with the degree of Doctor of Anatomical Sciences within one year of the Final Defense Date

Completion of the above and eligibility for the defense will be documented on the Request to Enroll Form. See Appendix A.

Evaluation of the Final Portfolio and Presentation

All portfolio materials must be assembled and submitted by each student, along with a formal oral presentation of approximately 30-45 minutes. Given the nature of the DAS program, it is anticipated that many final presentations will be conducted via teleconferencing platforms.

Presentations must be delivered to a panel of at least three faculty members. This panel must include the student's DAS faculty advisor and may include additional DAS or SHAMP faculty. With approval, faculty from other UI departments (e.g., Biology, Psychology, Movement Sciences) or qualified extramural mentors may also serve as members of the examining committee for students. Final oral exams are open to all DAS students and may also be open to the broader university community, including faculty, staff, and students.

Following the student presentation, a period of open questioning will be held, moderated by the student's advisor (MP). If requested, this may be followed by a closed session in which only the examining faculty committee pose additional questions. Upon completion of the defense, the evaluators will confer privately and provide formal feedback along with a pass/fail determination to the student.

Students' portfolios and final defenses will be evaluated according to the specified deliverables indicated in each "Request to Enroll Form" (i.e., Appendix A), as well as the rubric presented in Appendix E.

Faculty who advance the decision to fail a student on their final oral examination must provide written justification for their decision, as well as a proposed remediation plan, to the student's advisor and the DAS Program Director within 72 hours of the defense. These documents will be added to the student's file.

Students pass their oral exam if a majority of examining faculty vote to pass. In the event of a failed portfolio or presentation, the student will be provided with detailed feedback regarding the points of remediation. A second presentation will be scheduled once the student, their faculty advisor, and the DAS Program Director approve the remediated efforts.

Anatomical Defense and Its Evaluation

For recipients of summer attendance waivers, the DAS program requires a formal, in-person anatomical defense in the University of Idaho anatomy laboratory. This defense must be completed in addition to the required final portfolio defense. This additional requirement ensures that the DAS program executes and documents due diligence in assessing the quality of anatomical knowledge, dissection ability, and teaching competence of all successful DAS graduates.

The format and scope of the anatomical defense should be planned in collaboration between the student, their DAS faculty advisor, and the DAS Program Director. It is the responsibility of the DAS student to initiate the completion of the Anatomical Defense Form (Appendix C) by their faculty advisor. Once complete, the student should secure the approval of the faculty advisor and Program Director by sharing the form to solicit review and approval. Students anatomical defense will be evaluated according to the specified deliverables indicated in the Anatomical Defense Form (Appendix C), as well as the rubric presented in Appendix F.

Briefly, students are expected to travel to Moscow, prepare or adapt a prosected specimen, and deliver a laboratory teaching demonstration to a jury of at least three DAS and/or SHAMP faculty and, where appropriate, to available SHAMP/DAS students.

After the defense, the DAS faculty advisor will complete **Section 2** of the Anatomical Defense form, which will be returned to the student and kept in her/his file. In addition, the advisor will collect and relay any formative feedback from the audience to the student. In the event of a failed anatomical defense, the student and advisor must meet with the DAS Program Director to propose a suitable plan for remediation.

It is expected that students, upon reaching Moscow, can complete the Anatomical Defense process in one week or less, and that this commitment is reasonable and achievable by all serious prospective DAS students.

Academic Performance and Regulatory Policy

General Graduate Regulations:

The DAS program, as with all intramural graduate programs, is affiliated with COGS. As an administrative unit, COGS places general regulations for all graduate studies, which can be found at this link: [General Graduate Regulations](#). More specific information for doctoral degrees can be found at the following link: [COGS Doctoral Degrees](#).

Below, we have included some information pertinent and specific to the DAS program.

Satisfactory Academic Standing

COGS requires all graduate students to maintain a minimum GPA of 3.0 to be in good academic standing and eligible for graduation. Academic deficiencies will be handled following programmatic and COGS policies described below and elsewhere. Students who are on academic probation, or have been academically disqualified and reinstated by COGS, will be required to remediate courses until they raise their cumulative GPA to 3.0 (or greater).

Students earning less than a 3.0 GPA in a given semester will be placed on academic probation. If a student fails to gain a 3.0 GPA in two subsequent terms they will be disqualified from continuing in the program. If the student on probation earns a 3.0 in the subsequent term, but their overall GPA remains below 3.0, they will remain on probation until their overall GPA is improved to satisfactory levels. See <https://catalog.uidaho.edu/general-requirements-academic-procedures/l-academic-standingprobation-disqualification-reinstatement/> sections L-9 through L-11.

Each program may set more detailed criteria for successful academic progress (see General Graduate Regulations in the University Handbook). In addition to the general graduate requirements, the DAS Program has the following standards:

- Grade of “C” or better in all coursework
- Compliance with all policies in the DAS Handbook

Students who earn a grade below a “C” must retake the course. If they are in good or probationary standing with the COGS and the DAS, students can usually continue in their study plan and remediate courses the next time they are offered.

Satisfactory Academic Progress

MPs annually review students’ progress in their coursework, research, or other creative activities, as well as plans for work in the coming year(s). Students are prompted during Spring term to initiate a meeting with their advisor (MP) and complete the COGS Annual Evaluation report <https://www.uidaho.edu/cogs/forms>. The outcome of the meeting and results of the review will be signed by the MP and by the students. The report, together with any response that the graduate student may attach, will be filed and kept in pertinent records by each

student and their MP. Any evaluations which recommend a warning or dismissal must be routed to COGS and the DAS Program Director for further review.

Program Dismissal

Dismissal from the DAS Program may be recommended if the student:

1. Fails to register for one semester without obtaining an official leave of absence.
2. Has an overall GPA under 3.0 for two consecutive semesters (see COGS criteria).
3. Fails to report a grade lower than a “C” in any course, which will result in immediate probation and possible dismissal from the program. (It must be reported to the Director of the DAS Program within one week of the release of course grades.)
4. Does not pass the final-portfolio or anatomical defense.
5. Receives unsatisfactory evaluations from assigned faculty advisor(s) or is unable to complete the immersion requirements in the absence of extenuating circumstances.
6. Shows evidence of unethical or immoral conduct as outlined by the University of Idaho standards (e.g., Code of Conduct).
7. Fails to comply with UI Policies/Handbooks (e.g., DAS, Graduate Student, etc.).

Readmission after Dismissal or Withdrawal:

Any student who is dismissed or voluntarily withdraws from the Program must apply for re-admission through normal admission procedures after approval by the DAS Program Director and faculty. Please review COGS policy for additional information. University information on the withdrawal process is provided in the links below:

- [Course and/or Semester Withdrawal](#)
- [Hardship Withdrawals](#)

Student Appeals and Grievances

Students wishing to appeal a decision on admission, dismissal, or withdrawal should send a letter requesting an appeal to the DAS Program Director within two weeks of the date (postmark or electronic timestamp) of the official notification and must also notify the Dean of COGS. The student should also submit at that time all materials that may substantiate the appeal. More information can be found here:

- [COGS Information](#)
- [Registrar Information](#)

Other Graduate Forms:

Other forms that may be pertinent to completing graduate work at the University of Idaho can be found here: <https://www.uidaho.edu/cogs/forms>

DAS Policies and Procedures

Laboratory Environment and Whole Body Donors

Students in the DAS program will engage with whole body human donors in their studies and professional careers. Moreover, they will participate in extensive supervised and unstructured laboratory courses. Exercising stewardship of these resources is a critical part of an anatomist's professional role. Stewarding behaviors include respecting human remains, using donated tissues in accordance with local, state, and federal regulations, and adhering to the policies of the Willied Body Program that provides the donors.

The DAS program acquires donors for DAS student dissections from the Washington State University Elson S. Floyd School of Medicine's Willied Body Program and from the University of Washington Willied Body Program (UW-WBP). Information regarding their policies can be found at the following web-links:

- [WSU Willied Body Program](#)
- [Program Brochure](#)
- [Donation Forms](#)
- Program Director: David Connley, PhD
- Email: wsu.willedbody@wsu.edu
- [UW Willied body program](#)
- [Information and Donor Registration Letter](#)
- Program Director: Catrin Pittack, PhD
- Email: uwwilledbody@uw.edu

Students are encouraged to read the donor information and registration letters to familiarize themselves with the policies of the WSU and UW WBP policies. The most critical rules are:

- **No photographs or videos of any human tissues** are allowed without explicit written authorization from the WBP Director.
- **Tissues are to be used exclusively for educational purposes.** Our laboratory is maintained for the exclusive use of the University of Idaho engagements in education and outreach.
- Scheduled visitors and lab tours are allowed; however, no WBP tissues should be available for observation by visitors.

Students must observe all applicable safety precautions while engaged in laboratory activities. A brief outline of these policies is included in Appendix D.

In addition, students are expected to review and adhere to the policies and procedures outlined in the Laboratory Chemical Hygiene Plan. A physical copy of this document is available in the lab, and additional copies can be furnished upon request.

Confidentiality

Student File Confidentiality

The DAS Program and Office of the Registrar maintain academic and personal records on all students. Except under legal compulsion, information contained in such records, with the exception of name, address, dates of attendance, and degrees obtained, will not be released to agencies or individuals outside the University without written consent of the student.

The University of Idaho and the DAS Program will maintain program records of all students in secure offices or file storage systems, university-owned databases, or in the Canvas online learning management system, or other approved storage system (e.g., Slate). These documents include, but are not limited to, the following: admission materials, academic records, evaluations, course examinations and quizzes, advising reports, infractions, and any/all documentation of a student's academic progress for a period of five years following graduation.

If, at any time, students wish to review their file, they should schedule an appointment with the Program Director. DAS students have the right to keep their information confidential. (See the Family Education Rights and Privacy Act [FERPA]: www.ed.gov/policy/gen/guid/fpco/ferpa/index.html).

Professional Confidentiality

DAS students must respect the confidentiality of all students, colleagues, and other consumers of their educational services. Any use of personal data in classroom learning activities should not reveal personally identifiable information about any individual. DAS students are expected to always meet FERPA standards for confidentiality when working within their professional or academic settings.

Program Attendance and Participation Policy

We recognize that class scheduling may sometimes conflict with students' professional or personal responsibilities. Therefore, we ask that students make every reasonable attempt to attend class sessions, seminar discussions, lab meetings, and other sessions throughout the DAS curriculum. If no accommodation can be provided to allow in-person or remote synchronous attendance, it is the students' responsibility to remediate any missed content and/or course sessions due to absence.

Faculty leading each course have discretion to set their own attendance policies and approve or reject proposed remediations. However, DAS faculty are expected to design all remote courses to accommodate flexible schedules across all domestic time zones without disruption to students or faculty workloads. When irreconcilable conflicts arise, the DAS Program Director or other (e.g., university Ombudsman) may be consulted to adjudicate.

Communications and Interactions:

As students, staff, and faculty interact, the DAS Program expects all individuals to communicate in a timely, efficient, and professional manner. All communication, regardless of the mode of delivery, should be direct, honest, constructive, and respectful. Additionally, communication should comply with confidentiality guidelines (i.e., FERPA) when applicable.

Academic Dishonesty Policy

Plagiarism is using someone else's words and/or ideas without giving the original thinker/writer credit. This includes, but is not limited to, copying and pasting from the Internet or any printed text, turning in part or all of another student's work, using a paid paper-generating service, using artificial intelligence software for anything other than polishing one's own original content, or submitting the same written work to multiple classes without the instructor's knowledge or consent. Plagiarism is stealing, and it is not just unethical; it is illegal. Plagiarism will be treated seriously regardless of what has been plagiarized. Any student who has chosen to plagiarize may receive a failing grade for the course and/or be referred to university judiciaries for further action, up to and including program dismissal. Thus, if you are unsure at all about what precisely counts as plagiarism and how to avoid plagiarism, talk to your instructor.

Any infractions of academic dishonesty (e.g., plagiarism, cheating, etc.), even perceived infractions, can be referred to the judicial office for review and potential punitive measures (read the student handbook - Student Code of Conduct).

Reasonable Accommodations Statement from Disability Support Services

Reasonable accommodation is available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources located in:

Bruce M. Pitman Center, Suite 127.

Phone: 208-885-6307.

Email: cdar@uidaho.edu.

Website: www.uidaho.edu/current-students/cdar.

Early approval is recommended in order to notify your instructor(s) of the accommodations you will need by the start of the course.

Outside Employment Policy

The University of Idaho DAS Program is rigorous. Successful completion of the DAS requires many hours in the classroom, in study, and in immersion experiences. Additionally, the demands of research and immersion may be unpredictable, and require students to shoulder variable workloads depending on the nature and goals of the project(s).

Nevertheless, the program has been designed to be accessible for working professionals who maintain their careers full time while pursuing their DAS degree. However, to preserve the standard of rigor it is expected that students hold the program's requirements and

responsibilities on equal footing with other professional commitments. To ease this balance, students may find ways to fulfill their DAS requirements in the setting of their regular professional commitments. For example, students currently engaged in teaching, laboratory research, or scholarship may use or adjust these activities to satisfy their immersion credits. Moreover, students can direct their DAS coursework towards their professional obligations by, for example, the implementation of new research methods, teaching methods, assessments, or course evaluations at their institutions while earning DAS course credits.

The UI and DAS program are not responsible for the inappropriate use of extramural resources taken by our students while completing the DAS degree. Such improprieties could include improper use of the cadavers/donors at the student's local school of employment, or students using the salaried time of their current jobs to work on DAS courses without approval by the extramural institution. Nevertheless, the DAS program has made reasonable efforts to avoid creating imperatives, incentives, or directives to students that risk coercing them into the inappropriate use of their local resources. For example, DAS students should never accede to pressure, real or perceived, to engage in actions on the directive of the program faculty to misappropriate extramural resources. Any such incidents should be discussed with the faculty to find suitable alternative paths, or reported to the DAS Program Director by the student. Where the risk of conflicting interests arises, DAS faculty, staff, and students are encouraged to open a dialog with appropriate stakeholders (the extramural institution, the DAS Program Director, etc.) to chart a suitable path forward prior to engaging in any activities.

Ultimately, it is the student's responsibility to garner approval to use, and maintain good stewardship of, their local organizational resources.

Probation Policy for Violating the Rules of Conduct

Any student who fails to adhere to maintain professional conduct or violates policies and procedures established within the DAS Program Student Handbook or another UI student policy (e.g., COGS requirements, etc.), may be subject to program dismissal or a probation period. The DAS program will follow the procedures in [FSM 2300 Student Code of Conduct and Resolution Process](#).

APPENDIX A: Request to Enroll in DAS Research, Practicum, and Special Topics

REQUEST FOR:

DAS 6030 Doctoral Research

DAS 6970 Graduate Practicum

DAS 6040 Special Topics

CRN _____

CRSE _____ SECT _____

FOR OFFICE USE ONLY

Form updated: 7-17-25

STUDENT NAME: _____

STUDENT ID NUMBER: _____

STUDENT EMAIL ADDRESS: _____

COURSE DIRECTOR: _____

(Section will be opened under the Course Director's name.)

SEMESTER THE COURSE WILL BE TAKEN _____

DAS 6030 DOCTORAL RESEARCH

_____ Letter Grade

_____ Number of credits (2-3 hours/week/credit)

DAS 6970 GRADUATE PRACTICUM

_____ Letter Grade

_____ Number of credits (2-3 hours/week/credit)

DAS 6040 SPECIAL TOPICS

Title (26 characters): _____

_____ Letter Grade

_____ Number of credits (2-3 hours/week/credit)

SPECIFIC STUDENT/FACULTY RESPONSIBILITIES:

BENEFIT TO STUDENT'S DEGREE PROGRAM:

EVALUATION OF KNOWLEDGE/MEASURABLE OUTCOMES:

Does this course contain the proposed Final Portfolio Defense? No ____ Yes ____ (document eligibility on section 2)

Signed: _____
DAS Student Signature

Signed: _____
MP Faculty Signature

Section 2: To be completed only when the course enrollment includes the DAS Final Portfolio Defense

The DAS student and Faculty advisor must ensure the following requirements are met prior to the final portfolio defense and oral examination:

- ☐ Successful completion of the core curriculum in the UI DAS Program, including:
 - a. All core educational courses (DAS 6003, 6010, 6011, 6028).
 - b. All core anatomical sciences coursework (DAS 6004, 6005, 6012, 6007)
 - c. Research Methods: DAS 6013
 - d. Radiology, physiology, and free electives
 - e. At least two of three immersion courses (8 of 12 credits), while currently enrolled in the third and final immersion course
- ☐ In good standing in the UI DAS Program (e.g., not on probation).
- ☐ In good standing with the UI College of Graduate Studies.
- ☐ Meets UI criteria for graduation with the degree of Doctor of Anatomical Sciences within one year of the Final Defense Date.

Proposed title: _____

Proposed format (Zoom, in person, laboratory, etc.): _____

Proposed faculty jury:

1. _____
2. _____
3. _____

Signed: _____
MP

Signed: _____
DAS Program Director (Only required for final portfolio defense)

Section 3: Evaluation of the DAS Final Portfolio Defense

Name of student: _____

Date of defense: _____

DAS faculty jury:

1. Print _____ Sign _____ Decision: Pass ___ Fail ___ (MP)

2. Print _____ Sign _____ Decision: Pass ___ Fail ___

3. Print _____ Sign _____ Decision: Pass ___ Fail ___

Feedback (attach additional pages as needed):

Plan for remediation (if applicable; attach additional pages as needed):

DAS Director complete (if applicable):

Remediation plan approved ☐

Remediation plan complete ☐

Complete after successful defense:

DAS student signature: _____ Date: _____

MP faculty signature: _____ Date: _____

DAS Director signature: _____ Date: _____

APPENDIX B: Summer Attendance Waiver Policy

Summer Attendance Waiver

While summer sessions provide the bedrock of our program, we recognize that many excellent student candidates would be excluded by an intransigent summer attendance policy. These include faculty with summer teaching commitments as well as health professionals with clinical obligations.

The DAS program may waive the requirement to attend in-person summer semesters for a limited number of students annually on a case-by-case basis. Students eligible for this waiver must show evidence of one or more of the following:

1. Prior completion of substantial graduate-level coursework in dissection-based anatomy
2. Ongoing and extensive teaching experience in graduate-level dissection-based anatomy courses, including the preparation of prosected teaching specimens
3. Completing locally (to the student) curated graduate-level dissection courses with content and rigor congruent with our DAS courses.
 - a. *In this case, students will need to complete additional coursework to accumulate the requisite DAS course credits. For example, submitting weekly reflections to document learning activities. The specific requirements will be determined by the student, DAS Program Director and the admissions committee.*
4. Professional teaching or clinical obligations that preclude attending summer courses. *
5. Other extenuating personal circumstances. *

**These factors alone do not make a student eligible for the waiver unless combined with factors one, two, or three.*

In addition, students who are given summer waivers for attendance must demonstrate and agree in writing (see Appendix B) to the following commitments:

1. The ability to travel to our Moscow, Idaho campus to deliver an in-person Anatomical Defense prior to graduation.
2. The ability to participate in remote synchronous activities during the summer, including seminars and medical-topics courses.
3. Completing the attendance-waiver form that documents one's reasons for the accommodation and alternate plans to satisfy the DAS requirements. The completed form will be kept with each student's file.

The DAS admissions committee, Program Director, and Faculty will assess the applicant pool annually to determine an appropriate balance of matriculates available on campus and those afforded summer attendance waivers.

Summer Attendance Waiver Form

Students eligible for this waiver must show evidence of one or more of the following:

1. Prior completion of substantial graduate-level coursework in dissection-based anatomy
2. Ongoing and extensive teaching experience in graduate-level dissection-based anatomy courses, including the preparation of prosected teaching specimens
3. Completing locally curated graduate-level dissection courses with the same content and rigor as our DAS courses. Credits to be transferred after the local course is completed.
4. Professional teaching or clinical obligations that preclude attending our summer course, while finding a suitable substitute such as in 1-3 above.
5. Other extenuating personal circumstances

In addition, students who are given summer waivers for attendance must demonstrate the following commitments:

1. The ability to travel to our Moscow, Idaho campus to deliver an in-person Anatomical Defense prior to graduation.
2. The ability to participate in remote synchronous activities during the summer, including the seminars and medical-topics courses.
3. Completing an attendance waiver form that documents one's reasons for the accommodation and alternate plans to satisfy the DAS requirements. The completed form will be kept with each student's file.

A section for plan amendments can be found on the following page(s). Completing a doctoral program is a dynamic process. Changes to the initially documented plans must be recorded and approved by the DAS admissions committee and the DAS program director.

The DAS admissions committee membership hereby certifies that _____ (DAS student) meets the requirements stipulated in the DAS Program Handbook to become eligible for a Summer attendance waiver.

Briefly describe how the student satisfies the waiver's eligibility requirements:

Briefly describe how the student intends to satisfy the 16-credit gross-anatomy requirements for the DAS degree:

DAS Admissions committee signatures:

Faculty _____ Date: _____

Faculty _____ Date: _____

Faculty/Director _____ Date: _____

By signing below, the DAS student acknowledges that they have read, understand, and agree to meet the requirements laid out above prior to receiving the DAS degree.

DAS Student _____ Date: _____

Add any necessary amendments to the above proposed plan on subsequent pages.
Amendment(s)

DAS Admissions committee signatures:

Faculty _____

Date: _____

Faculty _____

Date: _____

Faculty/Director _____

Date: _____

By signing below, the DAS student acknowledges that they have read, understand, and agree to meet the requirements as amended above prior to receiving the DAS degree.

DAS Student _____

Date: _____

APPENDIX C: Anatomical Defense Form

Section 1:

Complete this form to document the format and scope of the DAS student's anatomical defense. The form must be signed and agreed upon by the DAS student, the faculty advisor, and the DAS Program Director. It is the responsibility of the DAS student to complete this form and secure the approval of the advisor and Program Director.

DAS student: _____

Faculty advisor: _____

Project, scope, and date of the anatomical defense.

Defense title:

Planned dissection(s), specimens, and other teaching resources:

- 1.
- 2.
- 3.
- 4.
- 5.

Briefly outline the intended presentation:

Briefly describe the proposed criteria for a successful defense, its value to the student's education, and why the proposed project is sufficient to demonstrate excellence in dissection skills, teaching excellence, and anatomical knowledge:

Section 2:

Name of student: _____

Date of defense: _____

DAS faculty jury:

1. _____ Decision: Pass ___ Fail ___ (Advisor/MP)

2. _____ Decision: Pass ___ Fail ___

3. _____ Decision: Pass ___ Fail ___

Feedback:

Plan for remediation (if applicable):

DAS Director complete (if applicable):

Remediation plan approved ☐

Remediation plan complete ☐

Complete after successful Anatomical Defense:

DAS student signature: _____ Date: _____

DAS faculty signature: _____ Date: _____

DAS Director signature: _____ Date: _____

APPENDIX D: Lab Conduct and Policies

Human Anatomy Laboratory Safety and Conduct Agreement Checklist

Review this checklist. All DAS students and other personnel are expected to follow these policies and procedures relating to safety while in any university laboratory.

- ☐ I agree to follow all written and verbal instructions, including but not limited to those contained herein, as a condition to enter and interact with laboratory resources.
- ☐ I will **not** take photos of anything at any time in the laboratory, without permission.
- ☐ I understand that there will be donated human cadavers, tissues, and bones present. I will always treat these samples in a professional manner.
- ☐ I will wear the appropriate personal protective equipment (PPE). Selected items are provided, including safety glasses, gloves, and lab coats. Required PPE includes long pants, closed-toe shoes, gloves, and safety glasses. Scrubs and lab coats are optional, excellent lab attire.
- ☐ I will use PPE and safety equipment properly to prevent exposure to hazardous materials and have been instructed on how to use them.
- ☐ I will always wear appropriate protective eyewear in the laboratory.
- ☐ I will wear long pants and closed-toed shoes.
- ☐ I will remove PPE and wash my hands prior to exiting the laboratory.
- ☐ I will **not** remove any items, including laboratory models, specimens, tools, books, and so on from the lab **for any reason.**
- ☐ I will **not** eat, drink, chew gum or apply cosmetics in the laboratory.
- ☐ I will keep aisles and doors clear and unobstructed within the laboratory.
- ☐ I will keep all emergency equipment clear and unobstructed including safety showers, eye-wash stations, first aid kits, fire extinguishers, fire alarm pull stations, fire sprinkler heads, fire alarm horn/lights and electrical panels.
- ☐ I will promptly report any accident or unsafe condition to SHAMP personnel and/or my instructor or supervisor.

APPENDIX E: Portfolio and Final Defense Rubric

Final Portfolio & Oral Defense Evaluation Score Sheet

Student: _____

Major Professor: _____

Date of Defense: _____

Faculty Evaluators:

1 _____ (MP)

2 _____

3 _____

Performance Scale*

*see end pages for detailed description of each domain

Score Description

- 4 Exemplary – exceeds doctoral expectations
 - 3 Proficient – meets doctoral expectations
 - 2 Developing – partially meets expectations
 - 1 Unsatisfactory – does not meet expectations
-

Written Portfolio Evaluation

Criterion	Score (1–4)	Comments
1. Originality	☐ 1 ☐ 2 ☐ 3 ☐ 4	
2. Theoretical Framework	☐ 1 ☐ 2 ☐ 3 ☐ 4	
3. Impact & Implementation	☐ 1 ☐ 2 ☐ 3 ☐ 4	
4. Rigor and Scholarship	☐ 1 ☐ 2 ☐ 3 ☐ 4	
5. Reflective Practice & Growth	☐ 1 ☐ 2 ☐ 3 ☐ 4	
6. Communication and Dissemination	☐ 1 ☐ 2 ☐ 3 ☐ 4	

Oral Defense Evaluation

Criterion	Score (1–4)	Comments
1 Originality	☐ 1 ☐ 2 ☐ 3 ☐ 4	
2 Theoretical Framework	☐ 1 ☐ 2 ☐ 3 ☐ 4	
3 Building the Argument	☐ 1 ☐ 2 ☐ 3 ☐ 4	
4 Impact & Implementation	☐ 1 ☐ 2 ☐ 3 ☐ 4	
5 Delivery, Design & Coherence	☐ 1 ☐ 2 ☐ 3 ☐ 4	
6 Dialogue & Development	☐ 1 ☐ 2 ☐ 3 ☐ 4	

Overall Evaluation

Strengths:

Areas for Improvement (if applicable):

Scoring Summary

Total Portfolio Score: _____ / 24

Total Defense Score: _____ / 24

Overall Assessment:

- ☐ Pass
- ☐ Pass with Minor Revisions
- ☐ Remediation Required (<15)
- ☐ Fail (<12)

Major Professor Signature: _____

Faculty Assessor #2 Signature: _____

Faculty Assessor #3 Signature: _____

Date: _____

See next page for detailed scoring criteria/rubrics

Written “portfolio” rubric

Domain 1: Originality

Central Question: Does the project meaningfully advance the students’ identified field in a novel and creative way?

Level	Criteria
4 - Exemplary	Demonstrates a clearly original, innovative contribution that addresses a meaningful gap in anatomical or medical science and/or education.
3 – Proficient	Presents a useful and relevant contribution with some originality. Builds on existing work but adapts or extends it in a meaningful way for a new context or population.
2 - Developing	Contribution is incremental or derivative, with limited originality or unclear significance.
1 - Beginning	Lacks a clear contribution or replicates existing work without meaningful adaptation.

Domain 2: Theoretical framework and reasoning

Central Question: Does the project demonstrate deductive, inductive, and/or abductive reasoning as the basis for coherent integration of theory, evidence, and scholarship?

Level	Criteria
4 - Exemplary	Demonstrates sophisticated integration of educational or scientific theory, domain-specific knowledge, and empirical evidence. Clearly articulates why the intervention works, not just what was done.
3 – Proficient	Demonstrates appropriately integrated theory and evidence.
2 - Developing	Uses theory or evidence inconsistently or superficially.
1 - Beginning	Minimal or absent engagement with theory or relevant literature.

Domain 3: Impact & Implementation

Central Question: Does the work have meaningful, real-world relevance and usability or impact?

Level	Criteria
4 - Exemplary	Develops practical, transferable or generalizable tools, interventions, or new knowledge with a clear impact on learners, educators, or the applicable knowledge discipline.
3 – Proficient	Produces a functional and relevant contribution, though impact or scalability may be less developed.
2 - Developing	Application or relevance is present but limited, impractical, or insufficiently developed.
1 - Beginning	Minimal or unclear real-world applicability or impact

Domain 4: Rigor & Scholarship

Central Question: Is the work conducted with appropriate rigor for its purpose?

Level	Criteria
4 - Exemplary	Demonstrates methodological rigor appropriate to the project type (research, design-based, program evaluation, etc.). Justifies methods clearly and acknowledges limitations thoughtfully.
3 – Proficient	Methods are appropriate and adequately described, with some limitations acknowledged.
2 - Developing	Methods are inconsistently applied or insufficiently justified.
1 - Beginning	Lacks methodological clarity or rigor.

Domain 5: Reflective Practice & Growth

Central Question: Does the student demonstrate growth as an educator-scholar?

Level	Criteria
4 - Exemplary	Demonstrates deep critical reflection on the doctoral journey. Clearly articulates their emerging professional identity at the culmination of the DAS program.
3 – Proficient	Provides meaningful reflection and consideration of emerging professional identity.
2 - Developing	Reflection is present but descriptive rather than analytical.
1 - Beginning	Minimal or absent reflection.

Domain 6: Communication & Dissemination

Central Question: Is the work communicated clearly and professionally?

Level	Criteria
4 - Exemplary	Writing is clear, compelling, and well-structured for both academic and professional audiences.
3 – Proficient	Writing is clear and professional, with minor issues.
2 - Developing	Organization or clarity is inconsistent across the document.
1 - Beginning	Written communication is unclear or unprofessional.

DAS Oral Defense Rubric:

Domain 1: Originality

Central Question: Is the originality and significance of the students' work clearly established and communicated?

Level	Criteria
4 - Exemplary	Clearly demonstrates a novel, meaningful contribution with a tangible product/intervention/finding.
3 – Proficient	Contribution is clear and relevant, though demonstration may lack depth.
2 - Developing	Contribution is unclear, incremental, or insufficiently demonstrated.
1 - Beginning	Contribution is unclear or not evident.

Domain 2: Theoretical Framework

Central Question: Does the presenter demonstrate deep understanding of the conceptual and scholarly foundations of their work and/or field?

Level	Criteria
4 - Exemplary	Demonstrates strong knowledge and integration of theory, evidence, and project design. Clearly explains why the project worked, not just what was done.
3 – Proficient	Adequately connects theory and evidence to the project and methods.
2 - Developing	Uses theory or evidence inconsistently or superficially
1 - Beginning	Minimal or absent integration of theory/evidence.

Domain 3: Building the Argument

Central Question: Is the project clearly framed and presented as a compelling story with a logical framework, methodology, and conclusion(s)?

Level	Criteria
4 - Exemplary	Clearly articulates the problem, purpose, theoretical framework, reasoning, and significance with a clear, cohesive narrative
3 – Proficient	Purpose and structure are clear, with minor lapses in emphasis or flow.
2 - Developing	Purpose, structure, or narrative are unclear, inappropriate focus (e.g., too narrow, too broad), or presentation is inconsistent.
1 - Beginning	Lacks clear purpose and/or coherent structure.

Domain 4: Impact & Implementation

Central Question: Does the presenter show how this work functions in the real world?

Level	Criteria
4 - Exemplary	Clearly articulates real-world application, impact, feasibility, and scalability. Provides concrete implementation pathways.
3 – Proficient	Identifies practical relevance and potential impact.
2 - Developing	Application is vague, limited, or impractical.
1 - Beginning	Minimal or no discussion of application or impact.

Domain 5: Delivery, Design & Coherence

Central Question: Is the presentation clear, engaging, and professionally delivered?

Level	Criteria
4 - Exemplary	Engaging, confident delivery with clear visuals that enhance understanding and minimize cognitive load.
3 – Proficient	Clear and professional delivery with minor issues.
2 - Developing	Delivery or visuals impair clarity or engagement.
1 - Beginning	Communication significantly limits understanding.

Domain 6: Dialogue & Development

Central Question: Does the presenter demonstrate intellectual ownership and growth as an educator-scholar?

Level	Criteria
4 - Exemplary	Responds to questions with depth and flexibility, demonstrates critical reflection, and articulates a clear reflection and future direction.
3 – Proficient	Answers questions clearly and demonstrates appropriate reflection.
2 - Developing	Responses or reflection are limited or superficial.
1 - Beginning	Unable to engage meaningfully in discussion or reflection.

APPENDIX F: Anatomical Defense Rubric

Anatomical Defense Evaluation Score Sheet

Student: _____

Major Professor: _____

Date of Defense: _____

Faculty Evaluators:

1 _____

2 _____

3 _____

Performance Scale*

*see end pages for detailed description of each domain

Score Description

- 4 Exemplary – exceeds doctoral expectations
- 3 Proficient – meets doctoral expectations
- 2 Developing – partially meets expectations
- 1 Unsatisfactory – does not meet expectations

Anatomical Preparation

Criterion	Score (1–4)	Comments
1. Anatomical Fidelity	☐ 1 ☐ 2 ☐ 3 ☐ 4	
2. Technical Execution	☐ 1 ☐ 2 ☐ 3 ☐ 4	

Oral Presentation Evaluation

Criterion	Score (1–4)	Comments
1 Accuracy and Depth	☐ 1 ☐ 2 ☐ 3 ☐ 4	
2 Utilization of Specimen	☐ 1 ☐ 2 ☐ 3 ☐ 4	
3 Clarity and Organization	☐ 1 ☐ 2 ☐ 3 ☐ 4	
4 Engagement	☐ 1 ☐ 2 ☐ 3 ☐ 4	

Overall Evaluation

Strengths:

Areas for Improvement (if applicable):

Scoring Summary

Specimen Score: _____ / 8

Presentation Score: _____ / 16

Overall Assessment:

- ☐ Pass
- ☐ Pass with Minor Revisions
- ☐ Remediation Required (<15)
- ☐ Fail (<12)

Faculty Assessor #1 Signature: _____

Faculty Assessor #2 Signature: _____

Faculty Assessor #3 Signature: _____

Date: _____

See next page for detailed scoring criteria/rubrics:

Specimen Preparation Rubric

Domain 1: Anatomical Fidelity

Central Question: Does the final specimen represent an accurate and trustworthy representation of human anatomy?

Level	Criteria
4 - Exemplary	Structures are accurately identified and preserved with high fidelity. Relationships are anatomically correct and undistorted. The specimen can be used as a reliable reference without qualification.
3 – Proficient	Structures are generally accurate and appropriately preserved. Minor inconsistencies or distortions are present but do not meaningfully interfere with interpretation.
2 - Developing	Some structures are inaccurately represented, incompletely preserved, or misleading in their relationships. Interpretation is possible but requires caution.
1 - Beginning	Significant inaccuracies or distortions are present. The specimen does not reliably represent normal anatomy.

Domain 2: Technical Execution

Central Question: This domain evaluates how effectively the dissection has been arranged to make anatomical relationships visible and interpretable.

Level	Criteria
4 - Exemplary	Exposure is purposeful and well balanced. Key structures are clearly visible without unnecessary clutter or over-dissection. Relationships are immediately interpretable.
3 – Proficient	Structures are visible and interpretable, though some areas are either slightly over-dissected or insufficiently exposed. Minor visual ambiguity is present.
2 - Developing	Visibility is inconsistent. Important structures are partially obscured or poorly differentiated. Interpretation requires effort due to crowding or incomplete exposure.
1 - Beginning	The specimen is disorganized or poorly exposed. Key structures are difficult to locate or interpret.

Anatomical Defense Rubric:

Domain 1: Accuracy and Depth

Central Question: Does the student demonstrate a deep and accurate knowledge of the anatomy in question?

Level	Criteria
4 - Exemplary	Content is consistently accurate and reflects a high level of anatomical understanding. Explanations move beyond identification to include spatial relationships, functional context, and relevant nuance. Depth is well calibrated to the learner level. Questions are handled smoothly and accurately.
3 – Proficient	Content is accurate with minor omissions or simplifications. Explanations extend beyond identification but may not consistently incorporate deeper relationships or context.
2 - Developing	Content is generally correct but limited in depth. Explanations focus primarily on identification with minimal elaboration of relationships or function.
1 - Beginning	Content includes inaccuracies or major omissions. Explanations are superficial or unclear. Knowledge is rigid, and questions are handled poorly.

Domain 2: Utilization of Specimen

Central Question: Does the presenter effectively use the prosection to support learning?

Level	Criteria
4 - Exemplary	The specimen is used deliberately to orient learners and highlight key structures. Handling is precise and enhances visibility. The presenter consistently reinforces three-dimensional relationships through positioning and demonstration.
3 – Proficient	The specimen is used appropriately with generally clear orientation. Handling supports understanding, though opportunities to enhance spatial interpretation are occasionally missed.
2 - Developing	Use of the specimen is inconsistent or passive. Orientation is occasionally unclear, and handling does not consistently support understanding.
1 - Beginning	The specimen is used minimally or ineffectively. Orientation is unclear, and handling detracts from understanding.

Domain 3: Clarity and Organization

Central Question: Is the content clearly organized and well delivered?

Level	Criteria
4 - Exemplary	The presentation follows a clear and logical progression. Key points are emphasized, transitions are smooth, and the overall structure supports cumulative understanding.
3 – Proficient	The presentation is generally organized and understandable, though sequencing or emphasis may be uneven.
2 - Developing	The presentation lacks clear structure. Ideas are presented in a fragmented or inefficient sequence, limiting comprehension.
1 - Beginning	The presentation is disorganized and difficult to follow.

Domain 4: Engagement

Central Question: Does the presenter involve learners and respond to their needs?

Level	Criteria
4 - Exemplary	The presenter actively engages learners through questioning, prompting, or guided observation. Instruction is responsive to learner cues and maintains attention without unnecessary distraction.
3 – Proficient	The presenter engages learners intermittently. Some effort is made to check understanding, though responsiveness is limited.
2 - Developing	Engagement is minimal. The presentation is largely one-directional with little attempt to involve learners.
1 - Beginning	There is no meaningful engagement. Learners are passive throughout.

APPENDIX G: Degree Map/Study Plan Example

Example degree map and Study Plan template:

Students in the UI DAS Program must complete at least 80 credits of graduate courses in accordance with the guidelines described previously. This appendix presents a typical three-year course of study that satisfies the anatomical and general educational requirements leading to the completion of the DAS program. Except where indicated (e.g., electives, immersions), students should expect to move through courses in the order presented here. Deviations in this study plan are possible as students develop their personal study plan in the first year of the program.

Summer 1

Course	Description	Credits
DAS 6004	Advanced Gross Anatomy for Teachers I	8
DAS 6040	Special Topics: History of the Anatomical Sciences	3
DAS 6002	Introduction to Medical Imaging	2
Total semester credits		13

Fall 1

Course	Description	Credits
DAS 6005	Histology for Anatomy Teachers	4
DAS 6003	Philosophical Underpinnings of Medical Education	3
Total semester credits		7

Spring 1

Course	Description	Credits
DAS 6010	Curriculum Development in Medical Education	3
DAS 6012	Medical Neuroanatomy for Anatomy Teachers	4
Total semester credits		7

Summer 2

Course	Description	Credits
DAS 6007	Advanced Gross Anatomy for Teachers II	8
DAS 6970	Instructional Practicum	2
DAS 6009	Seminar: Practice in the Allied Health Professions	1
DAS 6025	Point of Care Ultrasound	2
Total semester credits		13

Fall 2

Course	Description	Credits
<i>See Electives List</i>	Elective (Physiology/radiology/free)	3-4
DAS 6011	Measurement and Evaluation in Medical Education	3
Total semester credits		6-7

Spring 2

Course	Description	Credits
DAS 6028	Characteristics of Adult Learners	3
DAS 6013	Research Methods	3
Total semester credits		6

Summer 3

Course	Description	Credits
<i>See Electives List</i>	Immersion I	4
<i>See Electives List</i>	Elective (Physiology/radiology/free)	3-4
<i>See Electives List</i>	Elective (Physiology/radiology/free)	3-4
Total semester credits		10-12

Fall 3

Course	Description	Credits
<i>See Electives List</i>	Immersion II	4
<i>See Electives List</i>	Elective (Physiology/radiology/free)	3-4
Total semester credits		7-8

Spring 3

Course	Description	Credits
<i>See Electives List</i>	Immersion III (Final Defense)	4
<i>See Electives List</i>	Elective (Physiology/radiology/free)	3-4
Total semester credits		7-8
Total program credits		80-84

ELECTIVES:**Physiology Electives (2 required)**

Course	Description	Credits
DAS 6021	Cell Physiology	4
DAS 6022	Medical Physiology	4
DAS 6023	Medical Pathophysiology	4

Radiology Electives (1 required)

Course	Description	Credits
DAS 6024	Radiology Seminar	1
DAS 6025	Point-of-Care Ultrasound	2

Immersion Electives (12 Credits required. Students can repeat courses as needed)

Course	Description	Credits
DAS 6030	Doctoral Research	4
DAS 6970	Graduate Practicum	4

Free Electives* (4 required)

Course	Description	Credits
DAS 6040	Special Topics	1-16
DAS 6026	Teaching Paradigms in Medical Education	3
DAS 6027	History of Educational Philosophy	3
DAS 6018	Principles of Online Course Design	2
DAS 6029	Biological Basis of Sensation and Perception	3
DAS 6001	Embryology for Anatomy Teachers	4

Course Descriptions

For convenience, the description of each course in the DAS catalog has been placed below.

DAS 6030 Doctoral Research (4 credits, max 12 – Online and/or In Moscow)

Students will engage in a faculty-mentored research project related to instruction, such as an educational intervention, or a project in the area of anatomical sciences thereby giving additional context to their training and career as an educator in health care professions programs. Typically Offered: Fall, Spring and Summer.

Prereqs: Students must be enrolled in the DAS program.

DAS 6001 Embryology for Anatomy Teachers (4 credits - Online)

This class will cover the structural development of the human embryo and fetus, mainly by organ systems. Its goal is to prepare anatomy instructors so they can present this material in gross anatomy in medical schools or in anatomy or anatomy and physiology courses for undergraduate students in health programs such as nursing, physical therapy, and pharmacy. Along with normal human development, the course will cover abnormalities of development, so the students are equipped to teach birth defects. Typically Offered: Summer.

Prereqs: Students must be enrolled in the DAS program or have special permission from the course director.

DAS 6002 Introduction to Medical Imaging (2 credits - Online)

Students will be introduced to the fundamental principles of each of the major imaging technologies currently used in the field of medicine and how these technologies complement each other. Students will also hone their skill in interpreting anatomy using different imaging modalities, and the coursework will equip anatomy instructors with the requisite knowledge to utilize medical imaging in the coursework of medical schools or other health sciences training programs. This course will build upon the anatomy and imaging content provided in previous coursework through interactive case studies, lectures, quizzes, and anatomy imaging sessions. Typically Offered: Summer.

Prereqs: Students must be enrolled in the DAS program or have special permission from the course director.

DAS 6003 Philosophical Underpinnings of Medical Education (4 credits - Online)

Students will grapple with the philosophical foundations of education, including essential topics such as the nature of knowledge, the purposes and goals of medical education, and the social, political, and ethical considerations inherent in healthcare practice and teaching. Moreover, this course challenges participants to become reflective medical educators capable of developing and articulating their own philosophy of education. Typically Offered: Fall.

Prereqs: Students must be enrolled in the DAS program or have permission from the course director.

DAS 6004 Advanced Gross Anatomy I for Teachers (8 credits – In Moscow)

This is the first of two graduate courses that will cover the gross anatomy of the human body in depth, using human cadavers. Its goal is to prepare the students to become professional anatomy instructors who can teach this material in gross anatomy courses in medical, dental, or physical therapy schools. Additionally, they will be able to teach anatomy or anatomy and physiology courses for undergraduate students in health programs such as nursing, pre-med, pre-dentistry, pre-physical therapy, exercise science, and pharmacy programs. Typically Offered: Summer.

Prereqs: Students must be enrolled in the DAS program or have permission from the course director. While undergraduate gross anatomy and/or anatomy and physiology are not prerequisites, having some exposure to these subjects will be advantageous.

DAS 6005 Histology for Anatomy Teachers (4 credits – Online)

This is an online class that will cover the microscopic anatomy (histology) of the mammalian and human body. Histology covers the body's cells and subcellular structures, its tissues, and the microscopic structure of its organs. The goal of this course is to prepare anatomy teachers to present this material in histology courses in medical schools or in anatomy or anatomy and physiology courses for undergraduate students in health programs such as nursing, pre-physical therapy, and pre-pharmacy. Typically Offered: Fall.

Prereqs: Students must be enrolled in the DAS program or have permission from the course director. While undergraduate anatomy and physiology are not prerequisite, having some exposure to these subjects will be advantageous.

DAS 6007 Advanced Gross Anatomy II for Teachers (8 credits – In Moscow)

This is the second of two graduate courses that will cover the gross anatomy of the human body in depth, using human cadavers. It will directly follow Advanced Anatomy I in each summer session. The goal of these courses is to prepare the students to become professional anatomy instructors who can teach this material in gross anatomy courses in medical, dental, or physical therapy schools. Additionally, they will be able to teach anatomy or anatomy and physiology courses for undergraduate students in health programs such as nursing, pre-med, pre-dentistry, pre-physical therapy, exercise science, and pharmacy programs. Typically Offered: Summer.

Prereqs: Students must be enrolled in the DAS program or have permission from the course director.

DAS 6009 Practice in the Allied Health Professions (1 credit – In Moscow)

Through a blend of lectures, discussions, case studies, and collaborative projects, this seminar fosters a interdisciplinary perspectives on contemporary allied health practice for various professions (e. g., RN, CRNA, MD/DO, PA, NP, etc.) within the American medical system. Typically Offered: Fall, Spring and Summer.

Prereqs: Students must be enrolled in the DAS program.

DAS 6010 Curriculum Development in Medical Education (3 credits - Online)

This course immerses students in the foundational principles of curriculum development tailored specifically for allied health professional training programs. Furthermore, students will

be exposed to multiple curriculum development frameworks, equipping them with a versatile toolkit for shaping future curricula that remain responsive to evolving industry standards and educational needs. Typically Offered: Summer.

Prereqs: Must be enrolled in the DAS program.

DAS 6011 Measurement and Evaluation in Medical Education (2 credits - Online)

This course is designed to survey principles of measurement and evaluation within the context of medical education. Students will delve into the foundations of assessment theories and methods of designing and implementing assessment tools for students in the allied health professions. Topics will encompass formative and summative student assessments, including written exams, question design, clinical evaluations, and other assessment methods such as simulation and portfolio assessment. Course assessments soliciting feedback from students will also be discussed. Typically Offered: Fall.

Prereqs: Students must be enrolled in the DAS program.

DAS 6012 Medical Neuroanatomy for Anatomy Teachers (4 credits - Online)

This is an online course that will cover topics in neuroanatomy. Topics include functional organization of the human nervous system, neurophysiology, supporting structures, and clinical relevance of these topics for health care practitioners. Typically Offered: Fall.

Prereqs: Students must be enrolled in the DAS program or have permission from the course director.

DAS 6013 Research Methods (3 credits – Online)

Interpretation of research design, data analysis, bias source, and clinical epidemiology, including evaluation and application of diagnostic tests, natural history of disease, and quantitative aids for clinical decision making. A theme of community health and disease is followed throughout the course, including assessment of disease risk and mechanisms of epidemic detection, spread, and control. Typically Offered: Spring.

Prereqs: Must be enrolled in the DAS program

DAS 6018 Principles of Online Course Design in Anatomical Sciences (3 credits - Online)

This course explores the skills and knowledge necessary to craft engaging, accessible, and effective online learning environments tailored to the needs of allied health professional students. Participants will dive into key concepts, including learner-centered design, accessibility and inclusivity considerations, multimedia integration, and assessment methods for online contexts. This course will integrate concepts from previous courses. Here, we will focus on translating these concepts and optimizing them for remote learning, asynchronous contexts, and medical professions students. Typically Offered: Summer.

Prereqs: DAS 6011, DAS 6010, and must be enrolled in the DAS program.

DAS 6021 Cell Physiology (4 credits - Online)

This course is a comprehensive study of underlying concepts common to the major cell physiology processes of the body. The course is designed for those seeking a solid grounding in

cell biology and physiology. The course focuses on basic physiology of the cell and builds to understanding electrical activity, muscle physiology, and neural physiology. Typically Offered: Spring.

Prereqs: Students must be enrolled in the DAS program.

DAS 6022 Medical Physiology (4 credits - Online)

This course is designed to provide students with an in-depth understanding of the function, regulation, and integration of human body organ systems at a level required for clinical medicine and basic research in medical physiology. The physiology of all organ systems will be covered, with emphasis placed on a functional understanding of homeostatic maintenance in health as well as in disease processes. Core concepts of cellular chemistry, function, and signaling mechanisms will also be included. Concepts are taught using a combination of recorded lectures, clinical correlations, and online problem sets. This course is designed to provide critical knowledge for individuals who wish to teach anatomy and physiology at the post-secondary level or to equip those who wish to teach anatomy at the graduate or professional degree level with appropriate foundational knowledge related to “function”. Typically Offered: Spring.

Prereqs: Students must be enrolled in the DAS program

DAS 6023 Medical Pathophysiology (4 credits - Online)

This course is a comprehensive study of underlying concepts common to the major pathophysiologic processes of the body. The course is designed for those interested in teaching pathology or pathophysiology or related disciplines or for health and pre-health students. The course adopts a system based approach to pathology and integrates material across systems using diseases such as cancer. Typically Offered: Varies and Spring.

Prereqs: Students must be enrolled in the DAS program or have permission from the course director.

DAS 6024 Radiology Seminar (1 credit – Online and/or In Moscow)

This course is designed to strengthen students’ understanding of clinical anatomy and of the application of medical imaging techniques in the clinical setting. Students will be required to prepare and present online presentations of clinical radiology cases selected from the primary medical literature. Each presentation will include a set of review questions designed by the student presenter to be answered by fellow students in the course. The use of real clinical cases will help students hone their skills in interpreting normal and abnormal anatomy using various medical imaging techniques and will reinforce topics in histology/histopathology and physiology/pathophysiology covered in previous courses. The course will include a focus on the design and delivery of instructional content for online delivery along with discussions surrounding best practices in developing multiple choice test questions. This course is designed to provide critical knowledge and enhance instructional skills of individuals who wish to teach gross anatomy at the graduate or professional degree level or teach anatomy and physiology at the post-secondary level. Typically Offered: Fall.

Prereqs: Students must be enrolled in the DAS program.

DAS 6025 Point of Care Ultrasound (3 credits – In Moscow)

This course focuses on imparting students with a strong foundation in ultrasound physics, instrumentation, and image optimization techniques. Through hands-on sessions, learners will acquire essential skills in probe manipulation, setting optimization, and the acquisition of high-quality ultrasound images, relevant to diverse clinical scenarios Typically Offered: Fall.

Prereqs: Students must be enrolled in the DAS program.

DAS 6026 Paradigms in Med Ed (3 credits - Online)

Students will delve into various teaching paradigms, including but not limited to traditional didactic instruction, problem-based learning, team-based learning, simulation, and technology-enhanced approaches. Emphasis will be placed on critiquing the putative strengths, limitations, best practices, and real-world challenges associated with implementing each paradigm.

Typically Offered: Fall and Spring.

Prereqs: Students must be enrolled in the DAS program or have permission from the course director

DAS 6027 History of Educational Philosophy (3 credits - Online)

This course extends upon the foundational concepts introduced in DAS 6003 by providing a historical exploration of the philosophy of education both within the realm of medicine and general education. Students will select a topic that resonates with their personal interests and develop a treatise that traces the evolution of teaching within their chosen subject. By immersing themselves in the history of educational practices, students will cultivate a deeper understanding of the ways in which teaching their subject has evolved over time, the driving forces behind these transformations, and the ensuing societal, political, or professional ramifications. Typically Offered: Fall and Spring.

Prereqs: DAS 6003 and students must be enrolled in the DAS program.

DAS 6028 Characteristics of Adult Learners (3 credits - Online)

Recognizing that medical professionals are destined to engage in lifelong learning, this course equips educators, healthcare practitioners, and administrators with the insights and strategies required to effectively educate and engage adult learners in the ever-evolving field of medicine. Participants will explore the foundational principles of andragogy, emphasizing its application in designing curricula, fostering active learning, and cultivating self-directed, motivated, and reflective medical professionals. Typically Offered: Varies.

Prereqs: Students must be enrolled in the DAS program or have permission from the course director.

DAS 6029 Biological Basis of Sensation and Perception (3 credits - Online)

This course content explores the biological and psychological processes that underpin human sensation and perception, including the anatomy and physiology of sensory receptors, neural pathways, and the role of the brain in processing sensory input to derive meaning. This is a self-paced course, tailored for asynchronous learners. Typically Offered: Varies.

Prereqs: Students must be enrolled in the DAS program or have permission from the course director.

DAS 6040 Special Topics (1-16 credits, max 99 – Online and/or In Moscow)

Subject matter or content may vary within specific sections across terms as indicated by the course's title and description. Typically Offered: Fall, Spring and Summer.

Prereqs: Students must be enrolled in the DAS program. Credits to be arranged from 1-16, and the course may be repeated for credit without restriction as to maximum.