



2022-2023

CATALOG

**2022–2023
CATALOG**



**PHILADELPHIA
COLLEGE OF
OSTEOPATHIC
MEDICINE**

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HOME

PCOM

4170 City Avenue • Philadelphia, PA 19131

Office of Admissions

800-999-6998 • 215-871-6700 • FAX 215-871-6719

Email: admissions@pcom.edu (admissions@pcom.edu?subject=)

PCOM Georgia

625 Old Peachtree Road NW • Suwanee, GA 30024

Office of Admissions

866-282-7526 • 678-225-7500 • FAX 678-225-7509

Email: GAadmissions@pcom.edu

PCOM South Georgia

2050 Tallokas Road • Moultrie, GA 31768

Office of Admissions

866-282-4544 • 229-668-3110 • FAX 229-668-3119

Email: sogaadmissions@pcom.edu

The information contained within reflects the status of the College as of July 2021. PCOM reserves the right to delete any course described in this catalog. The College also reserves the right to effect any other changes in the curriculum, tuition/fees, administration, or any other phase of school activity without notice. The educational objectives and cultural competencies of the campuses are identical. This catalog appears online at www.pcom.edu. The College also publishes student handbooks containing more detailed information about its policies, procedures and organizations.

THE COLLEGE

ABOUT THE COLLEGE

When osteopathic schools were forming throughout the country in the 1890s, two students at the Northern Institute of Osteopathy in Minneapolis—the Reverend Mason W. Pressly and Oscar John Snyder—targeted Philadelphia as a future home for an osteopathic medical college.

While the “City of Brotherly Love” had a rich history of medicine, it had but one “osteopathist” by the time Pressly and Snyder graduated in 1898 and 1899, respectively. The two doctors of osteopathy (DOs) followed through with their vision, incorporating Philadelphia College and Infirmary of Osteopathy (PCIO) on January 24, 1899. They rented two rooms in the Stephen Girard Building at 21 S. 12th Street—the first of many homes for the College—and opened their doors to students and patients.

In September 1899 the first PCIO degree was awarded to a transfer student; the first PCIO “class,” comprised of one woman and one MD, graduated in February 1900. It was not long before the early graduates formed an alumni association.

The word of osteopathy spread quickly in Philadelphia. As the number of students and faculty grew, the College moved to larger quarters, establishing its first “campus” at 33rd and Arch Streets, a suburban neighborhood in West Philadelphia. In a mansion surrounded by grassy lawns, a tradition of student life started with the organization of athletics, professional societies, fraternities and sororities.

By 1906 the College opened the Osteopathic Dispensary at 1617 Fairmount Avenue, forerunner of the Osteopathic Hospital of Philadelphia. The College moved to 1715 N. Broad Street (1908-1912), then to 832 Pine Street in the city’s Society Hill section, where a hospital would come to fruition at 410 S. Ninth Street.

The College prospered and moved through a number of sites in its first century, including Spring Garden, 48th and Spruce, and finally, City Avenue. During this growth period, the osteopathic medical curriculum intensified, osteopathic research was initiated, and clinic and hospital services grew rapidly as the medical school’s student body and faculty expanded dramatically.

Osteopathic medicine is one of the fastest-growing healthcare professions in the United States. Approximately one in four medical students attends a college of osteopathic medicine. More than 151,000 osteopathic physicians and medical students are an integral part of America’s health care delivery system. Today, all treatment modalities are available to osteopathic physicians, who may prescribe drugs, perform surgery and specialize in any area of medicine. DOs, whose primary care training prepares them to be highly skilled diagnosticians, are represented throughout the United States and in all branches of military service.

The addition of non-DO academic programs to the curriculum starting in the early 1990s began a new era of diversification for the College. In 1993, the College launched a graduate program in biomedical sciences and signaled the development of a graduate school. A range of clinically-focused, collaborative master’s and doctoral-level programs and degrees are presently offered at the College today. In 2018, the organization of the graduate school expanded to two schools: the School of Professional and Applied Psychology and the School of Health Sciences. The programs of study under the School of Professional and Applied Psychology

include counseling psychology, mental health counseling, school psychology, clinical psychology, educational specialist and organizational development. The programs of study under the School of Health Sciences are forensic medicine, biomedical science, physical therapy and physician assistant.

In 2005, the College opened a branch campus in Suwanee, Georgia, with a focus on helping to fill the need for more healthcare professionals in the South. Renamed PCOM Georgia in 2019, the location offers professional doctoral and master’s degree programs.

In 2017, PCOM received initial approval from the American Osteopathic Association’s (AOA) Commission on Osteopathic College Accreditation (COCA) to establish an additional location in Moultrie, Georgia. PCOM South Georgia welcomed its inaugural class of DO students in August 2019. In 2020, PCOM South Georgia expanded its academic offerings to include a biomedical sciences program.

Accreditation

PCOM is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 215-662-5606. The Commission on Higher Education is recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. In 2005, the Commission approved the extension of the scope of institutional accreditation to PCOM’s Georgia branch campus and an additional location PCOM South Georgia.

The College is also approved by the Department of Education of the Commonwealth of Pennsylvania, which granted recognition in 2004 to PCOM Georgia as an approved PCOM branch campus and an additional location PCOM South Georgia. PCOM Georgia is authorized by the Nonpublic Postsecondary Education Commission of Georgia as a branch campus of PCOM and PCOM South Georgia as an additional location, under the Nonpublic Postsecondary Educational Institutions Act of 1990.

The Doctor of Osteopathic Medicine programs at PCOM are accredited by the Commission on Osteopathic College Accreditation of the American Osteopathic Association.

PCOM’s physician assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The doctoral program in clinical psychology is accredited by the Committee for Accreditation of the American Psychological Association (APA), 202-336-5979; www.apa.org (<https://accreditation.apa.org/>) The clinical psychology internship program in PCOM’s Center for Brief Therapy is also APA accredited.

The doctoral, educational specialist and MS programs in school psychology are approved by the National Association of School Psychologists (NASP). The certification program in school psychology is approved by the Department of Education, Commonwealth of Pennsylvania. Certification in Behavior Analysis available to students in the MS in School Psychology program is approved by the Behavior Analyst Certification Board (BACB). PCOM’s PsyD in school psychology is also approved by the Association of State and Provincial Psychology Boards (ASPPB) for its listing of programs meeting designation criteria.

PCOM’s School of Pharmacy’s Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312-664-3575; fax 312-664-4652; website <https://www.acpe-accredit.org>

The Doctoral Program in Physical Therapy at PCOM Georgia is accredited by:

The Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: [capteonline.org](http://www.capteonline.org) (<http://www.capteonline.org/>). American Council of Academic Physical Therapy (ACAPT) and the Georgia Consortium of Clinical Educators. If needing to contact the program/institution directly, please call 770-682-2368 or email ptinfo@pcom.edu.

Documents of accreditation are on file in the President's Office, with copies in the Office of the Provost, and may be seen upon request.

State Departments of Education Complaint Information

PCOM is authorized by the Pennsylvania Department of Education and the Georgia Nonpublic Postsecondary Education Commission. These state education agencies have a formal process for complaints regarding noncompliance with state regulations. In accordance with the Higher Education Opportunity Act the following contact information is provided for both agencies:

Commonwealth of Pennsylvania
Bureau of Postsecondary and Adult Education
Pennsylvania Department of Education
333 Market Street
12th Floor Harrisburg, PA 17126-0333
717-772-3622 (FAX)
<https://www.education.pa.gov/Postsecondary-Adult/Pages/default.aspx>

State of Georgia
Nonpublic Postsecondary Education Commission
2082 East Exchange Place
Suite 220 Tucker, GA 30084-5305
770-414-3300
770-414-3309 (FAX)
<https://gnpec.georgia.gov> (<https://gnpec.georgia.gov/>)

Memberships

PCOM is a member of the American Council on Education, the American Association for Higher Education, the Council for the Advancement and Support of Education, the Association of Academic Health Centers, the American Association of Colleges of Osteopathic Medicine, the American Association of Colleges of Pharmacy, the National Council of Schools and Programs of Professional Psychology, the Physician Assistant Educational Association, the Association of Independent Colleges and Universities of Pennsylvania and the Association of Governing Boards of Universities and Colleges.

PCOM

4170 City Avenue • Philadelphia, PA 19131
Office of Admissions
800-999-6998 • 215-871-6700 • FAX 215-871-6719
Email: admissions@pcom.edu (admissions@pcom.edu?subject=)

PCOM Georgia

625 Old Peachtree Road NW • Suwanee, GA 30024
Office of Admissions
866-282-7526 • 678-225-7500 • FAX 678-225-7509
Email: GAadmissions@pcom.edu

PCOM South Georgia

2050 Tallokas Road • Moultrie, GA 31768
Office of Admissions

866-282-4544 • 229-668-3110 • FAX 229-668-3119

Email: sogaadmissions@pcom.edu

Missions and Commitments

MISSION AND COMMITMENTS

Philadelphia College of Osteopathic Medicine (PCOM) is dedicated to the education of students in medicine, health and behavioral sciences.

OUR MISSION

Educating health professionals to care for the whole person and advance the health of diverse communities.

OUR VALUES

We are accountable to one another.
We act with integrity and treat everyone with respect.
We foster innovation.
We embrace diversity, advancing equity and inclusion.
We work as a team and seek opportunities to collaborate.

OUR COMMITMENT TO DIVERSITY AND INCLUSION

As part of our educational mission, PCOM recognizes the importance of diversity and inclusion in enriching the experience of our students, promoting critical thinking and developing future community leaders.

Board of Trustees

Officers

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 - Lynn A. Kush

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¹ PCOM Board Only

² Faculty Representative

³ Alumni Representative

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Provost and Senior Vice President for Academic Affairs

Peter Doulis, CPA
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David F. Simon, JD
Chief Legal Affairs Officer

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Chief Campus Officer, PCOM Georgia

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Chief Advancement & Strategic Plan Officer

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Dean and Chief Academic Officer, Osteopathic Medical Program, PCOM South Georgia

Arthur Sesso, DO
Interim Dean, Osteopathic Medical Program and Chair, Surgery, PCOM

David Kuo, DO
Associate Dean for Graduate Medical Education and Director of Medical Education

Nikita Mirajkar, BVSc, AH, PhD
Associate Dean, Osteopathic Curriculum, PCOM Georgia

Naushad M. Khan Ghilzai, PhD
Associate Dean for Academic Affairs
School of Pharmacy, PCOM Georgia

Michael Becker, DO, M.S.
Associate Dean of Clinical Education, PCOM

Marla Golden, DO
Associate Dean of Clinical Education, PCOM Georgia, PCOM South Georgia

Stephanie H. Felgoise, PhD, A.B.P.P.
Associate Dean for Academic Integration
Chair, Department of Clinical Psychology

Michael Lee, PhD
Assistant Dean, Professional and Student Affairs, School of Pharmacy, PCOM Georgia

Julie Wickman, PharmD
Assistant Dean, Clinical Education, School of Pharmacy, PCOM Georgia

Susan Hingley, PhD
Interim Chair, Department of Bio-Medical Sciences, PCOM

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Chair, Department of Counseling, PCOM

Jessica Glass Kendorski, PhD, N.C.S.P., B.C.B.A.-D
Chair, Department School Psychology, PCOM

Laura Levy, DHSc, PA-C
Chair, Physician Assistant Studies, PCOM and PCOM Georgia

Ruth Maher, DPT, PhD
Chair, Physical Therapy, PCOM Georgia

Avadhesh C. Sharma, PharmD, PhD
Chair, Department of Pharmaceutical Sciences, School of Pharmacy, PCOM Georgia

John Tovar, PharmD
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Richard White, PhD, F.A.H.A.
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Patience Mason, M.Ed.

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Samuel A. Matheny, M.Ed, M.A.
Chief Student Services Officer, Offices of Financial Aid and Registrar

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Chief Research Operations Officer

Mindy George-Weinstein, PhD
Chief Research and Science Officer

Erik Langenau, DO, M.S.
Chief Academic Technologies Officer

Brian Mann, M.A., P.A.-C.
Chief Simulation Operations Officer

Hsinliang Chen, PhD
Chief Library Services Officer

Maureen O'Mara Carver, M.S.
Registrar

Joanne M. Jones, MBA
Campus Officer, South Georgia

Margaret McKeon, BSN, JD
Chief Compliance Officer

Adrianne Jones, MLS
Chief Admissions Officer

Christina Mazzella, MS
Chief Human Resources Officer

Wendy W. Romano
Chief Marketing and Communications Officer

Richard T. Smith, MBA
Chief Technology Operations Officer

Frank H. Windle
Chief Facilities Officer

Terri Albertson
Associate Chief Financial Officer/Controller

Katherine Galluzzi, DO
Chair, Geriatrics

Harry Morris, DO, MPH
Chair, Family Medicine

Tabitha Raj, MEd
Director of Admissions, Georgia Campus

Karen Springer
Director of Financial Operations

Terri Allen
Director of Public Safety

Andrew Mueller, MBA
Director of Financial Reporting and Planning

Jamal Edwards
Director, Lab Animal Resources

Academic Departments and Faculty

Academic Departments and Faculty THE FACULTY OF PCOM – Teaching in Philadelphia

A highly qualified faculty of physicians, psychologists, physician assistants, educators, scientists and support staff implement the educational goals of the College. Faculty members are dedicated to the singular purpose of educating students for the skilled and caring practice of osteopathic medicine and the health professions. The academic programs are served by many faculty across the country that provide clinical instruction at various affiliated sites as volunteer faculty. In a real sense, education at PCOM is carried out by this larger PCOM family. Faculty concentration and dedication show in the teaching students receive. Faculty appointments are listed under the College departments in which they serve.

Bio-Medical Sciences Professor and Interim Chair

Susan Hingley, PhD (Microbiology)

Professors Emeriti

Walter Ceglowski, PhD (Microbiology & Immunology)
Charlotte Greene, PhD (Neuroscience, Physiology & Pharmacology)
Henry W. Hitner, PhD (Neuroscience, Physiology & Pharmacology)
Justice James, DO (Microbiology & Immunology)
Tage N. Kvist, PhD (Anatomy)
Robert J. Niewenhuis, PhD (Anatomy)
Richard M. Kriebel, PhD (Neuroscience, Physiology & Pharmacology)
Ruth Thornton, PhD (Biochemistry & Molecular Biology)

Professors

Christopher S. Adams, PhD (Anatomy)
Linda Adkison, PhD (Genetics)
Denah M. Appelt, PhD (Neuroscience)
Brian J. Balin, PhD (Neurobiology and Experimental Neuropathology)
Robert J. Barsotti, PhD (Physiology)
Marcus G. Bell, PhD (Neuroscience & Physiology)
Ruth Carter Borghaei, PhD (Molecular Biology & Genetics)
Kerin Claeson, PhD (Anatomy)
Farzaneh Daghigh, PhD (Biochemistry)
Marina D'Angelo, PhD (Cellular and Molecular Biology)
Mindy George-Weinstein, PhD (Anatomy)
Frederick J. Goldstein, PhD (Clinical Pharmacology)
Susan Hingley, PhD (Microbiology)
Michael P. McGuinness, PhD (Anatomy)
Mei Xu, MD, PhD (Anatomy & Neurobiology)
Lindon H. Young, PhD (Pharmacology)
Dianzheng Zhang, PhD (Biochemistry & Molecular Biology)

Associate Professors

Arturo Bravo-Nuevo, PhD (Neuroscience)
Qian Chen, PhD (Physiology & Pharmacology)
Cathy J. Hatcher, PhD (Physiology)
Jocelyn J. Lippman-Bell, PhD (Neurobiology & Pharmacology)
Christopher S. Little, PhD (Immunology & Pathology)
Bohdan Minczak, PhD, MD (Neuroscience, Physiology & Pharmacology)
Heather J. Montie, PhD (Neuroscience, Physiology & Pharmacology)
Philip Reno, PhD (Anatomy)

Assistant Professors

Meejin Ahn, DO, MSPH (Pathology)

Minal Mulye, PhD (Microbiology & Immunology)
 Eleonora Savio-Galimberti, MD, PhD (Neuroscience, Physiology and Pharmacology)

Instructors

David Cavanaugh, BS (Anatomy)
 Katherine Winkle, MS (Anatomy)

Emergency Medicine

Professor and Chair

John W. Becher, DO

Professor

John W. Becher, DO

Family Medicine

Professor and Chair

Harry J. Morris, DO, MPH

Professors Emeriti

Oliver Bullock, DO

Harold Schreiber, DO

Professors

Michael Becker, DO

Larry Finkelstein, DO

Harry J. Morris, DO, MPH

Kenneth J. Veit, DO, MBA

Associate Professors

David Kuo, DO

Barbara T. Williams-Page, DO

Clinical Associate Professor

Margaret Wilkins, DO

Assistant Professors

Kristen Berry, DO

Peter F. Bidey, DO

James Cardasis, DO

Joan M. Grzybowski, DO

George Spyropoulos, DO

Forensic Medicine and Pathology

Professor and Dean, School of Health Sciences

Gregory McDonald, DO

Clinical Assistant Professors

Teresa DeCoursey, MS

Joel S. Garblik, DDS, MS

James McCans, MS

Clinical Instructor

David McDonald

Geriatric Medicine

Professor and Chair

Katherine E. Galluzzi, DO

Professor

Katherine E. Galluzzi, DO

Associate Professors

Nicol Joseph, DO

Michael Srulovich, DO, MPH

Internal Medicine

Professor and Chair

Daniel J. Parenti, DO

Professors Emeriti

James F. Conroy, DO

Marvin L. Rosner, DO

John Simelaro, DO

Professors

Jeffrey S. Freeman, DO

Bruce Kornberg, DO

Pat Anthony Lannutti, DO

Joseph S. Lubeck, DO

Daniel J. Parenti, DO

Stephen M. Purcell, DO

Divisional Chairs

Jean M. Koka, DO (Hematology and Oncology)

Neil H. Feldman, DO (Adult Allergy & Immunology)

Steven Lichtenstein, DO (Gastroenterology)

Bruce Kornberg, DO (Cardiology)

Pat A. Lannutti, DO (Preventive and General Medicine)

Michael Levin, DO (Nephrology)

Brett Gilbert, DO (Infectious Disease)

Joseph S. Lubeck, DO (Neurology)

Stephen M. Purcell, DO (Dermatology)

Open (Pulmonary & Critical Care Medicine)

Open (Rheumatology)

Clinical Professors

Wayne Arnold, DO

Michael A. Levin, DO

Steven Lichtenstein, DO

Clinical Associate Professors

Neil H. Feldman, DO

Brett Gilbert, DO

Jason E. Kaplan, DO

Jean M. Koka, DO

Assistant Professors

Erik Polan, DO

Instructor

Brian L. Penza, DO

Library and Information Services

Professor and Chief Library Services Officer

Oliver Chen, PhD

Professor

Oliver Chen, PhD

Instructor

Persko Grier, Jr., MLIS

Medical Humanities and Education

Professor and Chair

Kenneth J. Veit, DO, MBA

Professor

Kenneth J. Veit, DO, MBA

Associate Professor

Matthew D. Weinberg, MB

Obstetrics and Gynecology

Clinical Professor and Chair

Joanne M. Kakaty-Monzo, DO

Professors Emeriti

Daniel H. Belsky, DO

Saul Jeck, DO

Clinical Assistant Professor

Jason D. Meade, DO

Osteopathic Manipulative Medicine

Professor and Chair

Alexander S. Nicholas, DO

Professor Emeritus

Abraham Zellis, DO

Professors

David Fuller, DO

Alexander S. Nicholas, DO

Associate Professors

Donald Allison, DO

Lauren Noto-Bell, DO

Assistant Professors

Andrew Levin, DO

Meghna Patel, DO, MPH

Clinical Assistant Professor

Michelle B. Hobson, DO

Otorhinolaryngology – Facial Plastic Surgery and Head/Neck Surgery

Professors Emeriti

Theodore Mauer, DO

Martin S. Neifield, DO

Lynn Sumerson, DO

Pediatrics

Associate Professor and Chair

Rosemary E. Vickers, DO

Professors Emeriti

Joseph A. Dieterle, DO

James Powell, DO

Professor

Erik Langenau, DO

Associate Professor

Rosemary E. Vickers, DO

Assistant Professor

Autumn Dye, DO

LeeAnn Tanaka, DO

Clinical Assistant Professors

John Bishara, DO

Larissa C. Fernando-Dominy, DO

Physician Assistant Studies

Professor and Chair

Laura A. Levy, DHSc, PA-C

Professor

Laura A. Levy, DHSc, PA-C

Associate Professors

Jill Cunningham, DMS, PA-C

Sean Guinane, DHSc, PA-C

Paul V. Krajewski, MS, PA-C

Assistant Professors

Jolene Bohensky, MS, PA-C
 Nicole Daher, MS, PA-C
 Ludmila Klichinsky, MHS, PA-C
 Kimberly Henry, MS, PA-C
 Samantha Werman, MS, PA-C

Psychiatric Medicine**Professors Emeriti**

Cecil Harris, DO

Burton Mark, DO

Clinical Assistant Professors

Matthew Geromi, DO

Psychology**Professor and Dean, School of Professional & Applied Psychology**

Robert A. DiTomasso, PhD, ABPP

Professors

Robert A. DiTomasso, PhD, ABPP
 Stephanie H. Felgoise, PhD, ABPP
 Barbara A. Golden, PsyD, ABPP
 Elizabeth A. Gosch, PhD, ABPP
 Jessica Glass Kendorski, PhD, NCSP, BCBA-D
 George M. McCloskey, PhD
 Virginia Salzer, PhD

Clinical Professor

Barry McCurdy, PhD, NCSP, BCBA-D

Associate Professors

Amanda Fisher, PhD
 Michelle Lent, PhD
 Susan Mindel, PhD
 Stephen Poteau, PhD
 Brad Rosenfield, PsyD
 Katy Tresco, PhD
 Meredith Weber, PhD, NCSP

Clinical Associate Professors

Scott Glassman, PsyD
 Donald P. Masey, PsyD

Assistant Professors

Richard G. Allen, PsyD, NCSP, BCBA-D
 Jeffrey M. Branch, EdD
 Richard Joseph Charette II, MSED
 Lisa Corbin, Ph.D, LPC
 Leslie Fernandez, PsyD
 Sofia Pham, PhD, NCSP
 Ashley Poole, PsyD
 Marcella Rolle, Ph.D, NCC

Clinical Assistant Professors

Nancy Aronson, PhD

Radiological Sciences**Clinical Assistant Professors**

Madelyn Sine-Karasick, DO

Rehabilitation Medicine**Clinical Professor and Chair**

Gerald E. Dworkin, DO

Surgery**Professor and Chair**

Arthur J. Sesso, DO

Divisional Chairs

Open - Ophthalmology
 Laurence H. Belkoff, DO Urologic Surgery
 Sherman N. Leis, DO Plastic and Reconstructive Surgery
 John J. McPhilemy, DO Orthopedic Surgery
 Scott E. Rosenthal, DO Anesthesiology
 Arthur J. Sesso, DO General Surgery

Professors Emeriti

Leonard H. Finkelstein, DO
 Isadore Lieberman, DO
 Frederick Meoli, DO
 Anthony A. Minissale, DO
 Thomas L. Moy, DO
 Donald H. Thome, DO

Professors

Laurence H. Belkoff, DO
 Sherman N. Leis, DO
 John J. McPhilemy, DO
 Arthur J. Sesso, DO

Clinical Professors

William Meis, DO
 John W. McGrath, DO
 Steven S. Yocum, DO

Clinical Associate Professors

Thomas A. Geng, Jr., DO
 Benjamin Lam, MD

Clinical Assistant Professors

Catherine Cahill, DO
 Kenneth Heist, DO
 Joseph M. Rosenblatt, DO
 Scott E. Rosenthal, DO

*Volunteer Faculty list is available upon request.

THE FACULTY OF PCOM – Teaching in Georgia

A highly-qualified faculty of physicians, pharmacists, educators, scientists and support staff implement the educational goals of the College. Faculty members are dedicated to the singular purpose of educating students for the skilled and caring practice of osteopathic medicine, pharmacy and the health professions. In a real sense, education at PCOM Georgia is carried out by this larger PCOM Georgia family. Faculty concentration and dedication show in the teaching students receive.

Bio-Medical Sciences**Professor Emeritus**

Mary Owen, JD, PhD

Professors

Adwoa D. Aduonum, PhD (Neuroscience, Physiology & Pharmacology)
 Bonnie A. Buxton, PhD (Pathology, Microbiology and Immunology)

Francis E. Jenney Jr., PhD (Biochemistry)
 Harold L. Komiskey Jr., PhD (Neuroscience, Physiology & Pharmacology)
 Huo Lu, PhD (Anatomy)
 Brian M. Matayoshi, PhD (Neuroscience, Physiology & Pharmacology)
 Dennis Peffley, PhD, JD (Physiology & Pharmacology)
 Diana Peterson, PhD (Anatomy)
 Lori Redmond, PhD (Anatomy)
 Erica Rushing, MD (Pathology)
 Richard E. White, PhD (Neuroscience, Physiology & Pharmacology)

Associate Professors

Mircea Anghelescu, MD (Pathophysiology)
 Kimberly Baker, PhD (Biochemistry)
 Valerie E. Cadet, PhD (Microbiology, Immunology, Pathology and Forensic Medicine)
 Shafik Habal, MD (Pathology, Microbiology and Immunology)
 Robert McAfee, PhD (Anatomy)
 Michael Selby, PhD (Anatomy)
 Karim Z. Zaman, DO (Pathology)
 Shu Zhu, MD, PhD (Physiology)

Emergency Medicine

Professor

Donald Penney, MD

Associate Professor

Marla Golden, DO, MS

Family Medicine

Associate Professors

Lauren Ball, DO, MPH
 L. Michael Waters, Jr., DO

Assistant Professor

Joy Zarandy, DO

Medical Laboratory Sciences

Assistant Professor

Karen Giddens, MS

OB/GYN

Professor

David Adelstein, DO

Osteopathic Manipulative Medicine

Professor Emeritus

Walter Ehrenfeuchter, DO

Professor & Chair of Osteopathic Manipulative Medicine

Victoria Troncoso, DO

Assistant Professors

Shawne Murray, DO
 Ravi Yarid, DO

Clinical Assistant Professor

Aakash Goyal, DO

Pediatrics

Dean and Chief Academic Officer of the Osteopathic Program

Andrea Mann, DO

Professor

Gary F. Freed, DO
 Andrea Mann, DO

Assistant Professor

Ann Contrucci, MD

Clinical Assistant Professor

Jana R. Himmelbaum, DO

Pharmacy

Professor, Dean and Chief Academic Officer of the School of Pharmacy

Shawn Spencer, PhD, RPh

Professors

Naushad Khan Ghilzai, PhD
 Avadhesh Sharma, PharmD, PhD
 Shawn Spencer, PhD, RPh

Associate Professors

Shari Allen, PharmD
 Kimberly Barefield, PharmD, MHA
 Yue-Qiao (George) Huang, PhD
 Samuel John, PharmD
 Michael Lee, PhD
 Hua Ling, PharmD
 Edo-Abasi U. McGee, PharmD
 Candis McGraw-Senat, PharmD
 Vicky Mody, PhD
 Kumar Mukherjee, PhD
 Srujana Rayalam, DVM, PhD
 Sara Wilson Reece, PharmD
 Brent Rollins, PhD, RPh
 Shashidharamurthy Taval, PhD
 Sonia Thomas, PharmD
 John Tovar, PharmD
 Leanne Varner, PharmD
 Xinyu (Eric) Wang, PhD
 Desuo Wang, PhD, MD
 Julie Wickman, PharmD
 Zhiqian (James) Wu, PhD

Assistant Professors

Irandoht Khaki-Najafabadi, PharmD
 Shirin Madzhidova, PharmD
 Essie Samuel, PharmD

Physical Therapy

Professor and Chair of Physical Therapy

Ruth Maher, PT, PhD, DPT, WCS

Professors

Ruth Maher, PT, PhD, DPT, WCS
 Carol A. Miller, PT, PhD, GCS
 Jeanne Welch, PT, EdD, DPT, NCS

Associate Professors

Philip A. Fabrizio, PT, DPT, MS, CEAS, CIDN
 Jennifer Wiley, PT, DHSc, DPT

Assistant Professors

Elizabeth Chaffin, PT, DPT, MS, PT, ATC
 Teresa Pierce, PT, DPT, PCS
 Shelley Smith DiCecco, PT, PhD, CLT-LANA, CI-CS
 Melissa Smith, PT, DPT

Physician Assistant Studies

Associate Professors

Carrie E. Nold, MPA, PA-C
Rebekah E. Thomas, PharmD, PA-C

Assistant Professors

James Becker, MS, PA-C
Lindsey Caruthers, MS, PA-C
James Garrett, MPAS, PA-C

Psychiatry

Clinical Assistant Professor
Ryan Smith, DO

Surgery

Associate Professor
Brian Mann, DO

Clinical Professor

Frank Jones, MD, MPH

The Faculty of PCOM – Teaching in South Georgia

A highly-qualified faculty of physicians, educators, scientists and support staff implement the educational goals of the College. Faculty members are dedicated to the singular purpose of educating students for the skilled and caring practice of osteopathic medicine. Faculty concentration and dedication show in the teaching students receive.

Bio-Medical Sciences

Professor

Savita Arya, MD, MBBS (Pathology)
Edward Shaw, PhD (Microbiology and Immunology)

Associate Professors

Rasheed Agboola, MD, MBBS, MSc (Pathology)
Shiv Dhiman, MD, MBBS (Anatomy)
Stacie Fairley, PhD (Microbiology and Immunology)
Thomas Last, PhD (Biochemistry and Cellular Genetics)
Nikita Mirajkar, PhD (Pharmacology)
Jennifer Shaw, PhD (Physiology)
Brandy Sreenilayam, PhD (Biochemistry and Cellular Genetics)
Sandeep Vansal, PhD, RPh (Pharmacology)
Robert Walker, PhD (Physiology)

Instructor

Sebastian Egberts, MS (Anatomy)

Emergency Medicine

Associate Professor
Marla Golden, DO, MS

Assistant Professor

Gino Alberto, DO, MPH
Nilam Vaughan, DO

Family Medicine

Professor
George Fredrick, MD

Internal Medicine

Clinical Assistant Professor
Daryl Crenshaw, MD

OB/GYN

Assistant Professor
Steven Kitchen, MD

Randall Sisam, DO, MBA

Osteopathic Manipulative Medicine

Associate Professor
Kristie Petree, DO

Pediatrics

Associate Professor
Winston Price, MD

Psychiatry

Clinical Associate Professor
Ryan Smith, DO

Radiology

Clinical Assistant Professor
Randall Lee McGill, MD

Surgery

Professor
William Craver, DO

Associate Professor

Robert Lloyd, DO

Alumni Association

All recipients of a degree or certificate from PCOM, including interns, residents, and fellows who have completed training at PCOM's residency programs, are members of the PCOM Alumni Association. The mission of the Alumni Association is to promote the interest and welfare of PCOM, cultivate communication and foster relationships among all graduates, students, administration, faculty, and staff of PCOM, and provide a medium for the expression of the sentiment of alumni. Throughout the year, the Alumni Association offers scholarships, awards, mentorship, and events to connect alumni and students.

The PCOM Alumni Association is governed by the Association Board, consisting of 11 Executive Committee members and 10 Members at Large. The Association Board meets two times per year in the winter and spring/summer. Any alumnus may attend regular meetings of the Association Board via virtual platform. In addition, the Alumni Association is comprised of several standing committees that execute the plans and activities to further the Association's mission: Awards, Nominating, Fundraising, College of Osteopathic Medicine, School of Pharmacy, School of Professional and Applied Psychology, and School of Health Sciences.

Contributions to the Alumni Association support critical student programs, services, and activities. Special endowed funds include: Alumni Association Endowed Activities Fund, the Albert D'Alonzo DO Endowed Memorial Fund, the International Fellowship Endowed Award, the Alumni Association Endowed Commencement Award, the Alumni Association Endowed Scholarship, and the Alumni Association Endowed Student Travel Fund.

For more information, please visit alumni.pcom.edu (<http://alumni.pcom.edu/>) or email alumni@pcom.edu.

Contact Us:

Office of Institutional Advancement
Philadelphia College of Osteopathic Medicine
4180 City Avenue
Philadelphia, PA 19131

215-871-6120

Financial Aid and Scholarships

Disclaimer

Philadelphia College of Osteopathic Medicine reserves the right to make revisions to this handbook at any time. While we made every attempt to be as accurate as possible, we are not responsible for any errors due to changes in federal, state, or institutional policies.

Mission Statement

The PCOM Office of Financial Aid is comprised of dedicated professionals who are committed to providing outstanding customer service. We strive to assist students with financial aid options and promote financial literacy while maintaining compliance with all federal, state, and institutional policies.

Consumer Information

As a recipient of financial aid, there are certain rights and responsibilities of which students should be aware. These rights and responsibilities of students on financial aid are listed in this Student Handbook, the pcom.edu website, on the internal myPCOM website, the internal Self-Service system, and the Master Promissory Note.

Students have the right to know the: Financial aid programs available at PCOM, the process which must be followed to be considered for aid, criteria used to select recipients and calculate need, PCOM's refund and repayment policy, the Office of Financial Aid policies surrounding satisfactory academic progress, and special facilities and services available for students in need of special accommodations.

Students must: complete all forms accurately and by the published deadlines, submit information requested in a timely manner, inform PCOM of any changes in address, name, marital status, financial situation, or any change in student status, report any additional assistance from non-PCOM sources such as scholarships, loans, fellowships, and educational benefits, notify any change in enrollment status, maintain satisfactory academic progress, and re-applying for aid each year.

An estimated budget for the total cost of attendance is published on the PCOM website. Additional information may be obtained from individual departments.

Student retention and completion data is maintained by the Registrar's Office.

Our Title IX Coordinator provides information and assistance to students with disabilities who are in need of special accommodations. This office should be contacted for additional information.

FERPA

All records and conversations between an aid applicant, his/her family, and the staff of the Financial Aid Office are confidential and entitled to the protection ordinarily given a counseling relationship. The Financial Aid Office assures the confidentiality of student educational records in accordance with federal laws including the Family Educational Rights and Privacy Act of 1974. As a rule, our office does not allow a student to permit access so a student must be present for all conversations, in-person or otherwise. The Registrar's Office maintains PCOM's compliance with FERPA.

Recordkeeping

The Financial Aid Office maintains a file folder of records for each student until 2016. Financial Aid has since 2016 used a virtual file software to maintain students' information. All financial aid folders are retained for at least seven years. Any records involved in any claim or expenditure, which has been questioned by federal audit are retained until the question is resolved.

Office Information

Hours of Operation: 8:30 am - 4:30 pm Monday through Friday (Office Closed for biweekly meeting on Wednesdays at 11:00 am)

Website: <https://www.pcom.edu/financialaid>

Phone Number: PA - 215-871-6170 | GA - 678-225-7500 | SGA - 229-668-3135

Email: PA - finaid@pcom.edu | GA - gafinaid@pcom.edu | SGA - sgafinaid@pcom.edu

Address:

PA - 4190 City Ave Suite 203 Philadelphia, PA 19131

GA - 625 Old Peachtree Rd NW Suwanee, GA 30024

SGA - 2050 Tallokas Rd Suite 161A Moultrie, GA 31768

Responsibilities

The PCOM Office of Financial Aid currently functions as an entity of the PCOM Financial Operations department. The Chief Student Services Officer provides frequent updates on the financial aid office's statuses, goals, and plans to PCOM's Chief Finance Officer. The PCOM Bursar Office administers tuition and fee charges to student accounts. The Bursar Office also issues living expense refund checks to students via mail and direct deposit.

There exists a clear and separate division of responsibility for the administration of financial aid programs which are divided between the Financial Aid Office - the authorization of aid - and the Bursar's Office - the disbursement of aid.

The Financial Aid Office responsibilities include but are not limited to the following: prepare required reports and reconciliation, maintain financial aid records, support monitor financial aid system processing, monitor financial aid operations, manage the cohort default rate, process loans to students, maintain accurate records in financial aid systems, coordinate student employment, and coordinate student scholarships.

The Bursar's Office responsibilities include but are not limited to the following: maintain and disburse accurate bills, collect payments for student accounts, disburse funds to students, and report scholarship donations to the financial aid office.

Personnel:

Chief Student Services Officer oversees Associate Director of Student Services, Associate Director - PA (2), Director of GA, Registrar.

Associate Directors and Director oversee Assistant Director - PA (2), Assistant Director - GA, Counselor of GA.

Associate Director of Student Services oversees Assistant Director of Student Services of SGA, Administrative Assistant - PA.

The Application Process

Full details on applying for financial aid can be viewed on our How to Apply (<http://www.pcom.edu/about/departments/financial-aid/how-to-apply.html>) webpage.

FAFSA

To apply for financial assistance at PCOM for each academic year, students must first complete the Free Application for Federal Student Aid (FAFSA) at studentaid.gov (<https://studentaid.gov/>).

This online form is the backbone of the financial aid process and is required in order for a student to be awarded federal student loans, federal work study, and certain PCOM and external scholarships.

Full details and tips for completing the FAFSA can be found on our How to Apply (<http://www.pcom.edu/about/departments/financial-aid/how-to-apply.html>) webpage.

Eligibility

The basic eligibility criteria for federal funds are:

- The student must be a U.S. citizen or eligible noncitizen.
- The student must be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.
- The student must be enrolled as at least a half-time student (usually at least 3 credits).
- The student must maintain satisfactory academic progress (see Page 6 of this Handbook).

Online Forms

Various requests by students can be performed by our APEX and SurveyMonkey applications. APEX forms include: Loan Change Request, Landlord Letters, Budget Adjustments, SAP, Work-Study, Pending Loan Advances, and Scholarship Profile. SurveyMonkey and APEX aid students in applications for budget adjustments. Students can find these links on <https://my.pcom.edu/web/home/finaidbilling-stu> (<https://my.pcom.edu/web/home/finaidbilling-stu/>).

Financial Aid Checklist

Students will find their PCOM Financial Aid Checklist within myPCOM. Students must use the Financial Aid Checklist to complete outstanding requirements, accept financial aid awards, and view their estimated cost of attendance.

Please keep in mind that not all checklist items may be available right away and new requirements may appear later. It is beneficial to review the checklist several times during the financial aid application process.

Students will be given access to myPCOM from the PCOM Student Affairs Office after they submit their first tuition prepayment. If students experience trouble logging into myPCOM, they must contact the PCOM MIS Helpdesk.

Students can access their Financial Aid Checklist within myPCOM by using the below steps.

1. Login to myPCOM (<https://my.pcom.edu>).
2. Click on the "Financial Aid and Billing" tab.
3. Click on Financial Aid Checklist.
4. Select the appropriate academic year.

PCOM Scholarship Profile

Students must complete the PCOM Scholarship Profile as part of their myPCOM Financial Aid Checklist in order to be considered for all PCOM endowed scholarship funds that have unique criteria. PCOM endowed scholarship recipients are selected by the PCOM Scholarship Committee in March of each year for the upcoming school year. Also, by completing the PCOM Scholarship Profile the PCOM Financial Aid Office will specifically notify students of certain external agency scholarships that they may apply for throughout the school year.

Financial Aid Application Process Timeline

View our How to Apply (<http://www.pcom.edu/about/departments/financial-aid/how-to-apply.html>) web page for complete details and a general timeline for applying to financial aid at PCOM.

February 15 – Scholarship Consideration Deadline

You must have three major requirements completed by February 15 in order to have priority consideration for PCOM's financial need and endowed scholarships:

1. DUE: FAFSA for consideration for PCOM's financial need scholarships and federal loans.
2. DUE: PCOM Scholarship Profile on your myPCOM Financial Aid Checklist for consideration for PCOM's endowed scholarships.
3. DUE: Review any potential missing requirements in the "Needed Documents" section within your Financial Aid Checklist.

*The February 15 date is for students admitted to their PCOM program prior to February 1. For students admitted to their PCOM program after February 1, refer to your Financial Aid Checklist within myPCOM to view your specific Scholarship Consideration Deadline for the FAFSA and PCOM Scholarship Profile.

Packaging Process

With the exception of Federal Stafford unsubsidized loans and Federal Graduate PLUS loans, federal financial aid is awarded on the basis of financial need. When the student's Free Application for Federal Student Aid (FAFSA) is processed, a formula is applied to the information that the student provided to calculate the student's Expected Family Contribution (EFC). The formula is established by law and is used to measure the student's financial strength based on their income and assets.

The student's Federal EFC is used in the following equation to determine the student's financial need:

Cost of Attendance - Expected Family Contribution (EFC) = Financial Need

Federal need-based awards are awarded to students who have the lowest EFC and therefore the highest financial need. Of course, many need-based federal resources are limited and awards are made to those

students who satisfy all of their financial aid requirements on a first-come, first-serve basis.

For the awarding of institutional resources, PCOM has chosen to use an Institutional EFC. This EFC takes into account the Federal EFC but also considers other financial factors that are made available to the college. For most students, their Institutional EFC is usually higher than their federal EFC. Unlike the federal EFC, the institutional EFC is not reported to the student but rather is an internal calculation done by the Financial Aid Office to allocate its limited resources to those students who it deems to have the highest financial need.

Federal Student Loans

Federal Direct Stafford Unsubsidized Loan

The annual amount awarded varies by a student's program and year. The aggregate lifetime borrowing limit varies by program. There is no credit check required for applying for this loan.

The interest rate is calculated using a base 10-year Treasury Note Index plus an add-on amount and is known as "variable-fixed," meaning students would receive a new rate with each new loan, but that rate would be fixed for the life of the loan. July 1st is when the rate is set for the year.

Please note that interest accrues while the student is enrolled in school and during other periods of nonpayment. The student may pay interest or allow it to accrue while attending school. Also, note that interest is capitalized upon repayment meaning that the interest accrued is added to the principal amount of the loan.

More details can be found on our Federal Student Loans (<http://www.pcom.edu/about/departments/financial-aid/types-of-aid/loans/federal-student-loans.html>) webpage.

More information on the Federal Direct Stafford Unsubsidized Loan can be found at studentaid.gov (<https://studentaid.gov/>).

Federal Direct Graduate PLUS Loan

The annual amount awarded can be up to a student's Cost of Attendance minus other financial aid (loans, scholarships, and federal work-study) awarded. The Graduate PLUS loan has no aggregate lifetime borrowing limit. A credit check is required during the application process of this loan on studentaid.gov (<https://studentaid.gov/>). If the student does not pass the initial credit check, they can appeal the decision or use a credit-worthy cosigner.

The interest rate is calculated using a base 10-year Treasury Note Index plus an add-on amount and is known as "variable-fixed," meaning students would receive a new rate with each new loan, but that rate would be fixed for the life of the loan. July 1st is when the rate is set for the year.

Please note that interest accrues while the student is enrolled in school and during other periods of nonpayment. The student may pay interest or allow it to accrue while attending school. Also, note that interest is capitalized upon repayment meaning that the interest accrued is added to the principal amount of the loan.

More details can be found on our Federal Student Loans (<http://www.pcom.edu/about/departments/financial-aid/types-of-aid/loans/federal-student-loans.html>) webpage.

More information on the Federal Direct Graduate PLUS Loan can be found at [studentaid.gov](http://www.studentaid.ed.gov/) (<http://www.studentaid.ed.gov/>).

Non-Federal Private Student Loans

Every year, the Office of Financial Aid reviews the private preferred lender list. During this time, the office will take meetings with various lenders and solicit materials for our staff to review. After we have collected this information, the office will collectively admit the various lenders deemed as reputable and beneficial to the PCOM community.

The office will still encourage students to research alternative, non-federal graduate and medical student loans from private banks and credit unions independently in order to find the best loan given their personal circumstance. Private student loan interest rates, interest accrual, annual amounts, aggregate amounts, and various other loan policies vary between each private lender. It is important for students to discuss all loan details and conditions with the lender. The annual amount can be awarded up to the student's Cost of Attendance minus other financial aid (loans, scholarships, and federal work-study) awarded. The aggregate lifetime borrowing limit varies by lender. Most lenders offer fixed and variable interest rates. A credit check is required for applying for private student loans and having a cosigner can dramatically improve the interest rate.

Information can be found on our Private Student Loans (<https://www.pcom.edu/about/departments/financial-aid/types-of-aid/loans/non-federal-private-student-loans.html>) webpage and for non-profit options on our Low-Interest Student Loans (<https://www.pcom.edu/about/departments/financial-aid/types-of-aid/loans/third-party-student-loans.html>).

Health Resources and Services Administration (HRSA) Loans Loan for Disadvantaged Students (LDS)

The LDS is sponsored by the U.S. Department of Health and Human Services (HHS) and is administered by the PCOM Financial Aid Office. This loan is available to fourth-year Doctor of Osteopathic Medicine students who demonstrate exceptional financial need in that the income of the student and parent(s) is less than or equal to 200% of the HHS Poverty Guideline. In the event that there are not enough eligible fourth-year medical students, then awards are made to third-year students who meet the same criteria.

The annual amount can be awarded up to the student's Cost of Attendance minus other financial aid (loans, scholarships, and federal work-study) awarded. The amounts awarded to students will vary by funding available. This loan has a fixed interest rate set by the federal government and interest does not accrue while the student is enrolled in school and during other periods of nonpayment. There is no credit check required for applying for this loan. Students will repay these loan funds directly back to the institution by making payments to ECSI (<https://borrower.ecsi.net> (<https://borrower.ecsi.net/>)), PCOM's third-party loan servicing company.

More details on the LDS here: <https://bhwh.hrsa.gov/funding/schools-apply-loan-program> (<https://bhwh.hrsa.gov/funding/schools-apply-loan-program/>)

Primary Care Loan (PCL)

The PCL is sponsored by the HHS and is administered by the PCOM Financial Aid Office. The PCL will be awarded to fourth-year DO students

who have successfully completed both the COMLEX 1 and COMLEX 2 board exams. The student also must have matched in a primary care residency program. Eligible students will be identified in mid-March after residency match has occurred. Students are required to meet with a financial aid counselor who will fully explain the advantages and possible disadvantages to this loan. A letter will be signed by the student to ensure they understand the disadvantages.

The amount of PCL awarded will be based on the amount of federal student loans that the student borrowed in their 4th year of medical school.

The PCL is a need-based loan and students must submit parental income information on the FAFSA in order to demonstrate financial need. Independent students do not have to provide parental financial information, but must be at least 24 years of age and must provide documentation showing the student has been independent for a minimum of 3 years.

The PCL has a low fixed interest rate of 5.0% determined by the federal government. Interest does not accrue while the student is enrolled in school and during other periods of nonpayment. There is no credit check required for applying for this loan. Students will repay these loan funds directly back to the institution by making payments to ECSI (<http://borrower.ecsi.net>), PCOM's third-party loan servicing company.

More details on the PCL here:

<https://bhwh.hrsa.gov/funding/schools-apply-loan-program>

Super Primary Care Loan (Super PCL)

Depending on the availability of funding, Primary Care Loan recipients may also be eligible for additional PCL funds to repay prior student loans in previous years of medical school at PCOM. Terms, conditions, and financial need criteria of the Super PCL are the same as the standard PCL. Award amounts vary upon the availability of funding.

Federal Work-Study (FWS)

Federal Work-Study (FWS) is a federally subsidized program designed to promote part-time employment of financially eligible students. If FWS is part of a student's financial aid package, the student may work on campus or for the public interest with an off-campus public or private non-profit organization.

Eligibility for FWS is determined by the Office of Financial Aid. This opportunity is awarded to students who:

1. Have completed the FAFSA
2. Demonstrate need
3. Meet all other requirements for Title IV aid
4. Enrolled at least half time (3 credit hours)

Students awarded FWS cannot work during their regularly scheduled classes. Incoming students may not begin to work until their first scheduled day of enrollment. The total amount a student earns cannot exceed his or her FWS allocation. If the student earns the work-study allocation they are instructed to contact the financial aid office to request additional funds if they qualify and if funds are available. Students are not permitted to have more than one work-study position at a time.

Federal Work-Study positions have no job involved in religious worship or sectarian instruction.

During the academic year during enrollment, eligible students may work up to 20 hours per week. During the summer of non-enrollment eligible students may work up to 40 hours per week. All FWS students are paid \$18 an hour with the exception of some qualifying students working in our community service practice are paid \$20 an hour. Students are paid bi-weekly.

All students are required to use their PCOM badge to clock in and clock out each day they work at the time clocks located in various areas of the campus. All students on FWS and supervisors are responsible to make sure hours are accurate as well as report inaccurate hours if there is a discrepancy in output. It is a federal offense for a student or an employer to falsify any information on a student's payroll record and may result in termination. Each pay period timekeepers in their respective departments approve the hours worked via Kronos. (HR software that allows for automated timekeeping).

PCOM Scholarships

All PCOM scholarships are limited to covering tuition expenses only unless otherwise stated in the specific scholarship description. PCOM scholarships are generally not renewable unless otherwise stated in the specific scholarship description. Students must be making Satisfactory Academic Progress (link to webpage) in order to continue to receive any PCOM scholarships.

PCOM Academic Merit Scholarships for Incoming Students

PCOM offers full- and partial-tuition scholarships to newly admitted students on all campuses. Students will be considered by the Office of Admissions and PCOM faculty based on the admissions process —academic record, strength of interview, and promise of exceptional achievement. If an incoming student is awarded an admissions merit scholarship, they will be notified directly by the PCOM Office of Admissions with a scholarship letter at the time of their PCOM admissions acceptance letter.

For more information, visit our PCOM Scholarships for Incoming Students webpage (<https://www.pcom.edu/about/departments/financial-aid/types-of-aid/scholarships/>).

PCOM Financial Need Scholarships

There is limited funding available for financial need scholarships, so priority is given to returning PCOM students who complete their requirements on time. You must complete the FAFSA correctly if you wish to be considered for PCOM's financial need scholarships:

Students are NOT REQUIRED to post their parent information on the FAFSA to be considered for PCOM's financial need scholarships.

There are no separate applications for financial need scholarships. If you are awarded a financial need scholarship, it will appear on your myPCOM Financial Aid Checklist as part of your financial aid summary. The annual award amount can range between \$500 and \$3,000 per student, depending on availability of funds and other factors.

For more information, visit our PCOM Need-Based Scholarships for Students webpage (<https://www.pcom.edu/about/departments/financial-aid/types-of-aid/scholarships/>)

PCOM Scholarships for Returning Students

There are over 60+ PCOM scholarships available to returning students. Consideration for these scholarships is usually based on academic performance, school and community involvement, specialty interest (DO students), financial need, and which PCOM campus a student attends.

In order to apply for PCOM Scholarships, students must meet the criteria listed in each scholarship; as well as complete one or more of the following requirements:

1. Complete the FAFSA application (usually by February 15 of each year).
 - a. Remember you must include parental income info if you are 26 or younger.
2. Complete the PCOM Scholarship Profile (usually by February 15 of each year).
 - a. The PCOM Scholarship Profile is found at myPCOM's Financial Aid and Billing (<https://my.pcom.edu/web/home/finaidbilling-stu/>).
3. Complete an additional, separate application for certain scholarships.

Many of PCOM's endowed scholarships are made available to students through funding from PCOM alumni. If you are awarded a PCOM endowed scholarship, we highly encourage you to write a letter of thanks to the PCOM Office of Institutional Advancement (formerly the Alumni Office) and/or the appropriate scholarship committee.

For more information, visit our PCOM Scholarships for Returning Students webpage (<https://www.pcom.edu/about/departments/financial-aid/types-of-aid/scholarships/pcom-scholarships.html>).

Yellow Ribbon Program

PCOM participates in the Veteran's Administration (VA) Yellow Ribbon program. Students who are eligible to receive VA benefits under the Post-9/11 GI Bill® may be considered to receive additional funds from PCOM under this program. Eligible students should submit their certification of eligibility to the PCOM Office of the Registrar.

As there are a limited number of Yellow Ribbon scholarships, the awarding will be based on when the certification of eligibility is received. PCOM has a total of 20 Yellow Ribbon Program spots available for each academic year— 10 for graduate students and 10 for doctoral students.

More information can be found on our Yellow Ribbon Program webpage (<http://www.pcom.edu/about/departments/financial-aid/types-of-aid/scholarships/yellow-ribbon-program.html>).

For further information regarding Post-9/11 or other chapters, contact the PCOM Registrar:

PCOM

Philip Heywood
Phone: 215-871-6703
Email: philiphe@pcom.edu

PCOM Georgia

Ajima Witter
Phone: 678-225-7558

Email: ajimawi@pcom.edu

PCOM South Georgia

Tiffany Coker
Phone: 229-668-3132
Email: tiffanycot1@pcom.edu

PCOM Deferred Payment Plan

The deferred Payment Plan is interest-free and administered on a per term basis. There is a service fee of \$23 per term. Contact the PCOM Bursar Office for more details. The payments for the deferred Payment Plan are as follows:

1st Payment: 40% of the amount owed payable on the tuition due date of that term.

2nd Payment: 30% of original the amount owed, payable 30 days after the term's tuition due date.

3rd Payment: 30% of original the amount owed, payable 60 days after the term's tuition due date.

Fraternal Organizations

Organizations such as Rotary, Lions, Kiwanis, etc. in your local area may offer loans and/or scholarships. For more information contact the local officers of the organization.

Labor Unions

Students whose parents are members of unions should investigate the possibility of obtaining financial assistance through scholarship and loan programs offered through a local or regional union program. For more information contact the local union officers.

Employers

If applicable, students should investigate the possibility of obtaining financial assistance through their employer. Students whose parents or spouse are employed should also consult with these employers as well. For more information contact the human resource office of the employer.

Veterans Administration

Students who are veterans may be entitled to educational benefits. Anyone who entered the service prior to January 1, 1977 may exercise the educational benefits; however, these benefits cannot be exercised after December 31, 1989. Anyone who entered the service after January 1, 1977 and contributed to the Education Fund is eligible for the same benefits. Children (under the age of 26) of veterans who died while serving in the military may also qualify for benefits.

www.gibill.va.gov (<http://www.gibill.va.gov>)

Financial Aid Over Award

There are two methods PCOM uses to limit a student's aid: total aid and need-based aid. The limit for total aid is called the Cost of Attendance (COA). The limit for need-based aid is gross need. If a student exceeds either or both of these limits a correction will be made to bring the student within the limit. This correction could result in the student possibly owing funds back to the institution.

How are limits calculated?

Institutions are required to develop a reasonable COA - both direct and indirect costs that incur in the regular order of being a student. The total aid received by the student must not exceed this amount.

Federal regulations stipulate that a student receiving need-based awards cannot receive assistance in excess of one's gross financial need as determined by the analysis of the information submitted on the Free Application for Federal Student Aid (FAFSA). The FAFSA will calculate a student's Estimated Family Contribution (EFC). The COA less the EFC is the gross financial need.

How do they occur?

Over awards are usually the result of the student receiving aid that the Office of Financial Aid was not aware of when it completed the student's financial aid package and/or processed a loan application for the student. It is the student's responsibility to provide written documentation indicating additional resources to the Office of Financial Aid. This should be done as soon as the student becomes aware that he or she will receive the aid. The institution must account for all sources of aid, even if they are not processed directly through the Office of Financial Aid.

Over awards can also result from application errors by the student or the Office of Financial Aid. Regardless of the reason for the over award, the institution is bound by Federal regulation to correct the over award. Exceptions cannot be made for anyone.

How are they corrected?

As it relates to the COA limit, the institution will adjust aid in the following order: Federal Loans, Private Loans, Federal Work Study, PCOM Scholarships, and External Scholarships. As it relates to the Gross Need limit, the institution will reduce aid in the following order: Federal Work Study, PCOM Scholarships, and External Scholarships.

Cost of Attendance

A student's cost of attendance, or financial aid budget, is the sum of the following:

- Tuition
- Comprehensive school fee
- Class dues (not applicable to all programs)
- Books and supplies
- Instruments and equipment (not applicable to all programs)
- Medical exam costs (not applicable to all programs)
- Health insurance
- Room/rent
- Utilities
- Food/groceries
- Transportation
- Personal

Each year the college compiles information from its biannual student cost of attendance surveys along with information from the Bureau of Labor Statistics Consumer Expenditure Survey (CES) to determine the amount of increase/decrease, if any, which should be made to each program's cost of attendance. Usually, the new cost of attendance information is made available on the PCOM website for the upcoming school year in March.

Professional Judgment

In certain circumstances, a student might incur a recurring or one-time expense that is educationally-related and that is not already included in the student's standard cost of attendance. As a result, the student can appeal by writing a letter to request that this expense be included in their cost of attendance and therefore allow the student to obtain additional financial assistance (usually additional loan funding) to help them pay this expense. Documentation of the expense is required for each appeal.

When considering these appeals, the PCOM financial aid office uses a very high standard to determine if the expense was unavoidable, if the expense was reasonable, and whether or not the expense was directly related to helping the student obtain their educational degree or certificate. The most common examples of budget increase requests include a one-time cost for a computer purchase and ongoing dependent care expenses. Final approval will need to be determined by the Chief Student Services Officer, the Debt Management Counselor, or an Associate Director of financial aid.

Disbursement Procedures

Student loans and most other aid will electronically disburse toward students' PCOM tuition/fee charges on the first date of enrollment at the beginning of each term by the bursar. If you borrow more funds than tuition/fees, the PCOM Bursar Office will then release the remaining "living expense refund" funds to you 7-10 days after your first date of enrollment for the term. After PCOM processes your refund, allow 1-3 additional business days for your bank to deposit the funds into your bank account. If you are not signed up for direct deposit through the PCOM Bursar Office, please allow 3-5 business days for your refund check to arrive via postal mail from PCOM.

Living Expense Refund Policy

When a student's loan or scholarship funding is received by the PCOM Bursar Office, any balance due to PCOM will be deducted from the amount of the funds. Any financial aid funding leftover after paying the student's balance will then go to the student as a "living expense refund check" via postal mail or direct deposit. All living expense refunds are issued by the PCOM Bursar Office. To ensure that you receive your financial aid refund on time, make sure you have completed all items listed on your myPCOM Financial Aid Checklist.

The financial aid disbursement date is generally the start of classes/rotations each term. Please note that vacation periods do not count as a class or rotation for financial aid refund purposes. Upon the disbursement date, a student's loan and scholarship funds pay electronically to PCOM toward the student's tuition & fee charges. If a student's aid disbursement generates a credit balance, the PCOM Bursar

Office will then process the refund about 7-14 business days after the disbursement date.

After PCOM processes your refund, please allow 1-3 additional business days for your bank to deposit the funds into your bank account. If you are not signed up for direct deposit through the PCOM Bursar Office, please allow 3-5 business days for your refund check to arrive via postal mail.

If you wish to sign up for direct deposit of financial aid living expense refunds, please complete the direct deposit form and return to the PCOM Bursar Office along with a voided check or bank statement.

Pending Loan Advance (PLA) Requests

A student is eligible for a Pending Loan Advance up to 15 days prior to the disbursement of the student's financial aid for the upcoming term. The student needs to have completed all requirements to accept their financial aid. To request, a student must complete the online form on myPCOM's Financial Aid and Billing (<https://my.pcom.edu/web/home/finaidbilling-stu/>), but final approval is required by an Associate Director or Director of Financial Aid.

The amount of eligibility will be based on the student. A counselor can speak with the student in person or over the phone to inform the student about any possible future deficit of funds for the upcoming quarter and, if necessary, recommend that the student make spending adjustments to eliminate the deficit.

The student is asked why they need a PLA on the Pending Loan Advance Form. If the stated reason is an expense that could not otherwise be included in the student's cost of attendance or approvable as a budget appeal, the counselor will deny the request.

The maximum amount available for a loan advance to a particular student will be limited to the lesser of the following:

- \$2,000 for both graduate and professional students.
- Amount requested.
- Amount approved by counselor after a review of budget and aid for upcoming term.

The student is limited to one PLA per academic year. If a student has an emergency situation that is unavoidable, the student can meet with the Debt Management Counselor or Chief Student Services Officer to discuss a possible 2nd PLA for the academic year. If approved, the Director will make it very clear that no additional PLA will be approved for the remaining academic school year.

There is no charge for PLA requests.

Tuition Refund Policy

If a student withdraws from classes within seven weeks from the start of the term, a pro-rata refund or tuition credit may be authorized by the PCOM Bursar Office. In the case of full withdrawals, the effective date of withdrawal is the date on which the student filed with the dean a written notification of withdrawal or a request for a leave of absence. For courses not conducted on a weekly schedule, summer sessions, and for clinical clerkships/preceptorships in the medical and physician assistant programs, the refund is prorated according to the percent of the clerkship, preceptorship or course completed as indicated in parentheses below:

During first week of class (up to 5% of instructional time)

0% Term Charge | 100% Credit

During second week of class (more than 5% but no more than 10% of instructional time)

10% Term Charge | 90% Credit

During third and fourth week of class (more than 10% but no more than 25% of instructional time)

25% Term Charge | 75% Credit

During fifth through seventh week of class (more than 25% but no more than 50% of instructional time)

50% Term Charge | 50% Credit

Withdrawal after seventh week of class (more than 50% of instructional time)

100% Term Charge | 0% Credit

Exceptions to this refund policy may be made in certain unusual situations permitting PCOM to return more than the prescribed refund amount. Examples of such situations may include, but are not limited to: academic dismissal where the student was allowed to continue into the next term before a determination about academic status could be made, serious illness, injury obtained while at a clinical rotation, or being called to military service.

No fee or portion of a fee is refundable. The refund policy is subject to change at the discretion of the Board of Trustees, but in no instance will such a change become retroactive.

All federal financial aid funds are credited or returned by the PCOM Financial Aid Office in compliance with the Federal Return Policy Schedule.

A student's total Cost of Attendance is based on certain enrollment. When a student drops courses, The PCOM Financial Aid Office will likely reduce the student's total Cost of Attendance. Often this results in no additional allocation of refund money to the student.

Contact the PCOM Bursar Office for additional information regarding the Tuition Refund Policy.

Return of Title IV Funds

The PCOM Financial Aid Office is responsible for recalculating federal financial aid eligibility for students who discontinue enrollment during the term. Upon notification from the PCOM Registrar Office that a student has withdrawn from or dropped all classes, was dismissed, or is approved for a leave of absence, the PCOM Financial Aid Office is required to calculate the percentage of the term completed if the student received or was eligible for Title IV federal student aid (Stafford, PLUS, and Perkins loans).

If the withdrawal date indicates that the student left the institution prior to completing at least 60% of the enrollment period, the PCOM Financial Aid Office must recalculate the eligibility for Title IV funds based on the following formula required by the federal government:

1. Percentage of payment period is the number of days completed to the withdrawal date.

2. The percentage of earned aid is the percentage of the payment period completed, divided by the total number of days in the payment period or term. Breaks of five or more days are not counted as days that are part of the term.

Funds paid by federal student aid programs are returned to the appropriate program based on the percentage of unearned aid as required by the federal government: The aid to be returned is the result of the total amount of aid that could be disbursed minus the percentage of aid earned, multiplied by the total amount of aid that could have been disbursed for the payment period or term. If a student earned less aid than the amount disbursed, the institution is required to return the unearned portion of funds to the federal program(s). As a result, the student may owe a debit balance to the institution.

The institution must return the amount of Title IV funds for which it is responsible within thirty days of the date of the determination of the student's withdrawal date. Funds are repaid in the following order in accordance with federal regulation:

1. Federal Direct Stafford Unsubsidized Loans
2. Federal Direct Graduate PLUS Loans
3. Federal Perkins Loans

If a student earned more aid than was disbursed to the student account, the institution would request a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

Right to Cancel Federal Funds

A student can cancel all of or a portion of a loan disbursement within 120 days of the date the loan money is disbursed (paid out) to PCOM. If a student chooses to cancel the amount disbursed, the money received must be returned, and the student will not be charged interest or fees.

Consortium Agreements

The Office of Financial Aid maintains consortium agreements with outside institutions on a case-by-case basis. For more information about a specific consortium or setting up a new consortium, contact our office.

Satisfactory Academic Progress

The United States Department of Education requires every postsecondary institution receiving Title IV federal funds to have an academic progress policy that is used to determine eligibility for and continued receipt of federal funds.

SAP policy

Although this policy must apply to all students whether or not they are receiving financial aid, the receipt of financial aid is a privilege that creates both rights and obligations for the student. The Satisfactory Academic Progress (SAP) policy has three components:

1. The student must maintain a certain grade point average or a comparative qualitative measurement against a norm.
2. The student must complete a certain percentage of all coursework attempted.
3. The student has a maximum timeframe to complete the program.

Affected financial aid funds

Title IV federal funds affected by this policy at PCOM include the Federal Direct Stafford Loan, Federal Direct Graduate PLUS Loan, Federal Perkins Loan, and Federal Work-Study program. Although not required by the federal government, all institutional funds are also governed by the SAP policy.

SAP review schedule

A review of SAP will be conducted at the end of every spring term regardless of when a student enrolls. Failure to meet any component of SAP at the end of the spring term will result in the loss of eligibility for federal and PCOM financial aid for the next academic year. The Office of Financial Aid will notify the student if the student has failed to meet the standards of SAP and has lost eligibility for financial aid. If financial aid has already been awarded for the subsequent academic year, the offer of aid will be rescinded.

How to appeal SAP eligibility

A student may appeal the loss of eligibility of financial aid and seek to be placed on a Financial Aid Academic Action Plan for one term. This appeal must be based upon either the death of a relative, a serious personal illness/injury or other extenuating circumstance. The student must be able to demonstrate that the illness/injury or extenuating circumstance had a direct impact on the student's academic performance. To do this, the student must:

1. Work with the appropriate academic program adviser and/or student progress evaluation committee to develop an academic action plan.
2. Submit a Satisfactory Academic Progress Appeal Form with all supporting documentation to the Financial Aid SAP Committee for review within 10 business days. The online SAP Appeal Form is located in myPCOM (<https://my.pcom.edu/>) within the Financial Aid and Billing section.

After the student's SAP Appeal Form has been submitted to the Financial Aid SAP Committee, the SAP Committee will then review and notify the student of the approval or denial of the appeal within 5-7 business days.

If the student's appeal is approved, the student is granted Financial Aid Academic Progress Probation and the student will regain eligibility for financial aid for one term. At the end of the term, the student's academic record will be reviewed. If the student is now meeting the terms of the SAP, the student will regain eligibility for financial aid for subsequent terms. If the student has still not met the terms of the SAP, but has fulfilled the terms of the Financial Aid Academic Action Plan, then the student's Financial Aid Academic Progress Probation will be renewed for an additional term and the student will be awarded aid for that term. If the student has not fulfilled the terms of the Financial Aid Academic Action Plan, then the student will lose eligibility for federal and institutional financial aid.

Students who are dismissed or withdrawn from the school are required to be measured for Satisfactory Academic Progress upon reentry and may be required to submit a SAP appeal before financial aid eligibility can be determined. The SAP policy will be disseminated annually to all matriculated students.

Minimum GPA requirements

Doctor of Psychology students must achieve a minimum cumulative GPA of 3.0

Doctor of Physical Therapy students must achieve a minimum cumulative GPA of 3.0

Graduate students must achieve a minimum cumulative GPA of 3.0

Graduate Certificate students must achieve a minimum cumulative GPA of 2.0

Pharmacy students must achieve a minimum cumulative GPA of 2.0

Doctor of Osteopathic Medicine (DO) program:

- Beginning with the class of 2022, students must achieve a minimum cumulative GPA of 2.0 during the M1 and M2 years.
- Prior to the class of 2022, students must achieve a minimum cumulative GPA of 70% during the M1 and M2 years.
- Students must achieve a passing score in all core and non-core clinical clerkships during the M3 and M4 years.

Minimum course completion requirements

Students must complete the appropriate percent of all courses attempted to maintain a good academic standing. The completion percentage is calculated by dividing total hours earned by total hours attempted.

If a student changes degree programs, then the SAP status will be based on the academic record of the new program. Students may only change degree programs one time in order to establish a new SAP status.

It is also important to understand how specific grades and/or course types count toward the completion ratio. The following grades count as attempted but not completed courses:

- Incomplete
- No Grade Reported
- Withdraw
- Failure
- Unsatisfactory

All students at PCOM are required to maintain a 67% completion of coursework. Transfer credits will count towards a student's attempted and completed credit hours.

Maximum timeframe requirements

Students may not exceed the maximum time frame for a program as defined as 150% of the total amount of credit hours required to complete the degree as detailed in the course catalog (<https://www.pcom.edu/academics/course-catalogs/>).

In addition, those seeking the Doctor of Osteopathic Medicine degree must complete their degree requirements within 6 calendar years from the date of their initial matriculation.

All time enrolled counts towards the maximum time frame regardless of whether or not the student receives federal financial aid. Attempted credits include: remedial, repeated, withdrawn, transfer and incomplete credits. Time spent in a leave of absence does not count towards the maximum time frame.

File Review

Database Matches, Rejection Codes, and C-Codes

Our Office ensures the accuracy of student reported data on financial aid applications that have been flagged by the Department of Education. Only a portion of the student population is selected and are notified on the FAFSA Student Aid Report (SAR). In addition, the student is notified via the Financial Aid Checklist. The Financial Aid Office may request additional information if further investigation is needed to resolve a discrepancy. All discrepancies must be resolved before any aid may be disbursed.

Verification

The Financial Aid Office of Philadelphia College of Osteopathic Medicine verifies all files that are selected for verification by the Central Processing System (CPS). A financial aid representative may also select additional applications for verification when there is discrepant information in the application or missing information on the FAFSA.

The Financial Aid Office notifies students that they have been selected for verification by means of a "Missing Information Email" which also requests that students provide documents needed to complete the verification. Emails are generated 10 to 14 days prior to the institutional deadline for application completion, and 10 to 14 days prior to the term tuition due date. If there is no response from the student to the mailings, a financial aid representative will also follow up with a phone call or email to the student. Students are expected to submit the required documents within 10 days of receipt of the notice.

The student's financial aid application is not processed further until such time that all required documents are received. The institution does not create estimated financial aid packages using unverified data when verification is required.

Documents Required From the Student

IRS Data Retrieval Process

Applicants selected for verification who retrieve and transfer their income tax return information using the IRS Data Retrieval Process – either when initially completing the FAFSA using FAFSA on the Web (FOTW) or through the corrections process of FOTW – will be considered to have verified the FAFSA IRS information (AGI, taxes paid, and any of the applicable untaxed income items). However, if changes were made to the transferred information or if the institution has reason to believe that the information transferred is inaccurate, the applicant must provide other acceptable documentation as included in the Federal register notice.

IRS Tax Return Transcript Required

If students cannot or will not use IRS Data Retrieval, either at initial FAFSA filing or through the FOTW correction process, they must document AGI, taxes paid, and untaxed income by providing an IRS tax return transcript for the student and spouse, as applicable.

Verification Worksheets and Other Required Documentation

The PCOM Financial Aid Office will provide a verification worksheet to all students who are selected for verification. These worksheets can be used to document certain items where a signed statement is required as listed below:

Household Size | Verification Worksheet

Number in College | Verification Worksheet

SNAP Benefits | Verification Worksheet or agency documentation

Child Support Paid | Verification Worksheet

Income Earned from Work for NON-Tax Filers | Verification Worksheet and Form W-2

High School Completion | High school diploma or transcript, GED certificate or transcript showing 2-year completion, or home school credential or transcript

Identity/Statement of Educational Purpose | Original government-issued ID and signed statement of educational purpose or a copy of that ID and the statement notarized.

Timeframe

All required documents must be received by the last day of the award period or the last day of the student's attendance in order to meet the institutional requirement for packaging student aid. Loans must be certified by the school using the verified EFC during the award period.

Any required documentation submitted after the term of enrollment or last date of attendance will not enable processing of federal funds available to graduate and professional students.

Interim Disbursements

Students who are selected for verification are not packaged with federal funds until the verification is completed. Therefore, the Financial Aid Office does not make interim disbursements prior to verification or experience potential overpayment of Title IV funds.

Verification Corrections and Student Notification

The Financial Aid Office notifies students by email when a correction makes it necessary to reprocess the FAFSA.

The institution will require that the student reprocess the FAFSA with the CPS when there is a change in the EFC due to recalculation, or if verified items exceed the tolerance allowed in federal verification guidelines.

The tolerance for the difference is no more than \$25 for any verified and reported FAFSA dollar value. There is no tolerance for non-dollar items.

The student will be notified by email as to what items need to be corrected as well as the verified value for that item.

The student will be notified by email of the recalculated EFC or if no change is expected, as well as the impact, if any on the student's expected aid.

The student's award is available in real-time to the student via the Financial Aid Checklist.

Students are notified by email when a revision is made to their financial aid package directing them to view the current award via web access. Printed revisions are available upon request. Students may meet with a financial aid counselor in regard to corrected information and the reprocessing procedure, timeframe, and effect on the student's eligibility for aid.

Overpayment of Federal Title IV Funds

The institution has safeguards in place to prevent payment prior to the completion of verification. However, if overpayment should occur, funds are returned according to Title IV regulations. For example, if overpayment is a result of student ineligibility for a program or programs, funds received under those programs will be returned to the program(s) for which the student is no longer eligible.

Fraud

A student can commit fraud based on, but not limited to,

- Falsified documents or forged signatures on applications, certifications, verification documents, or loan promissory notes
- False statements of income
- False statements of citizenship
- Use of false or fictitious names or aliases, addresses, or SSNs, including the deliberate use of multiple SSNs
- False claims of independent status
- Patterns of misreported information from one year to the next.

There are difficult situations where students and/or parents purposefully misrepresent information in hopes of obtaining aid or obtaining additional assistance. The Financial Aid Office is required to have a policy of referral when confronted with actual or suspected cases of fraud and abuse. We refer all actions to the PCOM office of Compliance for best practice for each circumstance.

Financial Aid Eligibility and Drug Convictions**Substance Abuse Question on the Free Application for Federal Student Aid (FAFSA)**

The FAFSA form asks if the student has ever been convicted of a drug-related offense. Failure to answer this question will automatically disqualify the student from receiving federal aid. Falsely answering this question, if discovered, could result in fines up to \$20,000, imprisonment, or both.

Under the Higher Education Act, a student may become ineligible for federal student aid upon conviction of any offense involving the possession or sale of illegal drugs while receiving Title IV federal financial aid. Federal aid includes Federal Direct Loans, Federal Direct Graduate PLUS Loans, and Federal Work-Study.

Federal Financial Aid Penalties for Drug Convictions

Possession of Illegal Drugs First Offense: 1 year ineligibility from the date of conviction, Second Offense: 2 years' ineligibility from the date of conviction, Third and Subsequent Offenses: Indefinite ineligibility from the date of conviction. Sale of Illegal Drugs First Offense: 2 years' ineligibility from the date of conviction, Second and Subsequent Offenses: Indefinite ineligibility from the date of conviction.

Convictions During Enrollment

According to the United States Department of Education, if a student is convicted of a drug offense after receiving federal aid, he or she must notify the Financial Aid Department immediately and that student will be ineligible for further aid and required to pay back all aid received after the conviction.

Regaining Financial Aid Eligibility

A student can regain eligibility for federal student aid funds by successfully completing a drug rehabilitation program. To be sufficient to reinstate financial aid eligibility, the program must include at least 2 unannounced drug tests and be recognized as a federal, state, or local

government agency program. A student will regain eligibility on the date of successfully completing the program.

Audit

For Federal A-133 or any other audit, the Financial Aid Office will supply auditors a random sample of student files to ensure the Financial Aid Office is in compliance with federal, state, and institutional policies. Finance, Financial Aid, and Registrar are involved in the audit process with the Director of Financial Reporting and Planning as responsible for the overall coordinating. For Financial Aid, the Chief Student Services Officer is the contact person and will provide access to all items requested by the auditor. Findings will be sent to the Director and Associate Director of Financial Reporting and Planning who will then share the potential finding to Manager, Budget & Fin. Planning, the Vice President for Finance & Chief Financial Officer, and the Audit Committee - the Board of Directors. They will then notify the department in question to resolve the issue.

Enrollment Certification Process

Data is submitted to the Clearinghouse pertaining to the student enrollment status at the beginning of each term and is processed by the Registrar's Office for PCOM.

Third-Party Servicers

The Financial Aid Office has a number of third-party servicers for various necessary processes including, but not limited to, the list below:

National Student Clearinghouse - Enrollment Servicer

Heartland Payment Solutions - Title IV and Title VII Agency

Ascendium Education Solutions - Debt Letter

National Credit Management - Loan Collection Agency

William Fudge Inc - Loan Collection Agency

Great Lakes - Private Lender Platform

External Scholarship Programs

The PCOM Financial Aid Office is periodically notified of external agency scholarships. By completing the PCOM Scholarship Profile on myPCOM, we will specifically notify you of certain external agency scholarships that you may apply for.

There are also numerous external scholarship resources available through many organizations, non-profit entities, and state offices on our External Scholarship Webpage (<https://www.pcom.edu/about/departments/financial-aid/types-of-aid/scholarships/external-scholarships-search-databases.html>). Because of the dynamic nature of scholarships that are not controlled wholly by our institution, information may be incorrect, missing or otherwise and students are encouraged to do their own research.

Scholarship Search Websites

We recommend utilizing the following websites to search for additional external scholarships that may be available for graduate and medical students:

<https://www.psychologydegreeonline.net/Scholarships/> (<http://www.psychologydegreeonline.net/Scholarships/>)

<https://www.publichealthonline.org/scholarships-and-grants/> (<http://www.publichealthonline.org/scholarships-and-grants/>)

<http://www.fastweb.com/>

<https://www.scholarships.com/>

<http://www.apa.org/about/awards/>

Tuition and Fees

The Board of Trustees established the following tuition for the 2022-2023 academic year. Tuition is payable 10 business days before the start of each term. Tuition and a comprehensive fee are subject to change at any time at the discretion of the Board of Trustees. All courses taken will be assessed at the tuition rate of the student's degree program. If a student is enrolled at PCOM in multiple degree programs, tuition for the course(s) will be charged at the rate of the program with which the course(s) is affiliated. The comprehensive fee is neither returnable nor transferable. Each DO, PharmD, PT and PA student is charged an annual comprehensive fee of \$750,

Each graduate student is charged a per term comprehensive fee as follows:

- Summer \$188,
- Fall \$188,
- Winter \$187,
- Spring \$187.

Doctor of Osteopathic Medicine (DO)

Tuition for the 2022-2023 academic year is \$56,784. Students are charged the comprehensive fee as described above.

Accepted applicants are asked to send a \$250 non-refundable tuition prepayment according to the schedule listed in the Admissions Policies and Procedures section of this catalog. An additional deposit of \$500 is required on April 15 from all confirmed students. This fee is non-refundable and, along with the initial \$250 deposit, will be credited to the student's tuition account.

Doctor of Pharmacy (PharmD)

Tuition for the 2022-2023 academic year is \$41,760. Students are charged the comprehensive fee as described above.

All accepted PharmD program candidates are required to remit a \$500 non-refundable deposit to secure a seat in the class. PCOM has two-step deposit policy for all accepted applicants prior to March 1. Doctor of Pharmacy program applicants accepted prior to March 1 are asked to send a non-refundable \$200 tuition payment that will be credited to the student's tuition account. A second non-refundable \$300 pre-payment is required after March 1 to hold the seat in the upcoming class. Applicants accepted after March 1 will be asked to submit a single, non-refundable \$500 pre-payment. All pre-payments will be credited to the student's tuition account.

Doctor of Physical Therapy (PT)

Tuition for the 2022-2023 academic year is \$31,724. Students are charged the comprehensive fee as described above.

Accepted applicants are asked to send a \$500 non-refundable tuition prepayment by the date listed on the acceptance letter. An additional

deposit of \$1,000 is required on April 15 from all confirmed students. This fee is non-refundable and, along with the initial \$500 deposit, will be credited to the student's tuition account.

Doctoral Program in Clinical Psychology (PsyD)

Tuition for the 2022-2023 academic year is \$1,324 per credit. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$150 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable after April 15th in case of withdrawal.

Doctoral Program in School Psychology (PsyD)

Tuition for the 2022-2023 academic year is charged in the following:

500 Level Course \$960 per credit

600 Level Course \$1,038 per credit

700 Level Course \$1,240 per credit

Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$150 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Educational Specialist Degree - Psychology (EdS)

Tuition for the 2022-2023 academic year is \$1,038 per credit. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$150 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Master's Degree Program in Mental Health Counseling (MS), Applied Behavior Analysis(CGS, CAGS, MS), Applied Positive Psychology(MS), Cognitive Behavior Therapy(CAGS), Professional Counseling(CAGS)

Tuition for the 2022-2023 academic year is \$960 per credit for all master's of psychology students. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$150 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Master's Degree Program in Organizational Development and Leadership (MS), Non-Profit Leadership

Tuition for the 2022-2023 academic year is \$919 per credit. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$150 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Master's Degree Program in Public Health Management and Administration

Tuition for the 2022-2023 academic year is \$862 per credit. Students are charged the comprehensive fee as described above.

Graduate Program in Biomedical Sciences (MS) and Medical Simulation(CGS, CAGS)

Tuition for the 2022-2023 academic year is \$1,045 per credit. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$250 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Master's Degree Program in Health Sciences (Physician Assistant) (PA)

Tuition for the 2022-2023 academic year is \$53,624. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$500 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Master's Degree Program in Forensic Medicine (MS) and Pathway Program

Tuition for the 2022-2023 academic year is \$972 per credit for all forensic medicine students. Students are charged the comprehensive fee as described above.

Upon notification of acceptance as a student, an advance payment of \$150 is required to reserve a place in the first year class. This advance payment will be deducted from the tuition payment due on registration day, but is not refundable in case of withdrawal.

Master's Degree Program in Medical Laboratory Sciences and Pathway Program

Tuition for the 2022-2023 academic year is \$919 per credit for all forensic medicine students. Students are charged the comprehensive fee as described above.

Late Payment

It is the policy of the College that the payment of tuition and comprehensive fee is due in full at each billing cycle as published in the College calendar. All students who expect to take out loans to meet their obligations must show proof of pending loans sufficient to meet the payment of tuition and fee on the due date.

If tuition is not paid in full on that day, or if proof of adequate pending loans is not furnished, a late fee of \$100 per month will be assessed on the outstanding balance until such time as all obligations are met. A check that is not honored by the bank on which it was drawn will be subject to a \$50 fee.

Students with outstanding balances from previous terms will not be permitted to register for the next term until all financial obligations are met either by payment in full or by proof of adequate pending loans.

All prior year balances must be satisfied before a student is permitted to start a new academic year. Balances remaining unpaid at the end of the fourth year or end of degree program will prevent a student from receiving his or her diploma. In the event that a student receives and accepts a late admission to the first year of study, an exception to the above policy will be considered if the appropriate loan applications are filed immediately with the expectation of making full tuition payment by the end of the first term. This exception is for the first term of the first year only. Any other exceptions to this policy must be discussed with the Director of Financial Operations.

In accordance with VA policy, students receiving VA benefits will not be charged a late fee due to any delay in receipt of their VA benefit.

Technology Services

Information Technology Services

Information Technology Services (ITS) is PCOM's central department for technology-based services. We are responsible for providing technical support, networking computers, providing email services, managing the College's telecommunications systems, and much more. Our mission is to create and support a technical environment that advances PCOM's goals and objectives for delivering the best medical and graduate education in the country.

PCOM Portal

The College's portal and intranet - myPCOM - is accessible to students, faculty and staff, and provides information and documents that are personalized and pertinent to the PCOM community. It serves as a central hub for various systems and provides single-sign-on (SSO) access to quickly reach these services. myPCOM can be accessed at <http://my.pcom.edu>.

Wi-Fi Internet Access

Wi-Fi Internet access is offered throughout PCOM and PCOM Georgia locations using 802.11ac access points.

To connect to PCOM Wi-Fi while on campus, use your phone or mobile device to connect to the wireless network named "PCOM" and enter your PCOM network username and password.

Additional settings and documentation for connecting via Windows, Mac, and mobile devices can be found on myPCOM.

EMAIL

PCOM uses G Suite by Google Cloud as its email and collaboration platform. All students, faculty, and staff are issued Gmail accounts with the pcom.edu domain.

This account also provides access to Google Calendar web calendar, Google Drive file storage, Google Hangouts chat and web conferencing as well as the various G Suite productivity tools including Docs, Sheets, Slides, and Forms.

Computer Labs

PCOM offers modern computer labs featuring Windows 10 systems and printing services at its PCOM and PCOM Georgia locations.

The computer labs are reserved for current students, faculty, and staff of PCOM unless other special arrangements have been made.

Computer Recommendations

PCOM supports both Windows and Apple systems. In general, the newer the laptop or computer, the better your experience will be.

Before you purchase a laptop or desktop computer, we recommend you examine how you will use it. Your work habits, possible fields of study, and interests should shape your decision.

Decide between a Mac or a Windows system. The platform should match your interests. In general, both will work on PCOM's Network. Many of the major vendors, such as Apple, Dell, Lenovo, and HP offer discounts to students.

Tablets such as iPads may not support every system or program so we recommend using them as a supplement, rather than a replacement, for traditional laptops and computers.

Service Desk

The ITS Service Desk is responsible for technical support, incident management, technical services, mobile device management, and support for workstations, printers, media, and computer labs. Please contact the Service Desk with any technology-related questions or issues.

The ITS Service Desk can be reached at **215-871-6110** or via email at servicedesk@pcom.edu

ADMISSIONS REQUIREMENTS

ADMISSIONS POLICIES REQUIRED FOR ALL PROGRAMS

Technical Standards

Each program has Technical Standards for Admissions that define the Physical Sensory and Cognitive Psychological requirements for enrollment. These standards are available at www.pcom.edu/admissions (<https://www.pcom.edu/admissions/>) under Application Requirements and are required to be completed by an accepted student prior to enrollment.

International Applicants/Non-U.S. Citizens

An international applicant is any applicant who is not a United States citizen or permanent resident (green card holder) of the United States. The Doctor of Osteopathic Medicine (DO) program and online certificate programs require citizenship or permanent resident status (green card) for enrollment. International applicants are not eligible to enroll in any 100% online programs at PCOM.

Requirements Specific to Non-US Citizens

• Licensing Requirements

It is the sole responsibility of a Non-US applicant to determine that he/she will meet the eligibility requirements for national certification and state licensing. It is also the applicant's sole responsibility to determine whether any particular country will allow the practice of the profession for which a PCOM degree is received and licensing in the United States is obtained.

• Financial Responsibility

Once an international applicant is accepted and prior to matriculation in a program at either campus, he/she is required to deposit the necessary funds into a U.S. bank account selected by Philadelphia College of Osteopathic Medicine.

• Employment Authorization for International Applicants

It is the responsibility of the international applicant to ensure that he/she maintains all applicable terms and conditions of his/her period of stay in the United States, understands any employment-related requirement of the relevant PCOM program, and meets any requirements for receiving U.S. employment authorization.

PCOM's DSO officer will assist students who currently have or are eligible for a Student Visa (F-1) status with all documentation required including applying approval of work hours that are required by the curriculum in which the student is enrolled and/or desired post-completion employment authorization. PCOM does not guarantee that an applicant, student or graduate will be eligible for or received any particular immigration status.

PCOM's assistance with employment authorization is limited to international applicants with Student Visa (F-1) status; all other international applicants who do not have or are not eligible for a Student Visa (F-1) status should secure private legal counsel at the international applicant's own expense to assist with any immigration questions, concerns and/or filings.

• Compliance with All Applicable Laws

Federal laws, regulations, processes and requirements relevant to international applicants are subject to change at any time. PCOM requires that international students adhere to all applicable federal laws regarding their period of stay and/or ability to work in the United States. PCOM will also abide by all applicable federal laws, including future changes that may limit or restrict an individual's ability to remain in the United States.

PCOM urges applicants who have questions about their status or applicable immigration laws in the United States to seek private legal counsel.

• International Coursework

If an applicant has completed any coursework or a degree(s) from institutions outside of the United States, he/she must request an official course-by-course evaluation from World Education Services (www.wes.org (<https://www.wes.org/>)) to be forwarded to the following address for review along with the application for admission:

Office of Admissions
Philadelphia College of Osteopathic Medicine
4170 City Avenue
Philadelphia, PA 19131

All prerequisite coursework must be completed at a U.S. regionally accredited college or university.

English Proficiency Requirement

Proficiency in written and oral English appropriate to graduate and professional study is expected of all PCOM students. Any applicant whose native language is not English must demonstrate objective competency in English within the past two years by satisfactory performance on the Test of English as a Foreign Language (TOEFL). The minimum required score for the IBT (Internet Based Testing) is 79 and a minimum score of 26 is required for the speaking component. General writing assistance is available for theses and dissertations, however, as an institution offering only graduate and professional programs, PCOM does not offer remedial ESL coursework.

Every applicant whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Your score is considered too old, and will not be accepted, if it is more than two years old from the start of your admission term. Country of citizenship does not exempt applicants from this requirement. Language of instruction at the college or university level, and how recent it has been, are the determining factors in meeting this requirement.

Applicants are exempt if: English is the exclusive language of instruction at the undergraduate level; or they have earned a degree from a regionally accredited U.S. college or university not more than five years prior to the anticipated semester of enrollment; or they have completed at least two full-time semesters of graded course work, exclusive of ESL courses, in a U.S. college or university, or at an institution outside the U.S. where English is the exclusive language of instruction, not more than five years prior to the anticipated semester of enrollment.

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College of Osteopathic Medicine

Admission to PCOM's Doctor of Osteopathic Medicine (DO) program is comprehensive as well as competitive. We seek well-rounded,

achievement-oriented persons whose character, maturity and sense of dedication point to a successful and productive life as an osteopathic physician.

We are an institution that has historically sought diversity in our student population. We actively recruit under-represented minority students and non-traditional students who often offer exceptional potential for becoming outstanding physicians. Grades and MCAT scores are important to us as they are some of the best predictors of success in medical school; however, we also carefully review a candidate's research experience, clinical exposure, demonstrated leadership skills, extracurricular activities, community involvement, motivation to study medicine and letters of recommendation.

Doctor of Osteopathic Medicine (DO) - All Campuses

Admission to PCOM is comprehensive as well as competitive. Acceptance by the Faculty Committee on Admissions is based on the applicant's fulfillment of undergraduate course requirements, grade point averages (GPA), Medical College Admission Test (MCAT) scores, letters of recommendation, essay, resume and a personal interview with the committee.

PCOM seeks well-rounded, achievement-oriented persons whose character, maturity and sense of dedication point to a successful and productive life as an osteopathic physician. PCOM is an institution that has historically sought diversity in its student population and actively recruits under-represented minority students and non-traditional students, including veterans, who often offer exceptional potential for becoming outstanding osteopathic physicians.

Requirements for Admission

Prior to matriculation at any campus site, each applicant must meet the following PCOM admission requirements:

- Satisfactory completion of a bachelor's degree from a regionally accredited college or university. Applications from students with three years of exceptional undergraduate work completed may be considered.
- U.S. citizenship or permanent resident status (green card)
- The satisfactory completion of the following undergraduate courses must be demonstrated by the applicant:
 - Eight semester hours of biology, including two semester hours of lab
 - Eight semester hours of physics, including two semester hours of lab
 - Sixteen semester hours of chemistry, including four semester hours of lab; at least four of the sixteen required semester hours must be organic chemistry (with lab) and at least three semester hours must be biochemistry
 - Six semester hours of English composition and literature
 - We do not accept CLEP coursework and foreign coursework will not count toward meeting any of the prerequisites.
- Official exam scores from the Medical College Admissions Test (MCAT) must be submitted. For those who are submitting an updated test score, a January test date will be accepted. The MCAT must be taken within three years of the desired date of matriculation. For 2023 enrollment, exams taken before August 2020 will not be accepted to complete an applicant record.

Application Steps and Schedule

We participate in AACOMAS (<https://www.aacom.org/become-a-doctor/how-to-apply-to-osteopathic-medical-college/>), the centralized application service for the colleges of osteopathic medicine and adhere to the Applicant Protocol and Admissions Guidelines as adopted by the American Association of Colleges of Osteopathic Medicine and published in the ChooseDO Explorer (<https://choosedo.org/choose-do-explorer-registration/>). For AACOMAS application questions or assistance, please visit the AACOMAS Applicant Help Center (https://help.liaisonedu.com/AACOMAS_Applicant_Help_Center/) web site which includes contact information, instructions, and other important details.

Beginning in May, prospective osteopathic medical students may submit their application through a secure Web server, AACOMAS. Be advised that a full AACOMAS application must be e-submitted, completed and verified by February 1, 2023 to be considered for admissions to PCOM/PCOM South Georgia and/or PCOM Georgia.

There are no supplemental application requirements for 2023 admission. Rather, in the AACOMAS application, visit the Program Materials section of your PCOM application and respond to the questions posed on the Questions tab.

When each processed application is received by the PCOM Office of Admissions from AACOMAS, applicants will receive an email notification with further instruction and a link to PCOM's application portal.

All DO program candidates must:

- Submit a separate AACOMAS application for PCOM/PCOM South Georgia and/or PCOM Georgia. In AACOMAS, access to the PCOM South Georgia application can be found through the PCOM application. On the Questions tab, candidates are asked to select the PCOM location(s) for which they wish to be considered: PCOM, PCOM South Georgia or **both** PCOM and PCOM South Georgia. Candidates wishing to apply to PCOM Georgia will need to complete a separate application in AACOMAS.
- Pay the corresponding AACOMAS fee(s).
- Submit an institutional application fee to PCOM for each location required:
 - \$75 for PCOM and/or PCOM South Georgia.
 - \$75 for PCOM Georgia.

This fee is required in order for the Office of Admissions to process each application and the corresponding application materials.

The Letter of Recommendation requirement for DO admission is as follows:

A minimum of 3 letters of recommendation are required from individuals who know the applicant in a professional capacity and can comment on one's character, work ethic, academic history, scientific acumen, empathy, compassion, resilience, emotional intelligence, commitment and knowledge of the healthcare environment. The DO Faculty Committee of Admissions strongly prefers that the letters be from the following sources:

- A pre-health or academic advisor/committee (undergraduate, post-baccalaureate or graduate programs). A pre-health advisor letter will meet the requirement for one of the three required letters of recommendation. A pre-health packet of letters from an institution containing three or more letters of recommendation will meet the requirement.

- Undergraduate, Graduate or Post-Baccalaureate faculty (preferably those who delivered a candidate's completed science coursework), who can attest to academic performance and aptitude. We highly recommend AT LEAST ONE letter from an academic source.
- Physicians, preferably DOs, and/or other health care providers with whom a candidate has had a professional relationship, who can attest to the applicant's clinical experiences and overall fit for the profession.

Candidates who may not have the ability to submit letters from any/all of the above sources should select letter writers who know them in a professional capacity and can comment on the applicant's character, work ethic, academic history, scientific acumen, empathy, compassion, resilience, emotional intelligence, commitment and/or knowledge of the healthcare environment.

A pre-health advisor letter will meet the requirement for one of the three required letters of recommendation. We would prefer each letter to be submitted separately, however, a packet of letters from an institution containing three or more letters of recommendation will meet the requirement.

A letter of recommendation from an osteopathic physician is strongly recommended but not required.

The application and all required materials (including the institutional application fee(s)) must be received by March 1, 2023. However, early submission is strongly recommended as interviewees are selected and decisions are rendered on a rolling basis.

Interviews

Each campus has a PCOM Faculty Committee on Admissions that will review all completed applications, select those applicants to be interviewed and inform them in writing, via e-mail, of the interview date, time and location. Although all applicants who are accepted must be interviewed, the granting of an interview should not be construed as evidence of final acceptance.

Interviews generally begin in mid-September and continue until the end of March. A candidate can be selected for an interview at any time throughout the review process as deemed competitive by the Faculty Committee on Admissions. Interview sessions are on-campus or virtual events that include an opportunity to meet with student ambassadors and tour the campus. PCOM conducts a panel interview that generally includes the applicant and at least two members of the Faculty Committee on Admissions, and lasts about 30 minutes.

Admissions Decisions

Interviewed candidates are usually notified within five weeks from the date of interview. Accepted applicants are asked to remit a \$250 non-refundable tuition prepayment according to the following schedule as noted by the AACOM Admissions Guidelines:

- Those accepted prior to November 15 will have until December 14.
- Those accepted between November 15 and January 14 will have 30 days.
- Those accepted between January 14 and May 14 will have 14 days.
- Those accepted on or after May 15 may be asked for an immediate deposit.

An additional deposit of \$500 is required by April 15 from all confirmed students. This fee is non-refundable and, along with the initial \$250 deposit, will be credited to the student's tuition account.

The candidate is also asked to review and acknowledge PCOM's Technical Standards for Admission and Matriculation by sending the completed/signed forms at the time of deposit submission.

PCOM does not have an Early Decision Program.

To ensure that students accepted to PCOM will be permitted to perform clerkships during their third and fourth clinical years, and thus ensure them the opportunity to successfully complete their DO degree requirements, as well as to ensure the safety of the PCOM community, PCOM requires all first-year students to complete a criminal background check prior to matriculation. All students must have their criminal background checks processed through a PCOM vendor of choice. The Office of Admissions must have this information on file prior to orientation; students will not be permitted to start classes without this information.

Transfer Students and Advanced Standing

PCOM does not routinely accept transfer students for the Doctor of Osteopathic Medicine program; however, a transfer application may be considered under extenuating circumstances and depending on seats available in the class. Consideration will be given only to a student who is in good standing at an AOA-accredited college of osteopathic medicine or who is eligible for re-admission to the previously attended college of osteopathic medicine. COMLEX I must have a passing grade prior to matriculation at PCOM if the student is accepted by the faculty committee on Admissions.

The initial request for transfer must originate from the dean of the college or university from which the student wishes to transfer and must be directed to the dean of the PCOM location to which they are applying. Application materials must be submitted before February 1, 2023 and a formal interview with the Faculty Committee on Admissions will be required.

If accepted, a transfer student will be given credit for courses successfully passed at the previous college that meet PCOM's curriculum requirements. A minimum of two years must be completed at PCOM for a student to be eligible to receive the DO degree. Accepted students must be prepared for summer enrollment.

Transfer requests from one PCOM location to another must be discussed with the Dean at the PCOM location of enrollment.

For all other students entering the DO program, PCOM does not grant advanced standing or credit for prior learning or for courses completed at other institutions.

Graduate Medical Education - Philadelphia Campus

Graduate medical education is the crucial step of professional development between medical school and autonomous clinical practice. It is in this vital phase of the continuum of osteopathic medical education that residents learn to provide optimal patient care under the supervision of faculty members. PCOM offers residency and fellowship programs to further the osteopathic medical education of physicians.

Admission to Postgraduate Training

Enrollment in the residency and fellowship programs at PCOM is highly competitive in order for the most qualified applicants to receive the highest-quality training. All programs, except for the Transitional Year program, participate in either the National Resident Matching Program (NRMP) or the San Francisco Match (SF Match).

The minimum requirements for admission to the residency and fellowship programs can be viewed here: <https://www.pcom.edu/academics/graduate-medical-education/policies/eligibility-and-selection.html>

Residency and Fellowship Programs

The residency and fellowship programs of PCOM are held to a high standard of clinical excellence, with a commitment to teaching and active encouragement of resident research. The College currently offers ACGME accredited training in eleven residency and fellowship programs, including Osteopathic Neuromusculoskeletal Medicine.

- Dermatology - Marcus Goodman, DO, Program Director. Approved Positions: 6
- General Surgery – Lindsey Perea, DO, Program Director. Approved Positions: 30
- Geriatric Medicine Fellowship – Nicol Joseph, DO, Program Director. Approved Positions: 6
- Hospice and Palliative Medicine Fellowship – Michael Srulovich, DO, Program Director. Approved Positions: 4
- Internal Medicine – Daniel Parenti, DO, Program Director. Approved Positions: 36
- Ophthalmology – Kenneth Heist, DO, Program Director. Approved Positions: 6
- Orthopaedic Surgery – John McPhilemy, DO, Program Director. Approved Positions: 20
- Osteopathic Neuromusculoskeletal Medicine (ONMM) - Lauren Noto-Bell, DO, Program Director. Approved Positions: 4
- Otolaryngology-Head and Neck Surgery – John McGrath, DO, Program Director. Approved Positions: 15
- Plastic Surgery Fellowship – Benjamin Lam, DO, Program Director. Approved Positions: 6
- Transitional Year - Erik Polan, DO, Program Director. Approved Positions: 11

DO Graduate Statistics

PCOM annually reports statistics related to the Complex Level 3 board exam results and the number of students who applied to and obtained placement in a graduate medical education program accredited by the Accreditation Council for Graduate Medical Education (ACGME) or the military. These statistics may be found on the PCOM website: <https://www.pcom.edu/program-statistics/doctor-of-osteopathic-medicine.html>

School of Health Sciences Programs

Master of Science in Biomedical Sciences (MS) - All Campuses

All applicants to the graduate programs in Biomedical Sciences must have successfully completed a bachelor's degree from a regionally accredited college or university prior to matriculation. They must also have completed all undergraduate pre-professional science requirements:

- Eight credit hours each of general biology and physics
- 16 semester hours of general chemistry coursework (including labs), four credits of which must be organic chemistry. Biochemistry is strongly recommended.

"General" coursework denotes the first two courses in the subject sequence for science majors. All courses must be completed at a regionally accredited institution.

The MS in Biomedical Sciences program will accept:

- credits completed at a community college
- courses completed online or on campus
- AP coursework, provided the course and credits appear on your official college transcript

The MS in Biomedical Sciences program will not accept:

- prerequisite coursework completed as an audit or graded pass/fail
- credits completed as CLEP courses
- prerequisite coursework completed internationally

Successful candidates must also show evidence of commitment to a career in the health professions and/or potential for admission to a professional school.

The online application will be available for Fall 2023 admission at <https://www.pcom.edu/admissions/apply/>.

Once your application has been downloaded by the PCOM Office of Admissions, you will be contacted via email with a confirmation of its receipt including reminders of the appropriate steps to complete the application process.

Your application will be processed and assessed by the Faculty Committee on Admissions only after the receipt of:

- A general autobiographical statement explaining your interest in this academic program as it relates to your career goals (in 500 words or less).
- One letter of recommendation from individuals who know the applicant in a professional capacity and can comment on one's character, work ethic, academic history, scientific acumen, empathy, compassion, resilience, emotional intelligence and commitment.

Admissions prefers letters from the following sources:

- A pre-health or academic advisor/committee (undergraduate, post-baccalaureate or graduate programs)
- Undergraduate, graduate or post-baccalaureate faculty (preferably those who delivered a candidate's completed science coursework), who can attest to academic performance and aptitude.

Candidates who may not have the ability to submit a letter from any of the above sources should select letter writers who know them in a professional capacity and can comment on the applicant's character, work ethic, academic history, scientific acumen, empathy, compassion, resilience, emotional intelligence and commitment to graduate education.

Letters of recommendation can be sent through the PCOM application portal or directly to PCOM Admissions in .pdf format at recommend@pcom.edu. Recommenders can view our For Recommenders (<https://www.pcom.edu/admissions/recommenders/>) page for guidance.

- Submit official reports of standardized test scores: MCAT, PCAT, DAT, OAT, or GRE **This requirement will be automatically waived for applicants with a cumulative GPA of 3.2 or higher on their bachelor's degree granting transcript.**
 - See the following webpage for details on test score submission to PCOM: <https://www.pcom.edu/admissions/apply/biomedical-sciences.html>
- Submit official college transcripts from all colleges/universities schools attended. We will accept electronic transcripts via email from Parchment Services and National Student Clearinghouse to admissions@pcom.edu directly from the college Registrar.

The graduate programs in biomedical sciences utilize a rolling admissions policy. Therefore, applications will be considered throughout the year as received until the desired enrollment has been achieved. Each campus (Philadelphia, Georgia and South Georgia) has a separate application for the biomedical sciences program. The Faculty Committee on Admissions screens the applications, evaluates the applicants and selects the new students. Following the completion of the admissions process, each applicant is notified of the Admission Committee's decision in writing, including any conditions that must be satisfied prior to or following enrollment. Classes begin in the Fall term.

All biomedical sciences graduate program students are accepted as degree candidates and may declare a degree concentration at any time after matriculation.

Master of Science in Forensic Medicine (MS, Pathway)

All applicants to the Master of Science in Forensic Medicine must have successfully completed a bachelor's degree from a regionally accredited college or university with a cumulative grade point average of 3.0 or higher on a 4.0 scale prior to matriculation. Using a holistic admissions process, candidates with diverse experiences will be considered on a case-by-case basis.

The Forensic Medicine Admissions Committee will determine the applicant's start date and program level (MS or Pathway) based on submitted application materials and the admissions decision will reflect any change necessary.

Classes for the Master of Science in Forensic Medicine program begin in the Fall term only. Candidates requiring Pathway will begin in the Summer term only.

The degree program is a 40-credit program leading to a Master of Science in Forensic Medicine. It provides a solid foundation in the theory, concepts and principles of forensic medicine, the medico-legal and technical aspects of death scene investigations and clinical pathology

skills. The emerging demands, roles and responsibilities of medico-legal investigators and clinical forensic specialists are also addressed. Please note that a strong health care and/or law enforcement background is recommended to apply directly to the MS degree program.

Pathway

Pathway is designed for those who are interested in forensic medicine and who possess a bachelor's degree in a forensic-related field (i.e., criminal justice, psychology, sociology or anthropology) but lack relevant coursework in the core sciences (biology, chemistry, anatomy and physiology). This online course was designed to allow those without a strong science background to receive the necessary information to be successful in the Master of Science in Forensic Medicine. Candidates requiring Pathway will be admitted to the MS degree program contingent upon completion of the Pathway course.

The forensic medicine program utilizes a rolling admissions policy. Therefore, applications will be considered throughout the year as received until the desired enrollment has been achieved. Prospective students may submit their application through PCOM's online application management system. Additional details, including application availability and instructions, are available at explore.pcom.edu/apply (<https://explore.pcom.edu/apply/>).

The Faculty Committee on Admissions screens the applications, invites some applicants for an interview, evaluates the applicants, and selects the new students. Following completion of the admissions process, applicants will be notified of the Admissions Committee's decision in writing, including any conditions that must be satisfied prior to or following enrollment.

Once your application has been processed, you will be contacted via email with a confirmation of its receipt including reminders of the appropriate steps to complete the application process.

The Faculty Committee on Admissions for Forensic Medicine uses the following information in making decisions concerning admission:

- Completed application including the institutional application fee of \$50.00
- Official transcripts of all undergraduate and graduate/professional coursework
- One letter of recommendation
- A general autobiographical statement explaining your interest in the Forensic Medicine program as it relates to your career goals (in 500 words or less)
- Writing sample (preferably graded)
- Resume/CV
- Current professional, state or federal license, certificates or registration documents, if applicable

All materials must be forwarded to PCOM's Office of Admissions.

Note that official college transcripts from all colleges/universities schools attended must be sent directly to:

Philadelphia College of Osteopathic Medicine
Office of Admissions
4170 City Avenue
Philadelphia, PA 19131

We will accept electronic transcripts via email from Parchment Services and National Student Clearinghouse to admissions@pcom.edu. Letters of

recommendation can be sent directly to PCOM Admissions in PDF format to recommend@pcom.edu. Recommenders can be directed to our "For Recommenders" page (<https://www.pcom.edu/admissions/recommenders/>) for guidance. All other admissions documents can be sent to admissions@pcom.edu.

Doctor of Physical Therapy (DPT) - PCOM Georgia

Admission to the Doctor of Physical Therapy (DPT) program is competitive and selective. PCOM seeks well-rounded, achievement-oriented individuals whose maturity and dedication will lead them to a successful career as physical therapists. An acceptance offered by the Faculty Committee on Admissions is based on the applicant's fulfillment of prerequisite coursework, grade point average (GPA), Graduate Record Examination (GRE) scores, letters of recommendation, essay, resume, and a personal interview.

Your application will be processed and assessed by the Faculty Committee on Admissions only after the receipt of:

- A completed application and \$75 institutional application fee
- A bachelor's degree from a regionally accredited college or university (must be completed prior to matriculation)
- Official transcript(s) of all undergraduate and graduate coursework
- Three Letters of Recommendation
- Official score report from the GRE - General Test

Application Process

All inquiries about admission to the Doctor of Physical Therapy (DPT) program should be directed to PCOM's Office of Admissions. The physical therapy program participates in the centralized online application service for physical therapy (PTCAS (<https://www.apta.org/cas/ptcas/>)). Beginning in May, prospective physical therapy students interested in Fall 2023 admission for the DPT program may submit their application through PTCAS (<https://www.apta.org/cas/ptcas/>), a secure web server. The Faculty Committee on Admissions utilizes a rolling admissions policy. Therefore, applications will be considered throughout the year as received until the desired class size has been reached. However, those applications completed prior to December 1 will be given priority.

Baccalaureate Degree Requirement

For matriculation into this program, an applicant must have completed a bachelor's degree from a regionally-accredited institution.

Prerequisite Coursework

Prior to matriculation, an applicant must have successfully completed the following:

- General/Introductory Biology: two-course sequence for science majors (8 semester-hours credit), must include labs; **or** two-course sequence in Anatomy & Physiology (8 semester-hours credit), must include labs;
- If the two-course sequence in Biology for science majors is chosen, one additional Biology course with a lab must be completed (preferably advanced biology.)
- If the two-course sequence in Anatomy and Physiology is chosen, one additional course in Biology with a lab for science majors must be completed.

- General/Introductory Physics: two-course sequence for science majors (8 semester-hours credit), must include labs (sequence should include content related to mechanics, electricity, magnetism, and light);
- General/Introductory Chemistry: two-course sequence for science majors (8 semester-hours credit), must include labs;
- Social or behavioral sciences: two courses (6 semester-credit hours); Acceptable courses include psychology (any), sociology, anthropology and world religions.

Applicants must obtain an overall grade point average of 3.0 and a prerequisite grade point average of 3.0 on a 4.0 scale. (as calculated by PTCAS (<https://catalog.pcom.edu/admissions/pa-health-sciences/ptcas.org>)). Grades of D or F are not accepted. If courses are repeated, PCOM will take the highest grade, not an average of all attempts. Prerequisite courses cannot be older than 7 years and must be completed at a regionally accredited college or university. Foreign coursework will not be accepted towards the completion of prerequisites.

At the time of application, candidates must have the prerequisite coursework completed or be able to provide a plan in writing that demonstrates the completion of the prerequisites prior to enrollment in the program. This can be achieved by completing the "Planned or In Progress Coursework" section of PTCAS. Note that the requirements for the baccalaureate and all prerequisite courses must be completed prior to matriculation. At least six of the ten required prerequisite courses must be completed before an application will be considered.

Letters of Recommendation

Applicants must submit three letters of recommendation, one of which must be from a licensed physical therapist. The two remaining letters are preferred to be from any of the following sources:

- College professor
- Employer/Supervisor
- Pre-health professions advisor
- Other healthcare professional

To the extent appropriate, each letter should address the applicant's character, leadership abilities, commitment to service, ability to be self-directed, communication skills, and ability to work as a member of a team.

We will accept electronic transcripts via email from Parchment Services and National Student Clearinghouse to admissions@pcom.edu. Additional letters of recommendation can be sent directly to PCOM Admissions in .pdf format to recommend@pcom.edu. All other admissions documents can be sent to gaadmissions@pcom.edu.

Standardized Test Scores

Along with a completed application, letters of recommendation and transcripts, candidates to the Doctor of Physical Therapy program must submit an official score report from the GRE - General Test to be considered for admission. The PCOM Georgia PTCAS code for the GRE is 2849.

The minimum GRE scores required are as follows: GRE-V, 146; GRE-Q, 144; and GRE-W, 3.5. PCOM will take the highest score of multiple attempts. A combined score of 290 or above for verbal and quantitative are accepted.

Healthcare Experience Requirements

There are no specific requirements for health care experiences to be eligible for enrollment. Applicants should, however, be able to demonstrate breadth and depth of knowledge about the practice of physical therapy through meaningful experiences demonstrated through a completed application for admission. Any volunteer work or paid work in a clinical setting wherein candidates are either providing hands-on care or witnessing care first hand is valued. Health care shadowing experiences are also highly recommended.

Assessing Applicants for Interview Consideration

On receipt of a completed application, each applicant will be screened to determine if they are to be invited for an on-campus interview. The following will be considered during the screening process:

- Academic ability based on GPA (overall and prerequisite) and GRE scores. Admission to PCOM's PT program is very competitive and selective. Higher GPAs and GRE scores will enhance your chances of being selected for an interview. The average undergraduate GPA for applicants accepted to physical therapy programs nationally during the 2020-21 admissions cycle was 3.47/4.00. The average unofficial GRE percentile scores for the same admissions cycle ranged from 44% on the Quantitative scale to 61% on the Analytical scale.
- Major and minor areas of undergraduate study
- Observation/experience in physical therapy (quantity and variety)
- Leadership
- Interest in underserved populations
- Personal interests

All applicants selected for an interview will be contacted via e-mail, with a proposed date and time. Please note, although all applicants who are eventually accepted must be interviewed, the granting of an interview does not guarantee acceptance into the program. On the day of the interview, applicants may have an opportunity to talk with admissions staff and current students. The interviews are conducted by a panel consisting of physical therapy program faculty. Current students may also be involved.

Following the completion of the admissions process, each applicant is notified of the Admission Committee's decision via their PCOM application portal, including any conditions that must be satisfied prior to enrollment in the program.

Enrollment Requirements

Accepted applicants are asked to submit a \$500 deposit by April 15. This fee is non-refundable and, along with the initial deposit of \$500 by January 15, is credited to student's tuition account.

The accepted candidate is also asked to review and acknowledge PCOM's Technical Standards for Admission and Matriculation by sending the completed/signed forms to TechStandards@pcom.edu.

In an effort to foster the safety and well-being of the entire campus community, as well as to ensure that students accepted to PCOM will be permitted to perform clerkships/internships required to successfully complete their degree requirements, PCOM requires all first-year students to complete a criminal background check prior to matriculation. All students must have their criminal background checks processed through a PCOM vendor of choice. The Office of Admissions will send notification of the process after confirmation of enrollment and must have this

information on file prior to orientation; students will not be allowed to start classes without this information.

Policy on Transfer of Credits

The Department of Physical Therapy does not routinely accept transfer students; however, a transfer application may be considered under extenuating circumstances and depending on the availability of places within the class. In order to be considered, a prospective student must provide documentation of the circumstances necessitating the transfer and must be in good standing in a CAPTE-accredited program of physical therapy. The applicant must be able to demonstrate equivalency of courses undertaken with courses within the DPT curriculum. Credit will only be granted for courses that "match" courses within the DPT curriculum and for which a grade of B or higher was achieved. A minimum of two years must be completed at PCOM for a student to be eligible to receive the DPT degree.

Questions

Should you have any questions, please contact us via email at gaadmissions@pcom.edu.

Master of Science in Health Science, Physician Assistant Studies - Philadelphia and Georgia Campuses

PCOM's Physician Assistant Studies (PA) program is designed to prepare the student for comprehensive practice in a variety of clinical settings following completion of the second year of the program. The goals and objectives of the program are guided by the criteria set forth by the Standards and Guidelines for an Accredited Education Program for the Physician Assistant. The program has received full accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), and graduates are eligible to sit for the National Commission on Certification of Physician Assistants (NCCPA) examination for national certification and regional, local and national licensure.

CASPA

PCOM participates in the Centralized Application Service for Physician Assistants (CASPA). You may obtain additional information about CASPA and apply online at caspa.liaisoncas.com (<https://caspa.liaisoncas.com/applicant-ux/#/login>). CASPA applications become available for 2022-2023 enrollments in April 2022. All applications must be e-submitted, completed, and verified by CASPA no later than December 1, 2022, for both PCOM and PCOM Georgia (separate application per campus). When applying to PCOM through CASPA, you will be required to complete PCOM specific questions before submitting.

All required application materials, including the \$75 PCOM institutional application fee (one fee per campus) must be received by the Office of Admissions **no later than** December 15, 2022, for PCOM and PCOM Georgia in order to be considered for admission for the Summer 2023 term. Note that the fee can only be paid online through the PCOM application portal. The link to the portal is sent via email at receipt of a verified and completed CASPA application.

The Faculty Committee on Admissions recommends you submit a completed and verified CASPA application, which includes a PCOM specific question series, as soon as possible as PCOM operates using a rolling admissions process.

Assessing Applicants for Interview Consideration

Completed and verified CASPA applications and supporting documents will be reviewed and individuals will be selected for an on-campus or virtual interview by the Faculty Committee on Admissions. Interviews will be offered to those who qualify compared against the applicant pool and successful completion of the following factors, which represent the minimum criteria for consideration for admission. Selection for the PA program is very competitive. Successful applicants will generally exceed the minimum criteria.

- Baccalaureate degree
- Letters of recommendation
- Standardized test score, if necessary (TOEFL)
- Prerequisite coursework
- Grade Point Averages (GPAs)
- Healthcare experience
- Other considerations

An interview is required for admission to the program. They are typically conducted from September through February; although interviews may be conducted before or after this timeframe. A candidate can be selected for an interview at any time throughout the review process as deemed competitive by the Faculty Committee on Admissions.

Baccalaureate Degree

All applicants must complete a baccalaureate degree, preferably in science or a health-related field, from a regionally accredited college or university in the United States, Canada or the United Kingdom prior to matriculation. Applicants must send official transcripts from all colleges and/or universities attended directly to CASPA. Once enrolled at PCOM, candidates must submit official copies of all college transcripts directly to the PCOM Office of Admissions.

Letters of Recommendation

Applicants must also submit three letters of recommendation directly to CASPA. Others may be sent in .pdf format to PCOM's Office of Admissions at recommend@pcom.edu. One recommendation **must** be from a physician, physician assistant or nurse practitioner in order to be considered for admission.

Prerequisite Coursework

It is the responsibility of each applicant to meet the following minimum requirements:

Code	Title	Hours
	General Biology I ¹	4
	General Biology II ¹	4
	Other Biology Coursework (Examples: Microbiology, Genetics, Cell Biology, etc.)	3
	Anatomy and Physiology (Can be taken as separate courses or combined as Anatomy and Physiology I & II.)	8
	General Chemistry I ¹	4
	General Chemistry II ¹	4
	Other Chemistry Coursework (Examples: Organic Chemistry, Biochemistry, etc.)	3
	Health-related Science Course or Physics	3

(Examples: Physics, Nutrition, Immunology, Virology, Microbiology, Genetics, Cell Biology, etc.)

Social Sciences 9

(Examples: Psychology, Sociology, Anthropology, History, etc.)

Math 6

(Statistics is considered an acceptable Math course)

- All prerequisite coursework listed above must be completed prior to enrollment with a grade of at least a "C" or 2.0 on a 4.0 scale.
- All science and math prerequisites must be completed within 10 years prior to June enrollment. (e.g., June 2013 or later)
- Applicants must obtain an undergraduate science and cumulative grade point average of 3.0 or higher on a 4.0 scale (as calculated by CASPA).
- One course cannot be used to satisfy multiple prerequisite courses.
- AP coursework will be accepted provided the course and credits appear on your college transcript.
- All courses must be completed at a regionally accredited institution. Foreign coursework will not count toward meeting any of the prerequisites.
- The program will accept credits completed at a community college.
- The program will accept courses completed online or on campus.
- The program will not accept prerequisite coursework completed as an audit or graded pass/fail with the exception of coursework completed during the spring and summer 2020 terms which may be listed as Pass in a pass/fail grading scale.
- The program will not accept credits completed as CLEP courses.
- At the time of application, candidates must have the prerequisite coursework completed or be able to provide a plan in writing that demonstrates the completion of the prerequisites prior to enrollment in the program (this can be achieved by completing the "Planned or In Progress Coursework" section of CASPA). Two science/math prerequisite courses may be "Planned or In Progress" at the time of application.

Healthcare Experience

To be considered for an interview for the Physician Assistant Studies program, applicants must have a minimum of 200 hours of direct patient contact experience in volunteerism or employment in the healthcare industry, as documented through CASPA at the time of application. Candidates complete the requirement in a variety of ways, some of which include: working as a certified nursing assistant, pharmacy technician, phlebotomist, LPN, EMT, paramedic, scribe, medical translator, physical therapy aide, patient navigator, mental health aide, etc. Many Physician Assistant Studies program candidates have experienced medicine overseas as volunteers in clinics.

Any volunteer work or paid work in a clinical setting wherein candidates are either providing hands-on care or witnessing care first hand can be acceptable, depending on the nature of the role. In-person health care shadowing experiences are counted and highly recommended. Veterinary medicine hours will not be accepted towards the requirement.

Other Considerations

Applicants with graduate degrees and/or five years of healthcare experience and/or other unique circumstances or qualifications may be considered, on an individual basis, for waiver of selected published prerequisite coursework. However, all candidates must have earned a baccalaureate degree prior to enrollment, excluding dual-degree

candidates. Waiving of any criteria can only be assessed during the formal application review by the Faculty Committee on Admissions. Staff members of the Office of Admissions may not waive application requirements.

Applications are not accepted from individuals ineligible to be licensed as a physician assistant under the laws of the Commonwealth of Pennsylvania and the State of Georgia.

To ensure that students accepted to PCOM will be permitted to perform clerkships during their second year of study, and thus ensure them the opportunity to successfully complete their MS degree requirements, as well as to ensure the safety of the PCOM community, PCOM requires all first year PA students to complete a criminal background check prior to matriculation. All students must have their criminal background checks processed through a PCOM chosen vendor. The Admissions Office will send notification of the process after confirmation of enrollment and must have this information on file prior to orientation. Students will not be permitted to start classes without a criminal background check received and approved by the Office of Admissions.

Application Decisions

Candidates interviewed are evaluated based on multiple factors including:

- Academic ability
- Scholarly accomplishments
- Problem solving ability
- Decision making skills
- Maturity
- Potential for professional comportment
- Level of commitment to profession
- Personal preparedness
- Congruence with program philosophy and mission

The Admissions Committee reserves the right to accept or reject applications to the chosen program based on merit.

Notification of Acceptance or Alternate Status

Following completion of the admissions process, applicants will be notified of the Admissions Committee's decision in writing using the PCOM Admissions portal, including any conditions that must be satisfied prior to or following enrollment. Once admitted, candidates who wish to enroll are asked to review and acknowledge PCOM's Technical Standards for Admission and Matriculation and submit a \$500 non-refundable tuition prepayment online. The acceptance packet will contain all materials required for enrollment.

Applicants may be placed on the wait list after completion of the interview process. The wait list is not ranked or ordered. Typically, candidates are selected as seats become available from February until classes begin in June. After all expected candidates arrive for orientation in June, those not selected will be sent a final decision letter on their PCOM Admissions portal.

Policy on Advanced Standing, Transfer of Credits and Experiential Learning and Graduates of Medical Schools

The Physician Assistant Studies program does not offer advanced placement based upon transfer of credits for academic work completed at other institutions of higher learning or upon credit from experiential

learning. Applications are not accepted from graduates of medical schools.

The **Master of Science (MS) in Medical Laboratory Science** program, offered at **PCOM Georgia**, is designed to prepare program graduates for an exciting career in the field of laboratory medicine.

Admission Requirements

Completed and verified applications and supporting documents will be reviewed on a rolling basis by the Faculty Committee on Admissions beginning in May. Applicants will be assessed on the following factors:

- Baccalaureate degree in biologic science/chemistry
- Prerequisite coursework: General Biology I/II (no non-major biology credits are accepted), Anatomy & Physiology I/II, General Chemistry I/II, Organic Chemistry or Survey of Organic Chemistry, Algebra or higher-level math
- Essay written on career goals and how this degree will help attain those career goals. Applicants that do not meet the GPA requirement/lapses in consistent enrollment are encouraged to explain any occurrences in the essay.
- Essential Functions form completed
- Interview process

Is there a baccalaureate degree requirement for the Medical Laboratory Science program?

All applicants must complete a baccalaureate degree from a regionally accredited college or university. It is preferred that the candidate have a conferred degree in biology or chemistry; however, degree concentrations with all science and math conditions satisfied will be considered.

What are the coursework prerequisites for PCOM's Medical Laboratory Science program?

Courses Required	Credit Hours	Notes
General Biology I/II	8	Lab Required
Anatomy & Physiology I/II	8	Lab Required
General Chemistry I/II	8	Lab Required
Organic Chemistry I*	4	Lab Required
Algebra or higher level math	3	

*Survey of Organic Chemistry is acceptable

"General" coursework denotes the first two courses in the subject sequence for science majors.

AP coursework will be accepted provided the course and credits appear on your official college transcript.

All courses must be completed at a regionally accredited institution.

The MS in Medical Laboratory Science program will accept credits completed at a community college.

The MS in Medical Laboratory Science program will accept courses completed online or on campus (at a regionally accredited institution). However, the MSMLS program DOES NOT accept online laboratory courses.

The MS in Medical Laboratory Science program will not accept prerequisite coursework completed as an audit or graded pass/fail.

The MS in Medical Laboratory Science program will not accept credits completed as CLEP courses.

Are you required to submit standardized test scores for the Medical Laboratory Science program?

No, there are no formal testing requirements for this program.

Is there an essay requirement?

Applicants must write a general autobiographical statement explaining your interest in this academic program as it relates to your career goals (in 500 words or less). Your completed essay should explain career goals, and how, if selected for the program, will the degree enable you to attain those goals. If there are any areas of your previous academic coursework that would reflect negatively on your acceptance to the program, applicants are encouraged to explain those concerns.

The online medical laboratory science post-professional program culminates in a Master of Science in Medical Laboratory Science degree. This full-time, online program focuses on higher level learning in the field coupled with pathophysiology, research trends and advancement in the study of medical laboratory science. The 10-month program requires 30 credit hours for degree completion.

Admission Requirements

Completed and verified applications and supporting documents will be reviewed on a rolling basis by the Faculty Committee on Admissions beginning in May. Applicants will be assessed on the following factors

Admission to the Post-Professional MLS Degree program requires a baccalaureate degree in Medical Technology, Medical Laboratory Science, or Clinical Laboratory Science from a NAACLS accredited program and regionally accredited institution.

The B.S. degree must be from a NAACLS accredited program.

All courses must be completed at a **regionally accredited institution.**

The MS in Medical Laboratory Science program will accept courses completed online or on campus (at a regionally accredited institution).

The MS in Medical Laboratory Science program **will not accept** prerequisite coursework completed as an **audit or graded pass/fail.**

The MS in Medical Laboratory Science program **will not accept** credits completed as **CLEP courses**

Are you required to submit standardized test scores for the Medical Laboratory Science program?

No, there are no formal testing requirements for this program.

Is there an essay requirement?

Applicants must write a general autobiographical statement explaining your interest in this academic program as it relates to your career goals (in 500 words or less). Your completed essay should explain career goals, and how, if selected for the program, will the degree enable you to attain those goals. If there are any areas of your previous academic coursework that would reflect negatively on your acceptance to the program, applicants are encouraged to explain those concerns.

Additional Considerations

In an effort to foster the safety and well-being of the entire campus community, PCOM requires all students to complete a criminal background check prior to matriculation. All students must have their criminal background checks processed through a PCOM vendor of choice. The Office of Admissions will send notification of the process after confirmation of enrollment and must have this information on file prior to orientation; students will not be allowed to start classes without this information.

Prior to acceptance in the Post-Professional Medical Laboratory Science program, all candidates are required to complete PCOM's Technical Standards for Admission and Matriculation.

PCOM fully online courses are not open to applicants who are not U.S. citizens or permanent residents for the 2021-2022 academic year.

In accordance with the March 2020 guidance, new or Initial F and M students who were not previously enrolled in a program of study on March 9, 2020, will not be able to enter the United States as a nonimmigrant student for the 2021-22 academic year if their course of study is 100 percent online. Consistent with this guidance, PCOM cannot issue a Form I-20, "Certificate of Eligibility for Nonimmigrant Student Status," for a student in new or Initial status who is outside of the United States for courses operating fully online.

School of Pharmacy - PCOM Georgia School of Professional & Applied Psychology Programs - PCOM Mental Health Counseling Programs Mental Health Counseling (MS)

An applicant must have successfully completed a bachelor's degree in psychology, counseling, social work, education or nursing from a regionally accredited college or university with a B average (3.0) or better prior to matriculation. Bachelor's degrees in other specialty areas will be considered on a case-by-case basis.

In order to ensure that program courses are taught at the highest possible level, applicants who have not completed a bachelor's degree in psychology must have completed, prior to admission, the following courses:

- Introduction to Psychology
- Statistics/Research Methods
- Abnormal Psychology/Psychopathology

Prospective students may submit their application through PCOM's online application management system. Additional details, including application availability and instructions, are available at <https://www.pcom.edu/admissions/apply/>.

This program utilizes a rolling admissions policy, so applications will be considered throughout the year as they are received. Students will be accepted into the program until the desired class size is reached. Classes begin in the fall term (early August).

Your application will be processed and assessed by the Faculty Committee on Admissions only after the receipt of:

- Completed PCOM Application
- Three letters of recommendation (one faculty letter of recommendation is strongly recommended)
- A general autobiographical statement explaining your interest in this academic program as it relates to your career goals in becoming a licensed professional counselor (in 500 words or less)
- Writing sample (preferably graded)
- Resume

Official college transcripts from all colleges/universities schools attended must be sent directly to:

Philadelphia College of Osteopathic Medicine
Office of Admissions
4170 City Avenue
Philadelphia, PA 19131

We will accept electronic transcripts via email, Parchment Services and National Student Clearinghouse to admissions@pcom.edu. Letters of recommendation can be sent directly to PCOM Admissions in PDF format to recommend@pcom.edu. All other admissions documents can be sent to admissions@pcom.edu.

The Admissions Committee screens applications, invites some applicants for an interview, evaluates the applicants and selects new students. Following the completion of the admission process, each applicant will be notified of the Admission's Committee decision in writing, including any conditions that must be satisfied prior to or following enrollment.

Psychology Certificate Programs

Certificate of Advanced Graduate Studies in Cognitive Behavior Therapy

Certificate of Advanced Graduate Studies in Professional Counseling

Applicants for a Certificate of Advanced Graduate Studies in Cognitive Behavior Therapy and/or Certificate of Advanced Graduate Studies in Professional Counseling must have completed a master's degree in psychology, counseling or a related discipline from a regionally accredited institution with a B average (3.0) or better. Master's degrees in other specialty areas will be considered on a case-by-case basis.

Students will complete 12 graduate credits to earn the certificate for Cognitive Behavioral Therapy or Professional Counseling.

Prospective students may review application requirements and link to the PCOM on-line application at: <https://www.pcom.edu/admissions/apply/>

These programs utilize a rolling admissions policy, so applications will be considered throughout the year as they are received. Students will be accepted into the programs until the desired class size is reached. Classes begin in the fall term (early August).

The Admissions Committee screens applications, invites some applicants for an interview, evaluates the applicants and selects new students. Following the completion of the admission process, each applicant will be notified of the Admission's Committee decision in writing, including any conditions that must be satisfied prior to or following enrollment.

An application will be processed and assessed by the Faculty Committee on Admissions only after the receipt of:

- Completed PCOM application
- Official transcript(s) from all undergraduate and graduate course work
- Two letters of recommendation
- Curriculum vitae or resume
- A general autobiographical statement explaining one's interest in the academic program as it relates to career goals (in 500 words or less)
- Writing sample (preferably graded)

Note that official college transcripts from all colleges/universities schools attended must be sent directly to:

Philadelphia College of Osteopathic Medicine
Office of Admissions
4170 City Avenue
Philadelphia, PA 19131

We will accept electronic transcripts via email, from Parchment Services and National Student Clearinghouse to admissions@pcom.edu. (admissions@pcom.edu)

Letters of recommendation can be sent directly to PCOM Admissions in .pdf format to recommend@pcom.edu. All other admissions documents may be sent to admissions@pcom.edu.

Leadership Programs

School Psychology Programs

Doctor of Psychology in School Psychology (PsyD)

Applicants to the Doctor of Psychology (PsyD) in School Psychology program must have completed a bachelor's degree in psychology or a related field at a regionally accredited college or university, with a 3.0 GPA (B) or higher prior to matriculation. Prior to admission, applicants must have completed the following foundational coursework:

- 6 credits of English
- 6 credits of Math
- 15 additional credits of Psychology coursework

Transcripts will be carefully reviewed by the Admissions Committee.

Application requirements and a link to the online application is available at <https://www.pcom.edu/admissions/apply/>.

This program utilizes a rolling admissions policy, so applications will be considered throughout the year as they are received. Students will be accepted into the program until the desired enrollment is reached. Classes begin in the fall term.

The Admissions Committee screens applications, invites some applicants for an interview, evaluates the applicants and selects new students. Following the completion of the admission process, each applicant will be notified of the Admission's Committee decision in writing, including any conditions that must be satisfied prior to or following enrollment.

Required Application Materials:

- PCOM Application for Admission
- Autobiographical Statement: In 500 words or less, describe their professional goals and how a PsyD in School Psychology can help achieve those goals.
 - In this statement, applicants should articulate why they are a good fit for the program, and conversely, why the program is a good fit for the applicant.
 - Additionally, applicants should briefly discuss the resources and support available to them to successfully complete the program.
- Official transcripts of all undergraduate and graduate coursework.
- Three letters of recommendation.
- Official scores from the GRE general test (PCOM institutional code for GRE – 2662).
 - The GRE may be waived if the applicant has a 3.3 or higher undergraduate GPA.
- Writing sample (preferably graded)
- Curriculum vitae or resume

Official college transcripts from all colleges/universities schools attended must be sent directly to:

Philadelphia College of Osteopathic Medicine
Office of Admissions
4170 City Avenue
Philadelphia, PA 19131

We will accept electronic transcripts via email from Parchment Services and National Student Clearinghouse to admissions@pcom.edu.

Letters of recommendation can be sent directly to PCOM Admissions in .pdf format to recommend@pcom.edu. All other admissions documents can be sent to admissions@pcom.edu.

Transfer Policy:

A candidate who currently holds a graduate degree in psychology or a related field may be eligible to have up to 30 credits of graduate work transferred towards the PsyD degree program. Eligibility for course transfer is as follows:

- Each course must have been taken in an APA-accredited or NASP-approved program within a 7 year period.
- A grade of "B" or better is required for each course
- A syllabus for each course must be submitted for Program Director review.
- At least 2 graded assignments (per course) must be submitted for Program Director review

or

- An exam may be completed to demonstrate content knowledge.

It is the discretion of the program director as to which courses can be transferred based on the above criteria.

Doctor of Philosophy in Educational Psychology (PhD)

Applicants to the Doctor of Philosophy (PhD) in Educational Psychology program must possess a **master's degree** from a regionally accredited college or university in psychology, counseling, education or a related

field with a 3.0 GPA (B) or better and have obtained professional certification in their chosen field.

Application requirements and a link to the online application will be available beginning in the Fall 2023 term at <https://www.pcom.edu/admissions/apply/>.

This program utilizes a rolling admissions policy, so applications will be considered throughout the year as they are received. Students will be accepted into the program until the desired enrollment is reached. Classes begin in the fall term (early August).

The Admissions Committee screens applications, invites some applicants for an interview, evaluates the applicants and selects new students. Following the completion of the admission process, applicants will be notified of the Admission's Committee decision via their PCOM Admissions portal, including any conditions that must be satisfied prior to or following enrollment.

Required Application Materials:

- PCOM Application for Admission
- Autobiographical Statement: In 500 words or less, describe their professional goals and how a PhD in Educational Psychology can help achieve those goals.
 - In this statement, applicants should articulate why they are a good fit for the PCOM program, and conversely, why the program is a good fit.
 - Additionally, applicants should briefly discuss the resources and support available to them to successfully complete the program.
- Official transcripts from all undergraduate and graduate coursework
- Two letters of recommendation
- Curriculum Vitae or Resume

Official college transcripts from all colleges/universities schools attended must be sent directly to:

Philadelphia College of Osteopathic Medicine
Office of Admissions
4170 City Avenue
Philadelphia, PA 19131

We will accept electronic transcripts via email from Parchment Services and National Student Clearinghouse to admissions@pcom.edu.

Letters of recommendation can be sent directly to PCOM Admissions in .pdf format to recommend@pcom.edu. All other admissions documents can be sent to admissions@pcom.edu.

Educational Specialist Degree in School Psychology (EdS)

An applicant to the Educational Specialist Degree (EdS) in School Psychology program must have successfully completed an undergraduate degree from a regionally accredited college or university in psychology, counseling, education or a related field with a 3.0 GPA (B) or better prior to matriculation.

It is expected that students enter the EdS program with adequate academic preparation to undertake graduate studies, and a knowledge base that is equivalent to an undergraduate major in psychology. Students entering the program must have:

- 6 credits of English
- 6 credits of Math
- 15 credits of psychology or relevant electives

At the discretion of the Admissions Committee, students may be required to take additional prerequisite courses that would enhance their preparation for the graduate program.

The EdS in School Psychology program utilizes a rolling admissions policy. Therefore, applications will be considered throughout the year as received until the desired enrollment has been achieved. Application requirements and a link to the online application is available at <https://www.pcom.edu/admissions/apply/>.

Required Application Materials:

- PCOM Application for Admission
- Autobiographical Statement: In a 500 words or less, please describe your professional goals and how an EdS degree in School Psychology can help you achieve those goals.
 - In this statement, applicants should articulate why they are a good fit for our program, and conversely, why our program is a good fit for the applicant.
 - Additionally, applicants should briefly discuss the resources and support available to them to successfully complete the program.
- Official scores from GRE or Miller's Analogies Test (PCOM institutional code for GRE - 2662). This requirement may be waived for applicants with a cumulative GPA of 3.3 or higher.
- Two letters of recommendation
- Curriculum vitae or resume
- Writing sample (preferably graded)

Letters of recommendation can be sent directly to PCOM Admissions in .pdf format to recommend@pcom.edu. All other admissions documents can be sent to admissions@pcom.edu.

Official college transcripts from all colleges/universities schools attended must be sent directly to:

Philadelphia College of Osteopathic Medicine
Office of Admissions
4170 City Avenue
Philadelphia, PA 19131

We will accept electronic transcripts via email from Parchment Services and National Student Clearinghouse to admissions@pcom.edu.

Master of Science in Applied Behavioral Analysis (MS)

An applicant to the master of science (MS) in the Applied Behavioral Analysis program must have successfully completed an undergraduate degree from a regionally accredited college or university in psychology, counseling, education or a related field with a 3.0 GPA (B) or better prior to matriculation.

It is expected that students enter the MS program with adequate academic preparation to undertake graduate studies, and a knowledge base that is equivalent to an undergraduate major in psychology. Students entering the program must have:

- 6 credits of English
- 6 credits of Math
- 15 credits of psychology or relevant electives

At the discretion of the Admissions Committee, students may be required to take additional prerequisite courses that would enhance their preparation for the graduate program.

The MS in Applied Behavior Analysis program utilizes a rolling admissions policy. Therefore, applications will be considered throughout the year as received until the desired enrollment has been achieved. Application requirements and a link to the online application will be available for Fall 2023 at <https://www.pcom.edu/admissions/apply/>.

Required Application Materials:

- A general autobiographical statement explaining your interest in PCOM's ABA program as it relates to your career goals (in 500 words or less).
 - In this statement, applicants should articulate why they are a good fit for our program, and conversely, why our program is a good fit for the applicant.
 - Additionally, applicants should briefly discuss the resources and support available to them to successfully complete the program.
- Official transcripts of all undergraduate and graduate coursework
- Two letters of recommendation
- Curriculum vitae or resume
- Writing sample (preferably graded)
- Official Scores from GRE or Miller's Analogies Test (PCOM institutional code for GRE – 2662).
 - This requirement may be waived for applicants with a cumulative GPA of 3.3 or higher.

Official college transcripts from all colleges/universities schools attended must be sent directly to:

Philadelphia College of Osteopathic Medicine
Office of Admissions
4170 City Avenue
Philadelphia, PA 19131

We will accept electronic transcripts via email from Parchment Services and National Student Clearinghouse to admissions@pcom.edu.

Letters of recommendation can be sent directly to PCOM Admissions in .pdf format to recommend@pcom.edu. All other admissions documents can be sent to admissions@pcom.edu.

Classes begin in the fall term (early August). The Admissions Committee screens applications, invites some applicants for an interview and writing sample, evaluates the applicants and selects new students. Following the completion of the admission process, each applicant will be notified of the Admission's Committee decision in writing, including any conditions that must be satisfied prior to or following enrollment.

Applied Behavior Analysis Certificates

Applicants for a Certificate of Advanced Graduate Studies in Applied Behavior Analysis must have completed a master's degree in psychology, education or a related discipline from a regionally-accredited institution with a 3.0 GPA (B) or better. Master's degrees in other specialty areas will be considered on a case-by-case basis.

Applicants for a Certificate of Graduate Studies in Applied Behavior Analysis must have completed a bachelor's degree in psychology, education or a related discipline from a regionally-accredited institution with a 3.0 GPA (B) or better. Bachelor's degrees in other specialty areas will be considered on a case-by-case basis.

Application requirements and a link to the online application will be available beginning in the Fall 2023 term at <https://www.pcom.edu/admissions/apply/>.

This program utilizes a rolling admissions policy, so applications will be considered throughout the year as they are received. Students will be accepted into the program until the desired enrollment is reached. Classes begin in the fall term (early August).

The Admissions Committee screens applications, invites some applicants for an interview, evaluates the applicants and selects new students. Following the completion of the admission process, each applicant will be notified of the Admission's Committee decision in writing, including any conditions that must be satisfied prior to or following enrollment.

Applications will be processed and assessed by the Faculty Committee on Admissions only after the receipt of:

- PCOM Application for Admission
- Autobiographical Statement: In 500 words or less, applicants should describe their professional goals and how the MS in Applied Behavior Analysis can help achieve those goals.
 - In this statement, applicants should articulate why they are a good fit for the PCOM program, and conversely, why the program is a good fit.
 - Additionally, applicants should briefly discuss the resources and support available to them to successfully complete the program.
- Official transcript(s) from all undergraduate and graduate coursework
- Two letters of recommendation
- Curriculum vitae or resume
- Writing sample (preferably graded)

Official college transcripts from all colleges/universities schools attended must be sent directly to:

Philadelphia College of Osteopathic Medicine
Office of Admissions
4170 City Avenue
Philadelphia, PA 19131

We will accept electronic transcripts via email, from Parchment Services and National Student Clearinghouse to admissions@pcom.edu.

Letters of recommendation can be sent directly to PCOM Admissions in .pdf format to recommend@pcom.edu. All other admissions documents can be sent to admissions@pcom.edu.

Information for international students

PCOM fully online courses are not open to applicants who are not U.S. citizens or permanent residents for the 2022-2023 academic year.

In accordance with the March 2020 guidance, new or Initial F and M students who were not previously enrolled in a program of study on March 9, 2020, will not be able to enter the United States as a nonimmigrant student for the 2022-2023 academic year if their course of study is 100 percent online. Consistent with this guidance, PCOM cannot issue a Form I-20, "Certificate of Eligibility for Nonimmigrant Student

Status," for a student in new or Initial status who is outside of the United States for courses operating fully online.

ACADEMIC INFORMATION AND POLICIES

Degrees and Certificates Awarded

DEGREES AND CERTIFICATES AWARDED

DOCTORAL DEGREES

Doctor of Osteopathic Medicine (DO)
– Philadelphia, Georgia, and South Georgia

Doctor of Pharmacy (PharmD)
– Georgia

Doctor of Physical Therapy (DPT)
– Georgia

Doctor of Psychology (PsyD) – Clinical Psychology
– Philadelphia

Doctor of Psychology (PsyD) – School Psychology
– Philadelphia

Doctor of Philosophy in Educational Psychology (PhD)
– Philadelphia

EDUCATIONAL SPECIALIST DEGREES

Educational Specialist in School Psychology (EdS)
– Philadelphia

MASTER OF SCIENCE DEGREES

Master of Science in Applied Behavior Analysis (MS)

Master of Science in Applied Positive Psychology (MS)

Master of Science in Biomedical Sciences (MS)
– Philadelphia, Georgia, South Georgia

Master of Science in Forensic Medicine (MS)
– Philadelphia

Master of Science in Health Sciences, Physician Assistant Studies (MS)
– Philadelphia and Georgia

Master of Science in Medical Laboratory Science, Pre-Professional (MS)
– Georgia

Master of Science in Medical Laboratory Science, Post-Professional (MS)
– Philadelphia

Master of Science in Mental Health Counseling (MS)
– Philadelphia

Master of Science in Non Profit Leadership and Population Health Management (MS)
– Philadelphia

Master of Science in Organizational Development and Leadership (MS)
– Philadelphia

Master of Science in Public Health Management and Administration (MS)
– Philadelphia

CERTIFICATES

Certificate in Biomedical Sciences
– Philadelphia, Georgia, and South Georgia

Certificate in Biomedical Sciences, General Studies (CAGS)
– Georgia

Certificate of Graduate Studies (CGS) and Certificate of Advanced Graduate Studies (CAGS) in Applied Behavior Analysis
– Philadelphia, Online Program

Certificate in Cognitive Behavioral Therapy (CAGS)
– Philadelphia

Certificate in Professional Counseling (CAGS)
– Philadelphia

Certificate in Medical Simulation (CAGS)
– Georgia

Certificate in Non Profit Leadership and Population Health Management (CAGS)
– Philadelphia

Certificate in Organizational Development and Leadership (CAGS)
– Philadelphia and Georgia

Certificate in Public and Population Health Leadership (CAGS)
– Philadelphia

POSTDOCTORAL MEDICAL EDUCATION TRAINING PROGRAMS

Residency and Fellowship Programs

Dermatology

General Surgery

Geriatrics

Hospice and Palliative Medicine

Internal Medicine

Neurological Surgery

Ophthalmology

Orthopedic Surgery

Osteopathic Neuromusculoskeletal Medicine

Otolaryngology - Head and Neck Surgery

Plastic Surgery

Transitional Year

Grades and Grading

Grading Policy

Course coordinators determine the means by which the final grade will be computed which may include exam scores, written assignments, laboratory exercises, practical examinations, class participation and other means of evaluation. Please see tabs above for more information.

Doctor of Osteopathic Medicine**PRECLINICAL YEARS (M1-M2) GRADING**

Courses will be graded via a letter grade (A, B, C or F). Each letter grade, for the purpose of calculating a GPA, is assigned a numeric value. The GPA is calculated by multiplying the numeric value of the course grade by the number of course credits and then dividing the total points by the total credits taken.

The Pass–No Pass grading policy is only applicable to those courses that are graded on the pass or fail basis and is not figured into the GPA. It does not apply to those courses that are graded on the letter grading scale. Cumulative GPA will be based upon the grades earned during the first, and second professional years only.

Grade	Quality Points	Percentage
A	4.0	89.5-100
B	3.0	79.50-89.49
C	2.0	69.50-79.49
C*	2.0	Remediated Grade
F	0.0	Less than 69.50
P (Pass)	Not in GPA	See Course Syllabus
W/WP/WF (Withdraw)	See Below	See Below
I (Incomplete)	See Below	See Below

Withdraw (W): A student who takes a leave of absence or withdraws from the course or program *prior to the midpoint of the term or course*, as designated in the syllabus, will receive a W on the transcript. Withdrawing after the specified date will result in a WP or WF based on the earned grade to date.

Incomplete (I): A student who does not complete the course because of excused reasons will receive an incomplete. Six weeks after the end of the term, the incomplete will revert to a failure under most circumstances.

CLINICAL CLERKSHIPS (M3-M4) GRADING

Final Clerkship grades are reported as Honors, High Pass, Pass, Fail. The students must refer to their respective campus's Clerkship Manual for all information pertaining to grading.

Honors: Superior work exceeding expected competency demonstrated in all knowledge and skill areas, and fulfillment of the requirements of the clerkship.

High Pass: Above-average work with above-expected competency demonstrated in all knowledge, skill areas, and fulfillment of the requirements of the clerkship.

Pass: Expected competency demonstrated in all knowledge and skill areas, and fulfillment of the requirements of the clerkship.

Fail: Below-expected competency and/or failure to meet clerkship requirements.

The final grade for Clinical Clerkships in which a Comprehensive Osteopathic Medical Achievement Test (COMAT) exam is given will be based upon the COMAT score and student performance grade in the Clerkship. The students must refer to the DO Handbook and the Clerkship Manual for all information pertaining to grading. Grading is consistent across all campuses.

Doctor of Pharmacy Program

Doctor of Pharmacy program grade point average is based on a 4.0 scale. Doctor of Pharmacy grading structure is as follows:

Grade	Quality Points	Percentage
A	4.0	90-100
B	3.0	80 - less than 90
C	2.0	70 - less than 80
D	1.0	65 - less than 70
F	0.0	less than 65
P	Pass (does not affect GPA)	
RP	Remediated Pass	
RF	Remediated Failure	

The Pass–Fail grading policy is only applicable to those courses that are graded on the pass or fail basis. It does not apply to those courses that are graded on the letter grading scale. For letter grade determination, the final percentage earned in the class will be rounded to the nearest whole number.

Graduate, PhD, PsyD and Doctor of Physical Therapy Programs

Graduate and PsyD programs grade point average is based on a 4.0 scale. Graduate and doctoral programs grading structure is as follows:

Grade	Quality Points	Percentage
A	4.0	95-100 Superior Level of Competency
A-	3.67	90-94
B+	3.33	85-89
B	3.0	80-84 Satisfactory Level of Competency
B-	2.67	77-79 Minimal Level of Competency, School of Professional and Applied Psychology (SPAP)
C+	2.33	74-76
C	2.0	70-73 Minimal Level of Competency, except SPAP programs
F	0.00	0-69 Failure to Demonstrate a Minimal Level of Competency
RP	Remediated Pass	
RF	Remediated Failure	

F Does not count towards the total number of credits required for the program.

P Satisfactory or marginal level of competency in practicum seminar

S Satisfactory level of progress in dissertation seminar or biomedical research

U Unsatisfactory level of progress in dissertation seminar or biomedical research

P Pass:
Satisfactory performance

NP No Pass:

Unsatisfactory performance

I Incomplete:

An incomplete grade must be requested by the student in writing, in advance of the end of the course. If the instructor approves the request, a written agreement is made regarding the work required and the due date. The new grade must be sent to the Registrar within six weeks of the last class. Failure to complete the assignment within six weeks will result in the Incomplete being changed to a grade of F. The only exception is in Psychology where it is required that Independent Study courses and Assessment I or II must be completed by the end of late registration in order to be eligible for enrollment in the next term's course sequence.

W Withdrawal

Withdrawal before midpoint of the term of a course.

WP Withdrawal

Withdrawal after the midpoint of a course while passing. (This grade does not apply to the DO, Biomedical Science, or Doctor of Pharmacy programs)

WF Withdrawal

Withdrawal after the midpoint of a course while failing or unauthorized withdrawal (This grade does not apply to DO, Biomedical Science, or Doctor of Pharmacy programs)

AU Audited (no course credit)

Grade Point Average

The grade point average is calculated by dividing the total credits attempted (excluding grades of HP, S, P, WP, WF, I, AU, W) into the sum of the products of points and credits for all courses taken. Only courses taken at PCOM are included in this calculation.

Grade Reports

Grades are available to all students at the end of each term via the Banner Web services in myPCOM. PCOM does not distribute paper mailers.

Dropping of Courses

The deadline to drop a course is the last day of the first week of the term. Students who drop a course by this deadline will receive a 100% tuition refund.

Students enrolled in the Doctor of Osteopathic Medicine, the Doctor of Pharmacy, the Physician Assistant, and the Doctor of Physical Therapy programs are not permitted to drop one course, but are required to drop all coursework in that term. Because of the sequential nature of these programs, students requesting to be dropped from one term may be required to take a leave of absence until the following year. In these programs, consultation and approval from the program dean or program director is required.

Withdrawal From Courses After Drop-Add Period

Withdrawals occur after the first week of the term.

While students in other graduate programs may be permitted to withdraw from a course, it should be done with the consultation of their program director or dean. Withdrawals may change the sequence of courses to be taken. Students approved to take a withdrawal from a course up to the midpoint of a course will earn a grade notation of Withdraw. After the midpoint of the course, students will not be eligible to withdraw from a course unless there are extenuating circumstances and they are given permission from their program director or dean. The latter option will be reserved for extreme circumstances only. Course withdrawals

approved after the midpoint of the course will carry a grade notation of WP if withdrawing when passing, or a grade notation of WF if withdrawing when failing.

Students may not be permitted to continue in the program with more than one WF grade notation. These students will be reviewed by their program's Student Progress Evaluation Committee and will recommend action to the Student Academic Progress Committee for academic action.

Withdrawal grades or credits are not calculated in the grade point average or earned credit hours.

Auditing Courses

A course audit does not provide the student with any course credit nor can it be used toward degree requirements. A course audit is noted on the transcript with a grade of AU and does not calculate into the GPA.

When auditing a course the student is required to actively participate in labs, group assignments and to take examinations.

For a student to audit a course, permission must be received from the dean or the program director at the beginning of the term and submitted to the Registrar's Office.

Course audits must be declared by the first day of the academic term. Requests to audit courses after that time will not be permitted. Audited coursework will not be eligible for federal financial aid.

If a student wishes to challenge a final course grade, the student must follow the timelines and procedures outlined in their program of study Handbook.

Progression/Promotion by Program

PROGRESSION POLICIES BY PROGRAM

Maximum Timeframe for Degree Completion*

Maximum timeframe for completion of degree from date of matriculation (unless otherwise specified by a program's accreditor):

Certificate- 3 years

Master degree- 5 years

Doctoral degree- 150% of the original program of study as detailed in the university catalog

Leave of absences are not included in the amount of time to complete the degree program. Students who are not on an approved leave of absence or are not enrolled for two consecutive terms will be administratively withdrawn from their program. Once a student has exceeded their maximum time frame, the student must appeal if they wish to continue in their program. Only appeals that demonstrate an extreme event, out of the student's control, that directly resulted in exceeding the time frame will be considered. The appeal can be found at <https://www.pcom.edu/about/departments/registrar/>. Students who exceed the time frame who do not wish to appeal can reapply to their program. The student who re-applies to their program will be required to follow the new program of study of their program (as detailed in the catalog) and will need to discuss with their program director what, if any, previously passed coursework can be utilized as part of their new program of study.

Please also note that financial aid can only be provided to a student for 150% of their program. Therefore, students in a certificate or master level program who take up to their maximum timeframe (as listed above) could

possibility lose federal financial aid eligibility and would need to apply for private educational loan funding.

Doctor of Osteopathic Medicine

ACADEMIC STANDING

A student is considered to be in *good academic standing* when they have passed all courses in the curriculum through the most recent term final grades submitted to the registrar.

ACADEMIC CONCERN

A student with a cumulative GPA of less than 2.5 or whose academic performance includes one or more course failures equaling less than 3.5 total credit hours in a term is considered to be in a status of Academic Concern. A student in this status may be required to meet with faculty, attend class in-person, relinquish leadership positions, or provide frequent status updates to key faculty/ administrators. An academic concern is limited and is removed when the student meets the conditions of being in good academic standing.

ACADEMIC PROBATION

A student whose academic performance warrants sensitive academic monitoring and an improvement plan will be placed on Academic Probation. This status it becomes part of the student's academic record until the issue is resolved. This status is determined by the Student Progress and Evaluation Committee (SPEC) and is determined by:

1. Failure of any single course 6 credits or greater in a term
2. A combination of course failures totaling 9 credit hours (across all terms)
3. Failure of a national board examination.

Students in a Probation status may be recommended to remediate a single course. Recommendations for multiple failures may include repeating the year or dismissal, depending on the student's entire academic record. Students with a failed national board examination may retake the exam within the limitations of the National Board of Osteopathic Medical Examiners (NBOME). Academic Probation is limited and is removed when the student meets the conditions of being in good standing.

ACADEMIC PROMOTION

M1-M2 Promotion

- A student may be promoted to M2 with successful completion of all M1 courses.
- OR a student may be promoted to M2 with fewer than ten credits of total failures and following remediation as approved and recommended to the Deans by SPEC as per policy on academic probation.
- A student may be permitted to repeat the M1 year or be dismissed following ten credits or more of total failures as approved and recommended to the Deans by SPEC as per policy on academic deficiency.

M2-M3 Promotion

- A student may be promoted to M3 with successful completion of all M2 courses.
- OR a student may be promoted to M3 with fewer than ten credits of total failures during M2 and following remediation as approved

and recommended to the Deans by SPEC as per policy on academic probation.

- AND demonstrated readiness for COMLEX Level 1 through current mechanisms (i.e. COMSAE performance or other exam)
 - COMLEX Level 1 exam taken by end of Block #1 of the clinical clerkship year.
- A student may be permitted to repeat the M2 year or be dismissed following ten credits or more of total failures as approved and recommended to the Deans by SPEC as per policy on academic deficiency.

M3-M4 Promotion

A student may be promoted to M4 with successful completion of COMLEX Level 1 and successful completion of all core clinical clerkships including COMAT Examinations

ACADEMIC DEFICIENCY

Any student who fails a course or clerkship has an academic deficiency that may impact progression in the curriculum. Students should be mindful of the responsibility to address deficiencies with the course director, faculty, and advisors in a timely manner. The accumulation of any failures on a transcript is subject to review by SPEC.

ACADEMIC APPEALS

A student dismissed from the DO program may appeal this decision according to the policies set forth in the *PCOM General Student Handbook* under the section Appealing an Academic Dismissal Decision

ADDITIONAL INFORMATION

All students should refer to the *DO Program Handbook* and the *Clerkship Manual* for additional detailed information regarding: Academic Standing, Academic Concern, Academic Probation, Professionalism Warnings, Academic Deficiency including Preclinical Progression (M1-M2) and Clerkship Progression (M3-M4), and Clerkship Remediation. Students should also refer to the following PCOM Policies: Academic Standing Policy (Policy #7.005), Clerkships and COMLEX Exams (Policy #2.003), and Clerkship Grading Policy (Policy #3.002) which can be found on myPCOM.

School of Pharmacy

Academic Progression Guidelines:

Minimum Passing Grade

- A minimum letter grade of C or a P for Pass/ No Pass is required to pass a course in the PCOM School of Pharmacy.
- Grades of D, F, and NP in any didactic or experiential course are non-passing grades.

The Academic Progress Review Committee determines the extent of academic deficiency by considering specific academic guidelines. Numerous parameters exist that help to maintain proper alignment of academic expectations while describing consequences of failure to achieve these requirements. The progression guidelines also define academic probation, dismissal criteria and steps that must be undertaken to graduate from the pharmacy program.

Progression and Graduation Requirements

GPA requirements

Students may not progress to the next professional year until all coursework and requirements from the previous professional year have been successfully passed or, in the case of D, F, or NP grades, successfully remediated. Students must have at least a 2.0 GPA to enter the fourth professional year and to graduate. If a student falls below a 2.0 GPA, but has passed all coursework, the student may be required to repeat a course or courses at the discretion of the ADA to achieve the 2.0 GPA.

Academic Progression: Milestone Progression Examinations and Capstone I

Students must pass a comprehensive examination or course, or successfully remediate the comprehensive exam or course, to progress to the next professional year and graduate from the program. Students who do not pass the progression/comprehensive exam or course will be referred to the Academic Progression Review (APR) Committee for evaluation. Students may be allowed to remediate the progression/comprehensive exam, however, the student will not be allowed to remediate the course prior to a decision regarding their academic standing in the program. For further details, please refer to the school's remediation policy.

To complete the PharmD degree requirements and graduate from the program, students must pass the Capstone II course in the spring term of the fourth professional year following APPE's. Student will be given the opportunity to remediate the Capstone II course graded components.

Graduation Requirements

In order to graduate from PCOM School of Pharmacy, a student must successfully complete all curricular requirements with:

- C or better in all APPE rotations;
- Successful remediation for classes where a D, F, or NP was received;
- A minimum cumulative GPA of at least 2.0 is required in order to graduate;
- All coursework leading to the PharmD degree must be completed within six years of matriculation.

Early Detection and Academic Improvement Plans

PCOM utilizes an early detection system to identify students in academic difficulty during an academic term. Students who meet the following criteria will receive an 'Academic Alert' notification via email from the School of Pharmacy Office of Academic Affairs and be placed on a required academic improvement plan (AIP).

Students with an exam grade or a course average less than 75% following any assessment in a single course

AIP may vary between courses. The details of the AIP will be provided by the ADA and the course coordinators. Students will be expected to comply with all requirements of the AIP. Failure to comply with the AIP will be considered unprofessional behavior and subject to professional conduct review.

Review by the Academic Progression Review (APR) Committee

Students who are not meeting academic performance standards are subject to review by the APR Committee. A student is reviewed by the APR Committee when:

- Receive a second course grade of D;
- Receive a single course grade of F, NP, or WF;
- Failure to obtain or maintain a current, valid Georgia Pharmacy Intern License;
- Are placed or continued on academic probation;
- Remain on academic probation for two or more consecutive terms;
- The cumulative GP is <2.0 at the end of the third professional year.

As part of the review process, the APR Committee will afford the student an opportunity to address the committee during their deliberations. A recommendation from the committee along with a rationale for their decision will then be sent to the PCOM Academic Policy and Promotion (AP&P) Committee for review. The AP&P Committee then forwards a recommendation to the Dean. The Dean will review the recommendations and make a final decision regarding the student's academic standing. The Dean may impose sanctions including, but not limited to,

- academic probation
- repeat of a course or courses
- repeat of an entire year
- dismissal from SOP

Students remain enrolled in the program in the new academic term until receipt of a decision from the Dean. Academic performance during the new academic term will not be a factor in the decision. This process may take up to 6 weeks.

Academic Deficiencies and Remediation Policy

Didactic Courses

Academic deficiencies are defined as earning a non-passing grade in any course. All students who earn a non-passing grade (D, F, or NP) must be reviewed by the School of Pharmacy (SOP) APR Committee as part of the academic review process. The APR Committee will then recommend that the student either be dismissed or be placed on academic probation and allowed to resolve the academic deficiency, if eligible. **Eligible students will not be allowed to remediate the course prior to an APR decision regarding their academic standing in the program.**

Remediation requirements: **Remediation of non-passing coursework is considered a privilege afforded to students; thus not all students will be allowed to remediate non-passing coursework depending on their overall academic standing within the program as well as other factors, including overall credits that can be attempted to remediate.** Course remediation will occur at the discretion of the SOP Office of Academic Affairs (OAA) with input from course coordinators and /or recommendations from the APR Committee. If eligible for remediation, remediation sessions will occur over the summer, or in special cases, within the first few weeks of the term following the course failure. Approved remediation plans are considered a "required experience" as defined in the PCOM School of Pharmacy Student Handbook.

Eligibility and resolution of academic deficiencies by remediation or repeat coursework

- Students may only remediate a maximum of 8 credits each academic year. Furthermore, students may not remediate more than 2 courses each academic year. Students who have academic deficiencies in more than 2 courses, or have two courses exceeding 8 credit hour, are automatically ineligible for remediation.

- For student ineligible for remediation, the academic deficiency must be resolved by repeating the academic year in its entirety.
- Remediation must be successfully completed prior to the start of the subsequent academic year.

Students must

- Earn a final grade of 70% or greater to successfully remediate didactic course work, and a grade of "P" to successfully remediate all P/NP courses.
- If remediation is successful, the PCOM academic transcript will indicate the course is passed through remediation by the designation of "RP" on the student transcript. However, the original grade will remain on the transcript and will be used in GPA calculations.
- The decision regarding the nature and number of repeated courses is entirely at the discretion of the dean.
- Repeating any failed course may extend the student's time in the program beyond four years and may incur further expense.

Experiential Courses:

There is no remediation for Pharmacy Practice Experiences (PPE's). Student who earn and F, I, WF, WP, or NP on Pharmacy Practice Experiences are required to repeat the PPE, or complete experiential hours, subject to site availability and the discretion of the Office of Experiential Education.

- Repeated PPE's will be at a site different from the original site.
- Students who receive a grade of F, WF, WP, I, or NP on any PPE rotation will result in delayed completion of curricular requirements to progress and/or graduate from the program.
- Students will NOT be permitted to use an open block to retake an APPE rotation.

Academic Standing

Good Academic Standing

A student is in good academic standing if he/she has passed all courses, including remediation, and do not meet any criteria for academic probation. Students who are dismissed from the program for academic and/or professional issues are not considered to be in good academic standing.

Academic Probation

Academic probation is an action taken in the interest of the student. A student who is placed on academic probation should carefully evaluate their chance of success in earning a degree in pharmacy for the SOP. At a minimum, a student should arrange to substantially increase the amount of time and effort they devote to their academic preparedness. Students are immediately placed on probation under any of the following conditions:

- Term or cumulative GPA is <2.0 at the end of any term.
- Receive a course grade of D, F, NP, or WF.
- Upon recommendation by the APR Committee based on academic performance.
- Repeating professional year coursework as a result of an academic decision or appeal.

The probationary period begins the following academic term (or APPE rotation block). Removal from probation only occurs if the student has, at

the end of the probationary period, attained a term and cumulative GPA ≥ 2.0 , received a grade of P in all P/NP courses during the probationary period, successfully remediated all courses and met any other conditions recommended by the APR Committee or the Dean. A student is at risk for dismissal or repeat professional coursework if criteria are not met while on probation.

All students on probation with academic difficulty are required to meet with the ADA during the first week of each probationary term to develop a plan to help improve their academic performance. Students on probation with academic difficulty are not permitted to serve as an officer of any student organization affiliated with PCOM or PCOM School of Pharmacy or attend any non-mandatory SOP sponsored activities. Students on academic probation are also not allowed to work in pharmacy related jobs. Students working while on probation will be referred for review of professional conduct.

Academic Dismissal and Appeals Process

Dismissal from the PCOM School of Pharmacy may be recommended for ANY student who meets criteria for review by APR. However, situations likely to result in suspension, restart and/or dismissal recommendation include any of the following conditions:

- Failure to maintain a current, valid State of Georgia Pharmacy Intern License.
- Receiving one or more grades less the C for all courses taken at PCOM School of Pharmacy.
- Failure to successfully remediate a course.
- Receive two or more course grades of F and/or NP in a single term.
- Acquiring a grade of D, F, or NP while on probation.
- Failure to attain a cumulative GPA ≥ 2.0 at the end of the third or repeated professional year.

Students who are dismissed from the program are not considered to be in good academic standing. Students dismissed for academic performance may petition for reinstatement in certain situations. Dismissal appeals procedures are detailed in the Appealing an Academic Dismissal Decision in the PCOM General Student Handbook. All reinstatements are probationary for the re-entry year. The recommendation of the subcommittee is subject to approval by the PCOM Senior Vice President for Academic Affairs, who informs the student of the app

Graduate Programs (Master of Science)

In the graduate programs, a grade of F (failure), U (unsatisfactory) or WF (withdrawal while failing) in any graduate course will make the student liable for dismissal from the program. A minimum cumulative grade point average of 3.0 is required for continuation to unconditional degree candidacy status, and conferral of the master of science degree.

Doctor of Psychology

In the doctoral programs, a grade of F (failure) or WF (withdrawal while failing), or 3 grades of C or U (unsatisfactory) will make the student liable for dismissal from the program. Doctoral students must achieve a B average (3.0) or higher to take comprehensive exams and to graduate from the program. PsyD students may earn no more than two grades below a B- or more than one F in any course, required or elective.

In addition, students must record a B- or better in all required courses. There are several courses that require the student to achieve a grade of B. The student may be required to retake the course. This information regarding which course(s) require(s) a grade of B is annotated under the

course description in the Program and Course Description section of the catalog.

Each degree program also has specific requirements regarding comprehensive examinations, licensure exam passage, practicum, internship and thesis and dissertation completion. These policies are explained in detail in the student handbook for the respective program.

ACADEMIC APPEAL

A student who is dismissed for academic deficiency may appeal the decision. Such a request or appeal must be made to the Office of Student Affairs within fifteen business days after the student has been notified of the decision to dismiss. Students may not bring before the Academic Appeal Committee requests other than an appeal of a permanent dismissal action. Any student appealing a dismissal will be entitled to a hearing before the Academic Appeal Committee. The scope of the review shall not include a review of the components of a specific grade or grades.

PCOM complies with VA policy when reviewing students receiving Veterans benefits and who are experiencing academic issues.

THE APPEALS HEARING

Any student appealing a dismissal will be entitled to a hearing before the Faculty Committee on Academic Appeals.

1. The scope of the review shall not include a review of the components of a specific grade or grades.
2. Students may not bring before the Faculty Committee on Academic Appeals any requests other than an appeal of a permanent dismissal action.
3. Students appealing a dismissal must notify the Office of Student Affairs of any individuals who will attend the appeals hearing in support of the student's appeal at least 10 days prior to the hearing.

Maximum Timeframe for Completion of Degree

Certificates: 3 years

Master's Degree: 5 years

Doctoral Degree: 150% of the original program of study as detailed in the University Catalog

Leave of absences are not included in the amount of time to complete the degree program. Students who are not on an approved leave of absence or are not enrolled for two consecutive terms will be administratively withdrawn from their program. Once a student has exceeded their maximum time frame, the student must appeal if they wish to continue in their program. Only appeals that demonstrate an extreme event, out of the student's control, that directly resulted in exceeding the time frame will be considered. The appeal can be found at <https://www.pcom.edu/about/departments/registrar/>. Students who exceed the time frame who do not wish to appeal can reapply to their program. The student who re-applies to their program will be required to follow the new program of study of their program (as detailed in the catalog) and will need to discuss with their program director what, if any, previously passed coursework can be utilized as part of their new program of study.

Please also note that financial aid can only be provided to a student for 150% of their program. Therefore, students in a certificate or master level program who take up to their maximum timeframe (as listed above) could possibly lose federal financial aid eligibility and would need to apply for private educational loan funding.

Leave of Absence and Change to Enrollment Status

Please refer to the General Student Handbook section for Student Status information

EDUCATIONAL FACILITIES AND RESOURCES

PCOM maintains its main campus in Philadelphia and a branch campus in Suwanee, Georgia area and a location in Moultrie, Georgia.

PCOM the professional resources of a city rich in medical history, achievements and scientific advances are only 15 minutes from the main PCOM campus on City Avenue. This is the seventh site of a college that graduated its first class of two physicians in 1900. It is located on a 17 acre campus that houses four buildings.

The PCOM-Georgia campus occupies 23 acres on Peachtree Road, NW, in Suwanee, Gwinnett County, Georgia. The 172,000 square foot Old Peachtree building features large and small classrooms, conference areas and study spaces. It also houses research and multi-use basic science laboratory, an anatomy laboratory, simulation center, three pharmacy practice labs and a large osteopathic manipulative medicine practice suite.

A second campus building, the 21,000 square foot North lake building, houses offices for administrative personnel, admissions, marketing and communications, human resources and alumni relations. The campus is also home to Georgia osteopathic Care Center, an osteopathic manipulative medicine clinic.

PCOM-South Georgia occupies 31 acres off Tallokas Road in Moultrie, Georgia. The 75,000 square foot, state of the art facility includes classrooms, an Anatomy lab, an Osteopathic Manipulative Medicine lab, simulation center, small group study rooms, information commons and a café.

PCOM

The City Avenue site provides a true college campus atmosphere for students, unique among urban medical colleges. All facilities are specially equipped for students with disabilities.

Evans Hall

Medical and graduate students receive hundreds of instructional hours in the two amphitheatres in Evans Hall that accommodate 250 and 235 students. The building was dedicated in 1973 in honor of H. Walter Evans, DO, a distinguished professor of obstetrics and gynecology. Both lecture halls have superb audiovisual capabilities, including video and computer presentation equipment, and the teaching system can link to Internet resources. Several classrooms and conference rooms are equipped for full two way video conference broadcasts.

The seven levels of Evans Hall also house the College library, Office of the Provost, Student Affairs, Admissions and Clinical Education. Faculty offices throughout the building are combined with laboratories where faculty, graduates and students pursue instruction and research. The Anatomy Laboratory, which accommodates 250 students simultaneously in the cadaver dissection lab, is recognized as one of the most advanced teaching laboratories in the nation. The architecture of Evans Hall incorporates the teaching of large classes with the enrichment of student-teacher relationships through the use of small classrooms.

Evans Hall is equipped with varied and sophisticated instructional media, exhibit areas and electronic communications equipment. Video monitors are built into the lecture amphitheatres, laboratories and many other teaching areas in the building. The original Evans Hall architecture was

enhanced with a three-story addition in 1996. It provides student lounges, study rooms, cafeteria, classrooms, faculty offices, a student computer lab and an osteopathic manipulative medicine teaching center.

Levin Administration Building

This elegant stone mansion stands at the center of the 16-acre Moss estate purchased by the College in 1957. It underwent full restoration in 1997. It now houses the Office of the President, the Office of Alumni Relations and Development and the Office of Marketing and Communications. The Levin Administration Building is named in recognition of the Levin family tradition of pursuing and maintaining the osteopathic heritage, and in honor of Abraham Levin, DO '35, Jacob M. Levin, DO '36, Samuel I. Levin, DO '35, and Joel L. Levin, DO '69.

Rowland Hall

Purchased by the College in 1981, Rowland Hall has a reception area and PCOM Printing Services located on the lower level. Physician offices, including a newly constructed family medicine suite, administrative offices and academic areas are located throughout this five level building. Many PCOM students receive clinical instruction in Rowland Hall's outpatient offices. A state-of-the-art computer lab with an instructor's station and 15 workstations to support the teaching modalities is located on the fourth floor.

Named in honor of Thomas M. Rowland Jr., a former PCOM president who devoted years of leadership to the College, the building is home to the Psychology Department, Department of Physician Assistant Studies and the Michael and Wendy Saltzburg Clinical Learning and Assessment Center. Also housed in Rowland Hall are the following College support services departments:

- Bursar's Office
- Compliance Office
- Diversity Office
- Financial Administration
- Financial Aid
- Graduate Medical Education
- Human Resources
- ITS and Telecommunications
- Office Risk Management
- Plant Operations
- Purchasing
- Registrars
- Safety and Security
- Activities Center

Both campuses provide students with access to fitness equipment as well as to a variety of exercise classes. Access to the fitness centers is free for all current students and employees. There is a fee for all significant others and guests.

The rural and urban Healthcare Centers sponsored by PCOM offer unique learning opportunities for fourth year osteopathic medical students. At the centers, students learn under direct supervision of attending physicians and become intimately involved in the care of patients. The centers provide cross-cultural experiences in underserved, poor, working-class and racially diverse communities. The Healthcare Center experience also enables students to learn the sociology and economics of the health care system by dealing with diverse populations covered by private insurance, HMOs and government medical assistance. The centers are:

PCOM Family Medicine –
Peter F. Bidey, DO Medical Director

PCOM Healthcare Center – Lancaster Avenue Division Marta Motel, DO, Medical Director
 PCOM Healthcare Center – Cambria Division Barbara Williams-Page, DO, Medical Director
 PCOM Healthcare Center – Roxborough Division located Philadelphia Campus Larry Finkelstein, DO, Director
 PCOM Sullivan County Medical Center Ernest Gelb, DO, Medical Director
 In addition to learning at the College-sponsored Healthcare Centers, PCOM students receive clinical instruction at nine affiliated urban sites and twelve affiliated rural community health care centers.

PCOM Georgia is a campus designed with student learning, cutting-edge instructional technology and social interaction at the forefront. PCOM – GA occupies 20 acres in the northern Atlanta suburb of Suwanee, which has been featured on Kiplinger and Money magazines' best cities lists.

The campus facility is uniquely and conveniently housed in a modern 150,000- square foot building. Its design includes two architectural main focal points that take advantage of natural light through the use of skylights and partitions. In 2012 PCOM acquired an adjacent building at 2601 Northlake Drive, and this facility now houses academic support staff and the Physician Assistant Program.

In addition to large and small classrooms, conference areas and study spaces, Georgia Campus instructional space includes a large anatomy laboratory, the osteopathic manipulative medicine teaching laboratory and the clinical learning and assessment center. In addition, the facility houses biomedical science and pharmacy research and multi-use laboratories, three pharmacy practice labs and an osteopathic manipulative patient care unit.

Open circulation areas facilitate social interaction and ease of access to student services, learning resources and instructional spaces. Student life services also include a central dining area, student lounge, game room and fitness facility. A central feature of the PCOM- GA campus is the Information Commons, where students have access to both print and electronic media.

PCOM-Georgia's facility offers state-of-the-art technology to enhance learning experiences for students. The campus emphasizes substantial use of computer technology that includes a wireless network, digital video and distance learning capability, digital medical and pharmaceutical libraries, and many databases for research and review.

PCOM South Georgia

The 75,000-square-foot, state-of-the-art facility includes classrooms, an anatomy lab, an Osteopathic Manipulative Medicine (OMM) lab, simulation center, small group study rooms, information commons and a café.

Libraries

The Library's mission is to be an essential partner and engage in the intellectual life of the College. The Library is committed to information technologies and learning outcomes that enhance study, teaching, and research. The Library provides access to a wide range of licensed information resources and assists users in acquiring the skills necessary to use these resources effectively.

The PCOM Digital Library is an online collection of databases, mobile apps, e-books, full text journals, videos, and subject guides. The Library has invested in powerful discovery tools to facilitate access to digital resources and they are accessible 24/7 to PCOM faculty, students, and staff worldwide.

Philadelphia Campus

The OJ Snyder Memorial Library is located on the first and second floors of Evans Hall. It houses computers to support use of the PCOM Digital Library, print collections, a reading room, group study rooms, database center, and study space.

Georgia and South Georgia Campus

The Information Commons supports the use of the PCOM Digital Library print collections, computers, group study rooms, and study space. There are an assortment of models, including skeletons, muscle figures, and organs.

Collections

The print collections are comprised of textbooks, reference, leisure reading, and other items that circulate. Circulation desks also have electronic items.

OneSearch+ is a powerful discovery tool to the PCOM Digital Library; it simultaneously searches multiple databases (many of which contain videos, images and clinical simulations), books, full-text e-journal collections, and more. Many online resources contain mobile applications downloadable to smartphones for the "on the go" PCOM community. Embedded within PCOM's licensed collections are links to full-text resources and the interlibrary-loan gateway.

The Digital Commons@PCOM is an institutional repository that provides open access to faculty and student research, dissertations, theses and papers, and College historical collections.

Services

The library team provides outreach and instruction, reference, access, materials acquisition and processing, archives and research, and interlibrary loan services. Liaison Librarians collaborate with faculty to create curriculum focused subject guides and facilitate and maximize the use of e-resources. Liaison librarians are embedded in the curriculum with faculty to ensure that integration of information literacy and appropriate electronic resources are integrated into teaching programs.

Staffing

Get answers, information, support, and training from our professional library staff via chat or e-mail. Visit our circulation desks, which are open until 10:00 pm, for information and resources. We teach literature searching and information management to individuals and groups.

Consortia Memberships

Consortia provide a means for libraries to manage licensed resources more efficiently and for their staffs to have access to support and educational opportunities that enhances skills. PCOM is a member of the following:

TriState College Libraries Cooperative (TCLC): Pennsylvania faculty and students may borrow items from TCLC libraries by presenting a letter of introduction authorized by a PCOM librarian.

Pennsylvania Academic Library Consortium Inc. (PALCI): A web gateway, which allows simultaneous searching of academic library catalogs in Pennsylvania. PCOM library users can directly initiate requests for most items found in PALCI using the LIB# on the PCOM ID card. The library also participates in the National Network of Libraries of Medicine.

National Network of Libraries of Medicine (NN/LM): PCOM Library is a member of DOCLINE, the National Library of Medicine's interlibrary loan system.

NorthEast Research Libraries (NERL): PCOM Library maintains institutional licensing arrangements with NERL for online resources.

Lyrasis: PCOM Library maintains institutional licensing arrangements with Lyrasis for online resources.

Social Media

The Library communicates with the PCOM community via campus TV, email, Facebook, and chat services.

DISCLOSURES AND COMPLIANCE

HEOA Disclosures and College Policies

In order to comply with the Higher Education Opportunity Act (HEOA) of 2008, Philadelphia College of Medicine must meet certain disclosure and reporting requirements regarding the College's policies and procedures. That information can be found at <https://www.pcom.edu/disclosures/>

Additional information about these requirements may be found on the HEOA website (<http://www2.ed.gov/policy/highered/leg/hea08/>).

Americans with Disabilities Act (ADA)

Philadelphia College of Osteopathic Medicine is committed to complying with Section 504 of the Rehabilitation Act of 1973 as amended, interpreted and strengthened by the Americans with Disabilities Act, and with the Pennsylvania Human Relations Act (PHRA), by meeting the needs of students who have disabilities under the law. The Americans with Disabilities Act of 1990 (ADA) and accompanying regulations define a person with a disability as someone with a physical or mental impairment that substantially limits one or more major life activities such as walking, seeing, hearing, or learning as compared to most people in the general population. Functional limitation refers to the behavioral manifestations of the disability that impede the individual's ability to function, i.e., what someone cannot do on a regular and continuing basis as a result of the disability.

It is the College's policy to provide reasonable accommodation for students who, through a documented assessment performed within three years of requesting the accommodation at PCOM, qualify for an accommodation(s) under the ADA. As per the ADA, the documentation must confirm that the student "has a physical or mental impairment that substantially limits one or more major life activities" and that the disability supports the accommodation(s) requested.

Please Note: Problems such as test anxiety and English as a second language (in and of itself) are not learning disabilities and therefore are not covered under the Americans with Disabilities Act, the Rehabilitation Act, or the PHRA.

Additional information regarding disability accommodations can be found on *MyPCOM*.

Accommodations for Licensing Examinations:

Students should note that many licensing agencies have a separate process for applying for accommodations for license exams. Students should check with the licensing agency affiliated with their intended graduate or professional school program for their process and requirements

A student with a documented disability may request reasonable accommodations. This request must be accompanied by appropriate documentation that establishes that the student has a specific disability that supports the accommodation(s) requested. All requests for information should be emailed to the Equity and Title IX Coordinator at disabilityservices@pcom.edu.

The Equity and Title IX Coordinator will provide the student with the PCOM Guide to Disability Services as well as instructions for the

accommodation request process. Once all required documentation is submitted, the review process will begin. The Equity and Title IX Coordinator will notify the student of the outcome of the accommodation request, and a plan for implementing any approved accommodations will be set in motion.

Once accommodations are approved, they are no retroactive. They are enacted within a reasonable timeframe going forward from the date of the accommodation approval.

The Equity and Title IX Coordinator facilitates the interactive process for disability accommodations at PCOM. For more information, please email: disabilityservices@pcom.edu.

A student with accommodations who misses an examination or assessment for a no-show, lateness, or cancellation must be prepared to take a make-up examination or assessment immediately upon their return to campus, unless other arrangements are made with Student Affairs or the department contact administering the testing. It is the student's responsibility to reschedule a make-up exam by contacting a Student Affairs staff member on your campus or the department contact administering the test.

Complaints for Non-Compliance with Accreditation Standards

Complaints Regarding Non-Compliance with Accreditation Standards

PCOM is committed to meeting and exceeding the standards for accreditation for the College and all degree programs, including the standards for colleges of osteopathic medicine as described by the American Osteopathic Association Commission on Osteopathic College Accreditation, the standards for schools of pharmacy as described by the Accreditation Council for Pharmacy Education, the standards of the American Psychological Association and the National Association of School Psychologists for psychology programs and the accreditation standards of the Accreditation Review Commission for Education for the Physician Assistant. Copies of the respective standards are available upon request from the Office of the Provost. The Academic Program Handbook of each program contains contact information and/or the procedure of each accrediting body for filing of complaints regarding compliance with accreditation standards, where applicable.

Contact information for the Middle States Commission on Higher Education may be found under Accreditation in this catalog.

Credit Hour Policy

Policy Category: Academic/Research Responsible Department: Registrar's Office

Effective Date: 24 March 2021

Latest Revision: 24 March 2021

Policy links: U.S. Department of Education Office of Post-Secondary Education, "Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regulations Published on October 29, 2010." This policy also reflects regulations specified in 34 CFR §600.2, §602.24 and §668.8.

SCOPE: The Credit Hour Policy follows or exceeds the guidelines set by the Pennsylvania Department of Education, the Integrated Postsecondary Education Data System (IPEDS™), and the US Department of Education.

Middle States Commission on Higher Education¹ is the same as the US Department of Education. For MSCHE compliance, an institution must maintain written policies and procedures to assign credit hours, and provide evidence and analyses demonstrating that these policies and procedures are consistently applied across programs and courses, regardless of delivery mode or teaching/learning format.

POLICY STATEMENT: The US Department of Education defines “credit hour” as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or, (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

DEFINITIONS: Academic engagement – active participation by a student in an instructional activity related to the student’s course of study that is defined by the institution and includes, but is not limited to,

- Attending a synchronous class, lecture, laboratory activity, face-to-face or online
- Participating in simulated patient exercises or objective structured clinical examinations (OSCEs)
- Submitting an academic assignment
- Taking an assessment or exam
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction
- Participating in a group project or online discussion
- Interacting with an instructor about academic matters during a learning activity

Asynchronous learning activity – instruction using instructor created resources such as narrated PowerPoints, written material, or videos. Students are given an opportunity to comment and discuss the material through various media, i.e. face-to-face, video conferencing, chat room discussions. The amount of student work expected in any asynchronous learning activity must be determined to assign a credit hour based on at least an equivalent amount of work represented in the credit hour definition.

Carnegie unit – a time-based reference for measuring educational attainment; typically equivalent to 1 credit hour or 1 hr (50 minutes) instruction each week for 15 weeks; At PCOM, this is equal to 12.5 hrs or 750 minutes of instruction per term.

Case studies, online scenarios, simulations – examination and exploration requiring critical thinking skills which relate to course objectives. Simulations refer to a realistic looking clinical sim lab room with manikins and equipment that allows studs to practice and develop clinical reasoning experiences.

Credit hour – In-person instruction sessions per term or the equivalent for mixed instructional methods that equals 12.5 60-minute hours, 15 50-minute hours, or 750 minutes. These are all equal.

Credit hour calculation – the number of hours (or minutes) of course instruction (see equivalency chart) divided by 750 minutes.

Included activities for credit hour calculations – activities should

- Be related directly to the objectives of the course/program
- Be measurable
- Have the direct oversight or supervision of the faculty member responsible for the course
- Be equivalent of an activity conducted in the classroom

Dissertation research – guided project with specific learning objectives that is instructor mediated; student and instructor collaborate using electronic methods and/or face-to-face meetings to research, analyze, synthesize and prepare project with instructor providing guidance and feedback.

Distance education – An educational activity characterized by separation of the faculty member from the student by either distance or time or both. If student learning outcomes and assignments for an online course are the same as those used when the course is offered face-to-face and distant students are required to regularly engage with the instructor and other students (discussion boards, synchronous sessions, etc.), then the credit hours are the same. If expectations are not the same, additional information is required to calculate credit equivalency. The following definitions also pertain:

- Distance education course: a course in which 50% or more of the contact hours are completed using distance education modalities and less than 50% of the contact hours included face-to-face interaction between the student and the faculty member.
- Distance education program: a program in which 50% or more of the required courses, not including clinical education courses, are distant education courses.
- Interactions between the faculty member and students should be regular and substantive interactions. Regular interactions are predictable and scheduled opportunities for substantive interactions .

Homework/out-of-class assignments – The federal definition includes this in the 2 hrs preparation and must be listed separately if exceeding 2 hrs per 1 hr face-to-face instruction; typically, these activities are not included in credit our calculations.

Hybrid courses – courses offered in a blended format with 1 or more face-to-face class sessions and at least one or more online sessions, both containing direct interaction with a PCOM faculty member. Online sessions equal less than 50% of the course. PCOM faculty members demonstrate through the course syllabus that the content and activities equate to a standard assignment of lecture credit.

Independent study – courses of study in which a PCOM faculty member regularly interacts and directs student outcomes with periodic contact. Minimum credit hours are based on lecture contact minutes with face-to-face meetings and student work.

Instructional equivalency – online and other types of instructional time that may include traditional or blended instruction. Any course that does not meet face-to-face for all instructional credit hours must contain an instructional equivalency chart.

Instructional time – any regularly scheduled instruction or examination and does not include vacation, homework, orientations, or counseling.

Internship – work in an organization to gain experience and satisfy degree qualifications.

Online/blended learning – these formats may not conform to specific face-to-face time expectations; they must maintain comparable quality, time, and student learning outcomes.

Online courses – courses offered entirely online without regard to face-to-face meetings. These courses have the same learning outcomes and substantive components of a standard lecture course with alternative deliver method. Contact time is satisfied by several means which can include, but is not limited to, the following: a.) regular instruction or interaction with a PCOM faculty member once a week for each week the course runs. b.) academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, engaging with class peers and computer tutorials graded and reviewed by faculty.

Regular and substantive interactions – predictable and scheduled opportunities for engaging students in teaching, learning, and assessment and include at least two of the following:

- Provide direct instruction
- Assess or provide feedback on a student's coursework
- Provide information or respond to questions about the content of a course or competency
- Facilitate a group discussion regarding the content of a course or competency
- Other instructional activities approved by the institution's or program's accrediting agency.

Repeatable credit - A course that a student is allowed to take multiple times for credit up to the maximum specified. This is typically reserved for those courses that either have rapidly changing content, instruction is different with each offering or where student participants receive advanced and sequential instruction depending on individual skill level (e.g., physical fitness, elective rotation experiences, independent studies, etc).

Research – students conduct experiments, perfecting skills, and practicing skills in a manner analogous to a research or workplace laboratory under the supervision of an instructor. Research may be part of an existing series of projects or a project that is more independent to fulfill the requirements of a degree.

Skill laboratories - any psychomotor focused activity in a clinically-representative setting to observed, learn, and practice to build skills and confidence to apply the same skills in a direct care clinical setting. Students may be videotaped practicing the skills to use for review, practice, and improvement. Skill laboratories may precede simulation experiences.

Internship – training designed to provide the student with intensive experience with supervision.

Synchronous learning activity – instructor led face-to-face or scheduled web conferencing instruction.

Thesis research – guided project with specific learning objectives that is instructor mediated; student and instructor collaborate using electronic methods and/or face-to-face meetings to research, analyze, synthesize and prepare project with instructor providing guidance and feedback.

POLICY: For each hour of instruction, the expectation is that the student will spend two hours in preparation (federal definition). For example, a 1-credit course is expected to provide 12.5 hrs (750 mins) of instruction and 25 hrs (1500 mins) of preparation. 2 Credit for other instructional activity formats is detailed in the Instructional Equivalency Table.

Procedure to Determine Amount and Level of Credit

The faculty is responsible for the curriculum. Credit values for courses are determined at the department level based on faculty expertise and course objectives. It is recommended that

- A table is created for each course listing each type of learning activity (see Definitions) and contact hours.
- Using the Instructional Equivalency Chart, the hours of instruction and credit appropriate for the course.

Sample calculation method: (number of scheduled hours including equivalency hours x 50 minutes)/750

- Faculty should consult with the Registrar if unsure of determinations.
- The Curriculum Committee is required to review the calculations and forward any approved changes and information to the Registrar for proper entry into the PCOM course management system and University Catalog.
- Each annual review of courses and syllabi should review hours of instruction and appropriate assignment of credit.
- Only when course information is received by the Registrar's Office and appropriately documented is the course approved for delivery.

Review process – the Curriculum Committee will review the credit hour allocation for each course prior to the course being approved for the next academic year or term.

Interpretation Authority – Resolution of any discrepancies in credit hour allocation will be determined by the Registrar.

Office of Diversity and Community Relations

**Philadelphia College of Osteopathic Medicine
Rowland Hall, Suite 415
4190 City Avenue
Philadelphia, PA 19131
215-871-6185 or 215-871-6827 (fax)**

Office Mission Statement

The Office of Diversity and Community Relations promotes an environment that respects, embraces and fosters an inclusive and vibrant community to further excellence in health equity through education, advocacy and community outreach.

Philadelphia College of Osteopathic Medicine is committed to receiving and addressing written student complaints against the College, its faculty, staff, or administrative personnel in a timely manner. This policy applies to all PCOM students, faculty, and staff.

This policy does not apply to discrimination, disability or sexual and gender-based grievances or complaints, which students should address following the processes identified in the Non Discrimination Policy, Disability and Accommodation Policy or Sexual Harassment (Title IX) Policy.

For student complaints and grievances, please refer to the full policy, which is located on *MyPCOM*.

Equal Opportunity and Non-Discrimination Statement

Philadelphia College of Osteopathic Medicine (PCOM) seeks to foster an inclusive educational and work environment for all faculty, staff, applicants for employment, and students.

PCOM prohibits discrimination on the basis of age, race, sex, color, gender, gender identity and expression, national origin, ethnicity, ancestry, sexual orientation, religion, creed, disability, genetic information, marital status, pregnancy, military and military veteran status or any other legally protected class status in all its programs, activities, and employment practices.

PCOM subscribes to the principles and adheres to the requirements of state and federal law pertaining to civil rights and equal opportunity, in accordance with the requirements of Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended, and the Americans with Disabilities Act of 1990, as amended and complies with all applicable federal conscience protections.

Questions regarding this policy should be directed to the Equity and Title IX Manager (<https://www.pcom.edu/title-ix/>) (Rowland Hall Suite 532, Philadelphia, PA 19131, 215-871-6528), who is the designated coordinator of PCOM's non-discrimination program. Inquiries may be directed to: Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202. For more information, please visit the Office of Civil Rights (<https://www2.ed.gov/about/offices/list/ocr/aboutocr.html>).

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) places certain limitations on the disclosure of personally identifiable student information maintained by PCOM with respect to students; limits access to academic records; and gives students certain rights with respect to educational records, including the right to access, the right to obtain copies, the right to seek correction of such records through informal and formal internal procedures, and the right to place a statement in such educational records explaining any information that they believe to be inaccurate or misleading.

Directory Information

PCOM considers certain information to be "directory information" under the Family Educational Rights and Privacy Act and, therefore, subject to disclosure without prior consent of the student. Unless written objection is received by the Registrar, the College will treat the following as directory information to be released at the discretion of the Registrar's Office: student name, address, telephone number, e-mail address, date and place of birth, enrollment status dates of attendance, major field of study, Dean's list, degrees and awards received and names of undergraduate and/or graduate schools attended, internships and residencies.

Right to Withhold Disclosure

Under the provisions of the Family Educational Rights and Privacy Act, currently enrolled students may withhold disclosure of directory information. The Registrar's Office must receive written notification from a student indicating the information to be withheld. Should a student

decide to inform the institution not to release certain information, any future requests for such information from non-institutional persons or organizations will be refused. Decisions about withholding any information should be made very carefully.

PCOM will honor each request to withhold any of the categories of information indicated by a student. However, the College cannot assume responsibility to contact a student for subsequent permission to release them should requests be received.

PCOM assumes that failure to request the withholding of directory information indicates approval for disclosure.

Right to Consent to the Disclosure of Personally Identifiable Information

All personally identifiable information related to a particular student other than directory information is considered

Confidential information and may not be released without the written consent of the student. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

Other schools to which a student is transferring

Specified officials for audit or evaluation purposes

Appropriate parties in connection with financial aid to a student

Organizations conducting certain studies for or on behalf of the school
Accrediting organizations

To comply with a judicial order or lawfully issued subpoena PCOM's Registrar will make reasonable attempt to notify the student

Appropriate officials in cases of health and safety emergencies

State and local authorities, within a juvenile justice system, pursuant to specific state law

School officials with legitimate educational interest (including but not limited to administrative, supervisory, academic, research or support staff)

National Board of Medical Examiners (NBOME) – a school official is determined to have a legitimate educational interest if the information requested is required for that official to:

Perform appropriate tasks that are specified in his/her position/
description or contract/agreement Perform a task related to the student's education

Perform a task related to the discipline of a student Provide a service or benefit relating to the student or student's family such as health care, counseling, job placement or financial aid

The school official is not authorized to share this information with a third party without the student's written permission. Such information, when it has fulfilled its original purpose, should be returned to the originating office. All other access to a student's record is granted in accordance with the Family Educational Rights and Privacy Act.

Right to Inspection and Review of Records

When the student matriculates, the Office of Admissions will forward the following materials to the Registrar's Office. Information retained in the file is as follows:

Current application AACOMAS profile (DO students)

CASPA profile (PA students)

PharmCAS profile

(PharmD students) Transcripts

Standardized test scores (e.g., MCAT, GRE, MAT)

Letters of acceptance and prepayment Completed Technical Standards form

Previous applications and decision-related correspondence

All other materials in the applicant file are purged in accordance with the Family Educational Rights and Privacy Act of 1974, as amended.

A current or previously enrolled student has the right to inspect and review his or her education records maintained by the school. This right does not extend to applicants, those denied admission, or those admitted who do not enroll. A ten day written notice must be submitted to the Registrar's Office. The Registrar's Office will make arrangements for access and notify the student of the time and place where the records may be inspected.

Other data accrued during the student's tenure at the College including, but not limited to, transcripts, NBOME Board scores, academic status letters (e.g., probation, warning, dismissal), course related forms (e.g., withdrawal), name change, and change of status documentation will be placed in the student's file.

Transcripts or grade reports from other institutions, copies of scores from national tests (MCAT, NBOME Board scores, Praxis, etc.) and/or any other third party material will not be released by PCOM. Students must contact the institution that issued these documents to obtain copies.

Right to Amendment of the Educational Record

Under FERPA, an eligible student has the right to request that inaccurate or misleading information in their education records be amended. While a school is not required to amend education records in accordance with an eligible student's request, the school is required to consider the request. If the school decides not to amend a record in accordance with an eligible student's request, the school must inform the student of their right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the eligible student has the right to insert a statement in the record setting forth their views. That statement must remain with the contested part of the eligible student's record for as long as the record is maintained. However, while the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student. FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords eligible students the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade or an individual's opinion, or a substantive decision made by a school about a student. Additionally, if FERPA's amendment procedures are not applicable to an eligible student's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.

Complaints regarding alleged violations of rights accorded students by the Family Educational Rights and Privacy Act or the regulations promulgated thereunder may be directed in writing to:

Family Educational Rights and Privacy Act Office

Department of Education

Room 4511, Switzer Building

400 Maryland Avenue, SW

Washington, D.C. 20202

For more information, visit <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html> (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/>)

Institutional Diversity Statement

INSTITUTIONAL DIVERSITY STATEMENT

As active citizens in a multicultural world, the PCOM community cultivates an environment of inquiry, inquisitiveness and respect, promotes discovery and celebration of our differences and fosters appreciation of the rich social fabric that binds us together.

Office Mission Statement

The Office of Diversity and Community Relations promotes an environment that respects, embraces and fosters an inclusive and vibrant community to further excellence in health equity through education, advocacy and community outreach.

Office of Diversity and Community Relations

Philadelphia College of Osteopathic Medicine
Rowland Hall, Suite 415
4190 City Avenue
Philadelphia, PA 19131
215-871-6185 or 215-871-6827 (fax)

Office Mission Statement

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Placement Statistics

Statistics on Placement in Graduate Medical Education and COMLEX-USA Level 3 Graduate residency/internship match rates and COMLEX-USA Level 3 performance statistics for PCOM students are reported on the [pcom.edu](http://www.pcom.edu/prog_stats/prograstats.html) website under "program statistics" at: http://www.pcom.edu/prog_stats/prograstats.html

Statement on Student Academic Freedom

Statement on Student Academic Freedom

Academic freedom is essential to the integrity of intellectual inquiry and scholarly criticism, to the dissemination of knowledge and to the search for truth and wisdom.

PCOM affirms the vital role of diverse perspectives in helping students to develop their own knowledge and their ability to evaluate knowledge claims critically. The administration, faculty, staff and students share responsibility for fostering a climate that is favorable to the free exchange of ideas and the examination of conflicting ideas and interpretations when expressed professionally. Students have the right to a safe classroom environment in which they can explore controversial ideas in an atmosphere characterized by openness, tolerance and civility, and where they will be graded only on the intellectual merits of their work.

Statement on Substance Abuse

The College recognizes the importance of assisting students in their development of a lifestyle free from the use of illegal substances and the abuse of alcohol. When a student is suspected of being under the influence of alcohol or drugs, that student will be reported to the Student Affairs Director on their respective campus. Appropriate actions will be taken. This may include referral to counseling support programs, suspension, or termination of enrollment. Details of the legal sanctions under applicable federal, state and local alcohol and drug laws, and the Pennsylvania and Georgia vehicle codes and Pharmacy Acts are provided in the PCOM General Student Handbook.

STUDENT LIFE

In addition to the dedication to their professional development, PCOM students are actively engaged members of the life of the campus. Developing leadership skills and human understanding are integral to becoming a well-rounded and compassionate professional. PCOM has a very active student government program, which includes more than 50 professional student organizations. Students gain leadership experience within their class as well as by participating in community outreach programs, athletics and the arts.

Student Government Association

The Student Government Association (SGA) is composed of Program Council officers, who are elected representatives from each class and graduate/professional degree program and the SGA Senate. The Philadelphia Campus Senate, the Georgia Campus Senate and the South Georgia Campus Senate collaborate on issues of importance to the entire PCOM student body.

In addition to the SGA, students are involved in College governance, serving on every major College committee and working with faculty to evaluate courses. Students also participate in accreditation evaluations conducted by national and professional accreditation agencies.

Professional and Social Societies

Professional interests at PCOM are expressed through a variety of clubs and organizations, including the Student Osteopathic Medical Association and the Science in Medicine Club, as well as chapters of the American Academy of Osteopathy, the American College of Family Practitioners, the American Osteopathic Academy of Sports Medicine and the Sigma Xi National Research Society. Physician Assistant, Biomedical Sciences and Psychology students also have sponsored groups within their areas of professional interest and publish their own newsletters.

Multicultural Affairs

PCOM is committed to maintaining an environment that promotes the well-being of all students, and to providing opportunities to celebrate the commonalities and differences among cultures. Full-time PCOM student affairs staff members serve as advisors to the various organizations and clubs on multicultural issues. There are a variety of student organizations on both campuses with culture-focused missions. These include the Student National Medical Association (SNMA), Culturally Aware Psychology Students (CAPS), the Asian-Pacific-American Medical Student Association and the Student Initiative for Cultural Competency.

PCOM's commitment to multicultural sensitivity goes beyond the classroom and the campus. The many initiatives undertaken annually include conferences for minority undergraduate students, hosting of regional meetings of professional societies, and an awards banquet honoring the contributions of minority physicians, hosted by the SNMA.

Career Services

The Office of Student Affairs coordinates career planning support for all PCOM students. This includes career planning seminars, assistance with cv/resume resources and interview preparation strategies. Information about career planning resources and support is posted on mypcom.edu, PCOM's intranet site for students. Guidance specific to the residency application and match processes are provided to DO students by the Senior Advisor to the Provost.

Athletic Programs

PCOM provides facilities for students to maintain their physical fitness, as well as their involvement in social and competitive athletics. The activity centers in Philadelphia and Georgia feature well-equipped fitness centers, weight training rooms, stationary bikes, aerobics studios and game rooms. South Georgia students are provided with memberships to the YMCA.

College Affiliated Apartments in Philadelphia

PCOM is thrilled to provide our students with a new on-campus housing option. Meta Christy House Apartments, managed by Altman Management Company, provides PCOM students the opportunity to live in one of the 224 fully furnished studio or one-bedroom apartment homes steps away from everywhere they need to be each day. Meta Christy House is the epitome of convenience with everything (ALL utilities included, no laundry charges, free off-street/gated parking, free Wi-Fi/cable), 24/7 lobby security, online EVERYTHING, and much more. This apartment community was designed with PCOM Students in mind. The friendly, professional Altman Staff will care for you from start to finish, including 24/7 emergency maintenance and a direct link to PCOM's financial aid office if your housing payment is linked. The Meta Christy House is apartment living on the PCOM campus. To learn more about the Meta Christy House, visit the linked PCOM page at <https://www.pcom.edu/campuses/philadelphia-campus/meta-christy-house.html> or go directly to the Altman page at www.altmanco.com/metachistyhouse (<http://www.altmanco.com/metachistyhouse/>).

Disciplinary Policies and Procedures

PCOM adheres to a disciplinary policy designed to ensure the safety, integrity, and security of all members of the PCOM community and the individuals PCOM students serve in clinical settings. PCOM mandates compliance with all applicable federal, state and local laws and with the stated rules and regulations of PCOM.

The full college Disciplinary Policy including the Process and Procedures can be found in the General Student Handbook.

Health Insurance

Health Insurance

All PCOM students are required to have health insurance coverage. The College does offer a student health insurance plan for students through First Risk Student Insurance. Details of the plan are available on MyPCOM.

The PCOM Student Wellness Center maintains student health records, including the forms for the mandatory physical. Students are advised that routine and preventive health care would be best addressed by having a local personal primary care physician. If a student elects to utilize a PCOM medical practice, fees for consultations, lab work or diagnostic testing are submitted to the student's health insurance for consideration for payment. Charges that exceed the payment made by the insurance, or denied payment, are left to the discretion of the individual provider for collection.

International Students

International Students Information

PCOM has been approved to process F-1 visas. International students' paperwork is processed through the DSO.

Prior to the start of their first term, international students must submit tuition for the duration of the program. These funds will be placed in a PCOM escrow account. International students are not eligible for federal financial aid.

International students must process their I-20 form with the Registrar's Office. If the student attended another school in the United States prior to PCOM, that school can transfer the I-20 form to PCOM. However if the student has not attended another school in the United States, the Registrar's Office will create the I-20 form and mail it to the student's address in their country of origin. The student then must process the I-20 form at the embassy in their country of origin.

International students must be enrolled full time each term and continue to make academic progress.

Many International students are restricted from completing online courses in the United States, depending on the regulations in their country of origin.

Professional Code of Ethics

The codes of ethics of various professional associations have been adopted, as appropriate, as guidelines for PCOM professional degree and graduate students. The American Osteopathic Association, the American Academy of Physician Assistants, the American Psychological Association, the National Association of School Psychologists, the American Pharmaceutical Association, and the American Association of Colleges of Pharmacy have formulated their codes of ethics to guide members in their professional lives, and the standards are designed to address the health professional's ethical and professional responsibilities to patients, society, others involved in health care and self. In addition, some academic programs have developed their own codes of ethics and student conduct. The codes of ethics are reproduced in the student handbooks and/or orientation materials of the respective academic programs at the Philadelphia, Georgia and South Georgia campuses.

Student Handbooks

Student Handbooks and Academic Program Handbooks Containing Vital Student Information

College policies and other student information are available in the student handbooks, which are available online through myPCOM. The General Student Handbook, which applies to all academic programs, describes educational resources and essential services, registration, campus regulations, insurance, extracurricular activities and student government, and College policies on privacy, sexual harassment, equal opportunity, grievances, safety, substance abuse, ethics and conduct. Each program of study also publishes an academic handbook that describes curriculum, graduation requirements, examination and grading policy, academic standards, remediation procedures, clinical education requirements and other academic and student support information specific to the respective degree program. The academic handbooks are available on myPCOM, as well as in each academic department office.

Veterans Information

Veteran Information

- Covered individuals are allowed to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

PCOM will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Application for benefits at PCOM is generally initiated by filing a "Change of Place of Training" form upon separation from the Armed Forces, and by submitting a "Certificate of Eligibility" form to the School Certifying Official for their campus.

Veteran students must notify their School Certifying Official regarding any changes in enrollment or registration status.

Veterans must provide transcripts when seeking to transfer credit to the institution.

Compliance with Title 38 US Code 3679(e) for students utilizing Veterans Education Benefits

In accordance with Title 38 US Code 3679(e), Philadelphia College of Osteopathic Medicine-Georgia (PCOM-GA) adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31), and Dependents' Educational Assistance (Ch. 35) benefits, while payment to the institution is pending from VA. PCOM-GA will not:

- Prevent student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Contact with the Veterans Administration and negotiation of problems related to veterans benefits are handled by the School Certifying Official for each campus, as well as the Financial Aid Office.

PCOM (Philadelphia)

Phil Heywood

Associate Registrar of Academic Records
Philadelphia College of Osteopathic Medicine
PhilipHe@pcom.edu
Phone: (215) 871-6704 | Fax (215) 871-6649

PCOM Georgia

Ajima Witter

Associate Registrar
Philadelphia College of Osteopathic Medicine-Georgia
625 Old Peachtree Road NW Suwanee, GA 30024
office 678-225-7558 | fax 678-225-7526

PCOM South Georgia

Tiffany M. Coker, M.Ed.

Assistant Director, Student Services

VA School Certifying Official

PCOM South Georgia
2050 Tallokas Road
Moultrie, GA 31768
Contact Number: 229-668-3132

For Appointments: <https://ca> (<https://calendly.com/tiffanyco1/>)

Pronouns: she | her | hers

PCOM

PCOM

The City Avenue site provides a true college campus atmosphere for students, unique among urban medical colleges. All facilities are specially equipped for students with disabilities.

Evans Hall

Medical and graduate students receive hundreds of instructional hours in the two amphitheaters in Evans Hall that accommodate 250 and 235 students. The building was dedicated in 1973 in honor of H. Walter Evans, DO, a distinguished professor of obstetrics and gynecology. Both lecture halls have superb audiovisual capabilities, including video and computer presentation equipment, and the teaching system can link to Internet resources. Several classrooms and conference rooms are equipped for full two way video conference broadcasts.

The seven levels of Evans Hall also house the College library, Office of the Provost, Student Affairs, Admissions and Clinical Education. Faculty offices throughout the building are combined with laboratories where faculty, graduates and students pursue instruction and research. The Anatomy Laboratory, which accommodates 250 students simultaneously in the cadaver dissection lab, is recognized as one of the most advanced teaching laboratories in the nation. The architecture of Evans Hall incorporates the teaching of large classes with the enrichment of student-teacher relationships through the use of small classrooms.

Evans Hall is equipped with varied and sophisticated instructional media, exhibit areas and electronic communications equipment. Video monitors are built into the lecture amphitheaters, laboratories and many other teaching areas in the building. The original Evans Hall architecture was enhanced with a three-story addition in 1996. It provides student lounges, study rooms, cafeteria, classrooms, faculty offices, a student computer lab and an osteopathic manipulative medicine teaching center.

Levin Administration Building

This elegant stone mansion stands at the center of the 16-acre Moss estate purchased by the College in 1957. It underwent full restoration in 1997. It now houses the Office of the President, the Office of Alumni Relations and Development and the Office of Marketing and Communications. The Levin Administration Building is named in recognition of the Levin family tradition of pursuing and maintaining the osteopathic heritage, and in honor of Abraham Levin, DO '35, Jacob M. Levin, DO '36, Samuel I. Levin, DO '35, and Joel L. Levin, DO '69.

Rowland Hall

Purchased by the College in 1981, Rowland Hall has a reception area and PCOM Printing Services located on the lower level. Physician offices, including a newly constructed family medicine suite, administrative offices and academic areas are located throughout this five level building. Many PCOM students receive clinical instruction in Rowland Hall's outpatient offices. A state-of-the-art computer lab with an instructor's station and 15 workstations to support the teaching modalities is located on the fourth floor.

Named in honor of Thomas M. Rowland Jr., a former PCOM president who devoted years of leadership to the College, the building is home to the Psychology Department, Department of Physician Assistant Studies and the Michael and Wendy Saltzburg Clinical Learning and Assessment Center. Also housed in Rowland Hall are the following College support services departments:

Bursar's Office

Compliance Office
Diversity Office
Financial Administration
Financial Aid
Graduate Medical Education
Human Resources
ITS and Telecommunications
Office Risk Management
Plant Operations
Purchasing
Registrars
Safety and Security
Activities Center

Both campuses provide students with access to fitness equipment as well as to a variety of exercise classes. Access to the fitness centers is free for all current students and employees. There is a fee for all significant others and guests.

The rural and urban Healthcare Centers sponsored by PCOM offer unique learning opportunities for fourth year osteopathic medical students. At the centers, students learn under direct supervision of attending physicians and become intimately involved in the care of patients. The centers provide cross- cultural experiences in underserved, poor, working-class and racially diverse communities. The Healthcare Center experience also enables students to learn the sociology and economics of the health care system by dealing with diverse populations covered by private insurance, HMOs and government medical assistance. The centers are:

PCOM Family Medicine –

Peter F. Bidey, DO Medical Director

PCOM Healthcare Center – Lancaster Avenue Division Marta Motel, DO, Medical Director

PCOM Healthcare Center – Cambria Division Barbara Williams-Page, DO, Medical Director

PCOM Healthcare Center – Roxborough Division located Philadelphia Campus Larry Finkelstein, DO, Director

PCOM Sullivan County Medical Center Ernest Gelb, DO, Medical Director

In addition to learning at the College-sponsored Healthcare Centers, PCOM students receive clinical instruction at nine affiliated urban sites and twelve affiliated rural community health care centers.

All Core Affiliated Partners

Arnold, Wayne DO AtlantiCare Regional Medical Center Bayhealth Medical Center Beacon Pediatrics Beebe Medical Center Belmont Behavioral Health Butler Health System Capital Health Regional Medical Center Carson Valley Children's Aid Christiana Care Health System City Line Pediatrics Collins, Matthew DO Community Medical Center Crozer Keystone Health System Deborah Heart and Lung Delaware Health Services Doylestown Hospital Einstein Medical Center Excelsa Health - Latrobe Hospital FPC Sullivan County Franklin Square Hospital Friendship House Geisinger Health System - Danville Girard Medical Center Grand View Hospital Heritage Valley Healthcare Holy Redeemer Hospital Hunterdon Medical Center Indian Regional Medical Center Inspira Medical Center Jefferson Health - Abington Hospital Jefferson Health - North East Kornberg, Bruce DO Lehigh Valley Healthcare Network Lerch Pediatrics Lower Bucks Hospital Main Line Health - Bryn Mawr Hospital Main Line Health - Lankenau Medical Center Main Line Health - Paoli Hospital Main Line Health - Riddle Memorial Hospital - Granite Run OBGYN Panda Bear Pediatrics Penn Medicine - Pennsylvania Hospital Penn State Health - St. Joseph Medical Center Pinnacle Health System - UPMC Altoona Hospital Pinnacle Health System - UPMC Bedford Memorial Hospital Pinnacle Health System - UPMC Hanover Hospital Pinnacle Health System - UPMC Mercy Hospital Pinnacle Health System - UPMC Pinnacle Pinnacle Health System - UPMC Pinnacle Lititz Pinnacle Health System

- UPMC Shadyside Hospital Pinnacle Health System - UPMC St. Margaret Pinnacle Health System - UPMC Susquehanna Roxborough Memorial Hospital Saint Francis Hospital St. Luke's University Health Network Suburban Community Hospital Sun Behavioral Health Tidal Health Trinity Health Mid-Atlantic - Mercy Catholic Medical Center Trinity Health Mid-Atlantic - Nazareth Hospital Trinity Health Mid-Atlantic - St. Mary's Medical Center Tower Health - Chestnut Hill Hospital Tower Health - Phoenixville Hospital Tower Health - Reading Hospital Wellspan - Good Samaritan Hospital Wright Center for Community Health

Core Clinical Campus Sites

AtlantiCare Regional Medical Center BayHealth Medical Center Butler Health System Christiana Care Health System Conemaugh Memorial Medical Center Einstein Healthcare Network Geisinger Health System - Danville Jefferson Health NorthEast Lehigh Valley Health Network-Pocono Lehigh Valley Health Network-Cedar Crest Main Line Health Trinity Health Mid-Atlantic - Nazareth Trinity Health Mid-Atlantic - St. Mary's Medical Center Tower Health - Reading Hospital Suburban Community Medical Center Pinnacle Health System - UPMC Horizon

Academic year calendars are provided as guides and are subject to change.

Academic terms apply only to the coursework or non-clinical component of degree programs. Second-year DO; third- and fourth-year DO clinical rotation schedules; second-year physician assistant clinical preceptorships; and fourth-year pharmacy experiential learning schedules are provided by the respective academic department or school.

Calendars are subject to change.

Calendar 2022-2023

Summer 2022

Date	Day	Event
June 6	Monday	Summer term begins
June 20	Monday	Juneteenth Holiday
July 4	Monday	Independence Day Holiday
August 14	Sunday	Sumer term ends

Fall 2022

Date	Day	Event
August 15	Monday	Fall term begins
September 5	Monday	Labor Day Holiday
November 13	Sunday	Fall term ends
November 14-20	Monday-Sunday	Fall break

Winter 2022

Date	Day	Event
November 21	Monday	Winter Term Begins
November 23-25	Wednesday-Friday	Thanksgiving Holiday
November 28	Monday	Classes resume
December 23-January 1	Friday-Sunday	Winter Break
January 3	Tuesday	Classes resume
January 16	Monday	Martin Luther King Holiday

February 26	Sunday	Winter term ends
February 27-March 5	Monday-Sunday	Winter Break

Spring 2023

Date	Day	Event
March 6	Monday	Spring term begins
May 29	Monday	Memorial Day Holiday
June 4	Sunday	Spring term ends

Calendar 2023-2024

Summer 2023

Date	Day	Event
June 5	Monday	Summer term begins
June 19	Monday	Juneteenth
July 4	Tuesday	Independence Day Holiday
August 13	Sunday	Summer term ends

Fall 2023

Date	Day	Event
August 14	Monday	Fall term begins
September 4	Monday	Labor Day Holiday
November 12	Sunday	Fall term ends
November 13-19	Monday-Sunday	Fall break

Winter 2023

Date	Day	Event
November 20	Monday	Winter term begins
November 23-26	Thursday-Sunday	Thanksgiving Holiday
November 27	Monday	Winter classes resume
December 23-January 1	Saturday-Monday	Winter Holiday
January 2	Tuesday	Classes resume
January 15	Monday	Martin Luther King Holiday
February 25	Sunday	Winter term ends
February 26-March 3	Monday-Sunday	Winter term break

Spring 2024

Date	Day	Event
March 4	Monday	Spring term begins
May 27	Monday	Memorial Day Holiday
June 2	Sunday	Spring term ends

Calendar 2024-2025

Summer 2024

Date	Day	Event
June 3	Monday	Summer term begins
July 4	Thursday	Independence Day Holiday
August 11	Sunday	Summer term ends

Fall 2024

Date	Day	Event
August 12	Monday	Fall term begins
September 2	Monday	Labor Day Holiday
November 10	Sunday	Fall term ends
November 11-17	Monday-Sunday	Fall break

Winter 2024

Date	Day	Event
November 18	Monday	Winter term begins
November 28-December 1	Thursday-Sunday	Thanksgiving Holiday
December 2	Monday	Winter classes resume
December 23-January 1	Monday-Wednesday	Winter Holiday
January 2	Thursday	Winter classes resume
January 20	Monday	Martin Luther King Holiday
March 2	Sunday	Winter term ends
March 3-9	Monday-Sunday	Winter term break

Spring 2025

Date	Day	Event
March 10	Monday	Spring term begins
May 26	Monday	Memorial Day Holiday
June 8	Sunday	Spring term ends

Calendar 2025-2026**Summer 2025**

Date	Day	Event
June 9	Monday	Summer term begins
July 4	Friday	Independence Day Holiday
August 17	Sunday	Summer term ends

Fall 2025

Date	Day	Event
August 18	Monday	Fall term begins
September 1	Monday	Labor Day Begins
November 9	Sunday	Fall term ends
November 10-16	Monday-Sunday	Fall break

Winter 2025

Date	Day	Event
November 17	Monday	Winter term begins
November 27-30	Thursday-Sunday	Thanksgiving Holiday
December 1	Monday	Winter classes resume
December 24-January 1	Wednesday-Thursday	Winter Holiday
January 2	Friday	Classes resume
January 19	Monday	Martin Luther King Holiday
March 1	Sunday	Winter term ends
March 2-8	Monday-Sunday	Winter term break

Spring 2026

Date	Day	Event
March 9	Monday	Spring term begins
May 25	Monday	Memorial Day Holiday
June 7	Sunday	Spring term ends

Calendar 2026-2027**Summer 2026**

Date	Day	Event
June 8	Monday	Summer term begins
July 3-4	Friday-Saturday	Independence Day Holiday
August 16	Sunday	Summer term ends

Fall 2026

Date	Day	Event
August 17	Monday	Fall term begins
September 7	Monday	Labor Day Holiday
November 8	Sunday	Fall term ends

College of Osteopathic Medicine**Doctor of Osteopathic Medicine****Introduction to Osteopathic Medicine**

As a philosophy, science and art, osteopathic medicine is a total approach to health and disease. It recognizes that the neuromusculoskeletal system is of major importance to human life. The interrelationship between this and other body-systems is a basic part of osteopathic philosophy. An emphasis on primary care, health maintenance, prevention of disease and attention to the neuromusculoskeletal system is key to osteopathic medical education and practice. Universally accepted today, these attributes were considered unorthodox when Dr. Andrew Taylor Still (1828-1917) objected to the crude medications of his time and sought to enhance the body's inherent healing through manipulation.

The osteopathic physician incorporates evaluation and treatment of the musculoskeletal system as a basis for an approach to health and disease, combining it with the diagnostic and therapeutic modalities used by general scientific approaches to the healing arts. Like their MD counterparts, DOs must be licensed in the states where they practice, and additional board certification in specialties further underscores their professional credentials. All 50 states and the District of Columbia provide for the unlimited practice of medicine and surgery by osteopathic physicians. Licensing boards are usually composed of senior members of the osteopathic profession. In some states, MDs and DOs participate in combined licensing boards.

THE OSTEOPATHIC PHILOSOPHY

This philosophy provides the osteopathic physician with a unique way of looking at health and disease. These premises include the following:

- The human body is a unit in which structure and function are reciprocally interdependent.

- The body, through a complex system, tends to be self-regulating and self-healing.
- The adequate function of body systems depends on the unimpeded flow of blood and nerve impulses.
- The musculoskeletal system is a major body system, and its importance exceeds that of mere framework and support.
- There are musculoskeletal components to disease that are not only manifestations of the disease, but also important contributing and maintaining factors.

The adoption of these basic premises led to the development of the osteopathic total-body concept. The patient is considered as part of their relationship to their psycho-, social, economic, and physical environment rather than as an isolated unit. Instead of emphasizing the momentary disease state, the osteopathic approach studies and treats the person's well-being, lifestyle and behavior as a whole.

LEARNING OBJECTIVES

The program leading to the Doctor of Osteopathic Medicine degree is guided by the following goals for the purpose of providing a comprehensive and contemporary curriculum to educate health professionals to care for the whole person, advance the health of diverse communities and participate in the ever-changing environment. The curriculum seeks to:

- Integrate and appropriately sequence basic and clinical science material
- Present major themes in biomedicine
- Integrate early clinical experiences and case studies, and emphasize problem-solving to increase the application of knowledge-based issues to issues of patient care
- Utilize methods in information technology and informatics
- Participate in inter-professional education activities.

GRADUATION REQUIREMENTS

Each candidate for the degree of Doctor of Osteopathic Medicine must:

- Maintain established standards of personal and professional conduct
- Successfully fulfill all academic and clinical requirements
- Pass COMLEX Level 1, Level 2 CE and Level 2 PE** (National Board of Osteopathic Medical Examiners).

All requirements must be completed within six years from the first date of matriculation.

Each graduate must be free of indebtedness to the College. Those students who have received financial aid are required to complete the exit interview on-line process at least one week prior to commencement. The College academic transcript will be given when all financial obligations to PCOM and the exit interview have been met

Note: It is the responsibility of the graduate to fulfill the requirements for practice for the state licensing board in the state in which he or she chooses to practice. These requirements vary widely and are regulated

by the laws of each state. It is the responsibility of the graduate to get the information needed pertaining to state licensing and to fulfill these responsibilities.

Graduate Medical Education - Philadelphia Campus

Graduate medical education is the crucial step of professional development between medical school and autonomous clinical practice. It is in this vital phase of the continuum of osteopathic medical education that residents learn to provide optimal patient care under the supervision of faculty members. PCOM offers residency and fellowship programs to further the osteopathic medical education of physicians.

Admission to Postgraduate Training

Enrollment in the residency and fellowship programs at PCOM is highly competitive in order for the most qualified applicants to receive the highest-quality training. All programs, except for the Transitional Year program, participate in either the National Resident Matching Program (NRMP) or the San Francisco Match (SF Match).

The minimum requirements for admission to the residency and fellowship programs can be viewed here: <https://www.pcom.edu/academics/graduate-medical-education/policies/eligibility-and-selection.html>

Residency and Fellowship Programs

The residency and fellowship programs of PCOM are held to a high standard of clinical excellence, with a commitment to teaching and active encouragement of resident research. The College currently offers ACGME accredited training in eleven residency and fellowship programs, including Osteopathic Neuromusculoskeletal Medicine.

- Dermatology - Marcus Goodman, DO, Program Director. Approved Positions: 6
- General Surgery – Lindsey Perea, DO, Program Director. Approved Positions: 30
- Geriatric Medicine Fellowship – Nicol Joseph, DO, Program Director. Approved Positions: 6
- Hospice and Palliative Medicine Fellowship – Michael Srulovich, DO, Program Director. Approved Positions: 4
- Internal Medicine – Daniel Parenti, DO, Program Director. Approved Positions: 36
- Ophthalmology – Kenneth Heist, DO, Program Director. Approved Positions: 6
- Orthopaedic Surgery – John McPhilemy, DO, Program Director. Approved Positions: 20
- Osteopathic Neuromusculoskeletal Medicine (ONMM) - Lauren Noto-Bell, DO, Program Director. Approved Positions: 4
- Otolaryngology-Head and Neck Surgery – John McGrath, DO, Program Director. Approved Positions: 15
- Plastic Surgery Fellowship – Benjamin Lam, DO, Program Director. Approved Positions: 6

- Transitional Year - Erik Polan, DO, Program Director. Approved Positions: 11

DO Graduate Statistics

PCOM annually reports statistics related to the Complex Level 3 board exam results and the number of students who applied to and obtained placement in a graduate medical education program accredited by the Accreditation Council for Graduate Medical Education (ACGME) or the military. These statistics may be found on the PCOM website: <https://www.pcom.edu/program-statistics/doctor-of-osteopathic-medicine.html>

Doctor of Osteopathic Medicine (DO) - Philadelphia Campus

Course	Title	Hours
First Year		
Term 1		
DO 100	Cellular and Biochemical Foundations of Medicine	6
DO 101	Infection and Immunity	6
DO 139A	Osteopathic Principles and Practice I	2
DO 114A	Medical Humanities and Wellness I	0.5
DO 140A	Primary Care Skills I	1
DO 144A	Clinical Reasoning in Basic Science IA	1
INDP 100A	Inter Professional Education	0.5
Hours		17
Term 2		
DO 104	Foundations of Cardiovascular and Pulmonary Medicine	3.5
DO 112	Foundations of Physiology and the Musculoskeletal System	4
DO 105	Foundations of Renal, Endocrine, and Gastrointestinal Medicine	3.5
DO 106	Foundations of Research	1
DO 139B	Osteopathic Principles and Practice II	1.5
DO 114B	Medical Humanities and Wellness II	0.5
DO 140B	Primary Care Skills II	1
DO 144B	Clinical Reasoning in Basic Science IB	1
INDP 100B	Inter Professional Education	0.5
Hours		16.5
Term 3		
DO 107	Foundations of Reproductive and Genitourinary Medicine	2
DO 108	Head, Eyes, Ears, Nose, and Throat and Neuroscience	4
DO 109	Introduction to Human Disease and Therapeutics	5.5
DO 114C	Medical Humanities and Wellness III	0.5
DO 139C	Osteopathic Principles and Practice III	1.5
DO 140C	Primary Care Skills III	1
DO 144C	Clinical Reasoning in Basic Science IC	1

INDP 100C	Inter Professional Education	0.5
Hours		16
Total Hours		49.5

All first year courses must be completed prior to beginning the second year courses.

Course	Title	Hours
Second Year		
Term 1		
DO 146A	Comprehensive Basic Science Review and Synthesis IA	1.5
DO 215	Clinical Approach to Psychiatry	2.5
DO 218	Clinical Approach to Gastroenterology	3.5
DO 230	Clinical Approach to Neuroscience and Neurology	5
DO 239A	Osteopathic Principles and Practice IV	1.5
DO 240A	Primary Care Skills IV	1
INDP 200A	Inter Professional Education	0.5
Hours		15.5
Term 2		
DO 146B	Comprehensive Basic Science Review and Synthesis IB	1.5
DO 226	Clinical Approach to Hematology and Oncology	2
DO 228	Clinical Approach to Cardiovascular and Renal Medicine	5.5
DO 229	Clinical Approach to Pulmonary Medicine	3.5
DO 239B	Osteopathic Principles and Practice V	1
DO 240B	Primary Care Skills V	1
DO 246	Medical Ethics	1
INDP 200B	Inter Professional Education	0.5
Hours		16
Term 3		
DO 146C	Comprehensive Basic Science Review and Synthesis IC	1.5
DO 239C	Osteopathic Principles and Practice VI	1.5
DO 240C	Primary Care Skills VI	1.5
DO 248	Clinical Approach to Endocrinology and Disorders of Metabolism	3
DO 250	Clinical Approach to Reproductive Genitourinary and Obstetrical Medicine	5.5
DO 259	Clinical Approach to Musculoskeletal Medicine and Dermatology	3
DO 261	Preventive Medicine and Public Health	1
INDP 200C	Inter Professional Education	0.5
Hours		17.5
Total Hours		49

Third and Fourth Year Clinical Clerkship Curriculum

Code	Title	Hours
Third Year (12 Months)		
DO 309	Introduction to Clerkship	17
DO 310	Family Medicine Rotation	17

DO 312	OMM Family Medicine	8.5
DO 313	General Internal Medicine Rotation	17
DO 314	IM Cardiology Rotation	17
DO 315	Obstetrics and Gynecology Rotation	17
DO 316	Pediatric Rotation	17
DO 317	Psychiatry Rotation	17
DO 319	General Surgery Rotation	17
DO 320	Surgery Subspecialty Rotation	17
DO 321	Internal Medicine Subspecialty Rotation	17
DO 322	Advanced Clinical Skills Radiology Rotation	8.5
DO 394		17
Winter Break		
Fourth Year (12 Months)		
DO 392	Clerkship Elective (8)	136
DO 415	Emergency Medicine Rotation	17
DO 412	Osteopathic Primary Care Subspecialty I (Osteopathic Primary Care Sub-I)	17
DO 413	Ambulatory Primary Care Subspecialty I (Primary Care Sub-I)	17

¹ Includes noncredit American Heart Association Advanced Cardiac Life Support (ACLS) course completion, required for graduation.

² During Ambulatory Sub I and II students will be involved in Interprofessional education sessions with Physician Assistant, Clinical PsyD, Mental Health and Counseling and Clinical Health Psychology students.

Each 17 credit rotation requires 240 contact hours

Other than in electives, fourth year rotations contain a component of Osteopathic Manipulative Medicine

The Basic Sciences and Pre-Clinical Years

PCOM students begin preparation for the study and practice of osteopathic medicine from their first day as medical students. Thus, the principles and practice of osteopathic medicine are taught throughout the medical curriculum.

The first year of the curriculum focuses on the foundational basic sciences such as anatomy, physiology, biochemistry, genetics, cell biology, and immunology. Students are also provided with an introduction to general pathologic concepts, pharmacological intervention, and medical microbiology. The curriculum combines basic science and clinical course content in integrated systems-based courses in the second year.

PCOM also recognizes that medical practice is more than science. Coursework in ethics, medical humanities, and physician and community wellness help students develop the core competencies necessary for modern medical practice. All students attend small-group, active learning sessions during the first and second year to develop communication and diagnostic skills. These special instructional activities include patient observation, case conferences, and basic clinical skills workshops. In addition, an active standardized patient and robotic simulation program introduces students to patient care through examinations of patient actors in a simulated practice setting, augmented by clinical exercises on high-tech human patient simulator manikins.

Pennsylvania, New Jersey, Delaware, and Maryland. Students at PCOM Georgia and South Georgia are assigned to clinical clerkships throughout Georgia and the Southeast.

This unique training network comprises affiliated hospitals, numerous outpatient units, and scores of physicians' offices. These clinical settings become teaching arms of the College; in effect, our partners are our campus. The program is designed to afford progressive student responsibility in all phases of patient care under the direction of experienced physicians and health care providers. This includes history taking, physical examinations, daily patient rounds, lectures, conferences, case presentations, and online blended learning for all core rotations.

Students rotate through services in Internal Medicine, Family Medicine, Osteopathic Manipulative Medicine, Surgery, Cardiology, OB/GYN, Pediatrics, Psychiatry, Emergency Medicine, Underserved Primary Care. On elective clerkships, students may choose to pursue special interests at other medical institutions anywhere across the nation.

NON-CREDIT ADVANCED CARDIAC LIFE SUPPORT – THIRD YEAR MEDICAL

American Heart Association Advanced Cardiac Life Support (ACLS) course; offered during the Introduction to Clerkship (I2C) rotation. Students are awarded the AHA ACLS course card, valid for two years, upon successful completion.

DUAL DEGREE PROGRAMS

DO/MBA Program (Philadelphia Campus)

In conjunction with Saint Joseph's University, a master of business administration degree in health and medical services may be earned by DO program students who concurrently complete a five year course of study for the DO and MBA degrees. Created in 1989 as the nation's first DO/MBA degree, the curriculum requires approximately 39-45 hours of MBA coursework. The MBA program is completed during a one-year leave from medical study, following the third year of medical school. This program responds to the increasing need for business acumen in medical practice. It also prepares physicians for a wide range of emerging careers in medical administration.

Students who are interested in business administration but do not wish to enroll in the full MBA program may complete a 5-course Graduate Business Certificate during the fourth year of medical school. The Saint Joseph's University MBA is accredited by the Association to Advance Collegiate Schools of Business (AACSB). Approval for admissions into the dual degree DO/MBA or graduate Business Certificate Program must be received by PCOM's Director of Dual Degree Programs & Biomedical Science Specialty Concentrations in the School of Health Sciences and SJU admissions team.

DO/MPH Program (Philadelphia Campus)

Students may choose to enroll in a DO/MPH program in affiliation with Jefferson School of Population Health, which provides a 36-credit program that includes core public health disciplines in behavioral and social sciences, biostatistics, epidemiology, environmental health services and health policy. The Jefferson DO/MPH program is a five year program. The MPH is completed during a one-year leave from medical study following the third year of medical school. Approval for admissions into the dual degree DO/MPH program must be reviewed by PCOM's Director of Dual Degree Programs & Biomedical Science Specialty

Concentrations in the School of Health Sciences and Thomas Jefferson University admissions team.

Students may also enter a special joint degree program in affiliation with Temple University, leading to a master of public health degree. The DO/MPH program is a five year program. The MPH program is completed during a one year leave from medical study following the third year of medical school. Approval for admissions into the dual degree DO/MPH program at Temple University must be reviewed by PCOM's Director of Dual Degree Programs & Biomedical Science Specialty Concentrations in the School of Health Sciences and Temple University admissions team.

DO/MS in Forensic Medicine (Philadelphia and PCOM Georgia)

Students who have successfully completed their first year of medical study at PCOM may enter a special dual degree program provided by PCOM's Department of Pathology and Forensic Medicine. Students complete forensic medicine graduate work through Philadelphia campus weekend courses and online instruction during an extended sophomore medical year; the DO and MS program is five years in length. The program provides a core foundation in the theory, principles, ethics, professional practice and legal aspects of forensic medicine. Students acquire skills in the technical aspects of death scene investigation, identifying, preserving and protecting custody of forensic evidence, differentiating accidental and intentional injuries in both living and dead persons, and determining potential forensic value of written and photographic records. The program also provides skills in the interpretation of research in forensics and skills in utilizing information technology to access information in the forensic sciences.

DO/MS in Organizational Development and Leadership (Philadelphia Campus)

Students who have successfully completed their first year of medical study at PCOM may enter a special dual degree program provided by PCOM's Department of Psychology, leading to a master of science in Organizational Development and Leadership (ODL) and Doctor of Osteopathic Medicine in five years. Students complete graduate work through on-campus evening class sessions during an extended sophomore medical year. The program is designed to incorporate psychological theory and research in teaching the basic skills and techniques of organizational leadership. The mission of the ODL program is to prepare leaders in the art and science of managing strategic change by teaching the competencies and skill sets for improving organizational performance and realizing human potential. A key training focus of the program is the development of program evaluation methods and the creation and use of performance-based outcome measures.

PCOM Georgia students may undertake Organizational Development and Leadership training on-campus through a graduate certificate program.

The cognitive-behavioral therapy (CBT) model is emphasized, and students are provided the unique opportunity to practice CBT techniques and conceptualization with videotaped, standardized mock patients.

Graduate Medical Education - Philadelphia Campus

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School of Health Science

Biomedical Sciences (MS)

The PCOM Graduate Program in Biomedical Sciences provides an opportunity for students with baccalaureate degrees to study the biomedical sciences as preparation for science careers or further graduate or professional study. All students enter the program as candidates for the master of science degree. The program presents a broad content base in the basic biomedical sciences with a strong emphasis on human medicine and clinical applications during the first academic year, followed by a concentration in the second year.

Degree completion concentrations are offered in several topics at PCOM's campuses, as described later in this catalog. All first year courses are required for the degree, Master of Science in Biomedical Sciences, or for the certificate of graduate studies for students who choose not to pursue the master's degree. Students who pursue the master's must declare their concentration by the end of their first year.

Course	Title	Hours
First Year		
Term 1		
BIOM 503	Human Anatomy	6
BIOM 504	Histology	4
	Hours	10
Term 2		
BIOM 501	Molecular Basis of Medicine	7
BIOM 502	The Infectious Process	3
	Hours	10
Term 3		
BIOM 505	Neurosciences	3
BIOM 506	Medical Pharmacology	3
BIOM 507	Physiology	3
	Hours	9
	Total Hours	29

Master of Science in Biomedical Sciences (MS) - All Campuses

All applicants to the graduate programs in Biomedical Sciences must have successfully completed a bachelor's degree from a regionally accredited college or university prior to matriculation. They must also have completed all undergraduate pre-professional science requirements:

- Eight credit hours each of general biology and physics
- 16 semester hours of general chemistry coursework (including labs), four credits of which must be organic chemistry. Biochemistry is strongly recommended.

"General" coursework denotes the first two courses in the subject sequence for science majors. All courses must be completed at a regionally accredited institution.

The MS in Biomedical Sciences program will accept:

- credits completed at a community college
- courses completed online or on campus

- AP coursework, provided the course and credits appear on your official college transcript

The MS in Biomedical Sciences program will not accept:

- prerequisite coursework completed as an audit or graded pass/fail
- credits completed as CLEP courses
- prerequisite coursework completed internationally

Successful candidates must also show evidence of commitment to a career in the health professions and/or potential for admission to a professional school.

The online application will be available for Fall 2023 admission at <https://www.pcom.edu/admissions/apply/>.

Once your application has been downloaded by the PCOM Office of Admissions, you will be contacted via email with a confirmation of its receipt including reminders of the appropriate steps to complete the application process.

Your application will be processed and assessed by the Faculty Committee on Admissions only after the receipt of:

- A general autobiographical statement explaining your interest in this academic program as it relates to your career goals (in 500 words or less).
- One letter of recommendation from individuals who know the applicant in a professional capacity and can comment on one's character, work ethic, academic history, scientific acumen, empathy, compassion, resilience, emotional intelligence and commitment.

Admissions prefers letters from the following sources:

- A pre-health or academic advisor/committee (undergraduate, post-baccalaureate or graduate programs)
- Undergraduate, graduate or post-baccalaureate faculty (preferably those who delivered a candidate's completed science coursework), who can attest to academic performance and aptitude.

Candidates who may not have the ability to submit a letter from any of the above sources should select letter writers who know them in a professional capacity and can comment on the applicant's character, work ethic, academic history, scientific acumen, empathy, compassion, resilience, emotional intelligence and commitment to graduate education.

Letters of recommendation can be sent through the PCOM application portal or directly to PCOM Admissions in .pdf format at recommend@pcom.edu. Recommenders can view our For Recommenders (<https://www.pcom.edu/admissions/recommenders/>) page for guidance.

- Submit official reports of standardized test scores: MCAT, PCAT, DAT, OAT, or GRE **This requirement will be automatically waived for applicants with a cumulative GPA of 3.2 or higher on their bachelor's degree granting transcript.**
 - See the following webpage for details on test score submission to PCOM: <https://www.pcom.edu/admissions/apply/biomedical-sciences.html>
- Submit official college transcripts from all colleges/universities schools attended. We will accept electronic transcripts via email

from Parchment Services and National Student Clearinghouse to admissions@pcom.edu directly from the college Registrar.

The graduate programs in biomedical sciences utilize a rolling admissions policy. Therefore, applications will be considered throughout the year as received until the desired enrollment has been achieved. Each campus (Philadelphia, Georgia and South Georgia) has a separate application for the biomedical sciences program. The Faculty Committee on Admissions screens the applications, evaluates the applicants and selects the new students. Following the completion of the admissions process, each applicant is notified of the Admission Committee's decision in writing, including any conditions that must be satisfied prior to or following enrollment. Classes begin in the Fall term.

All biomedical sciences graduate program students are accepted as degree candidates and may declare a degree concentration at any time after matriculation.

Forensic Biology Concentration

Forensic biology track students receive practical instruction through coursework and an integrated Capstone course. The forensic biology track is a combination of online instruction and intensive weekend sessions. The weekend sessions are held at the Philadelphia Campus.

Course	Title	Hours
Second Year		
Term 1		
FMED 500	Pathology for Forensic Medicine (Online course)	4
	Hours	4
Term 2		
FMED 501	Principles of Forensic Medicine I	6
	Hours	6
Term 3		
FMED 502	Principles of Forensic Medicine II	6
	Hours	6
Term 4		
FMED 508	Capstone: Integrative Experience	8
	Hours	8
	Total Hours	24
Course	Title	Hours
First Year		
Term 1		
BIOM 503	Human Anatomy	6
BIOM 504	Histology	4
	Hours	10
Term 2		
BIOM 501	Molecular Basis of Medicine	7
BIOM 502	The Infectious Process	3
	Hours	10
Term 3		
BIOM 505	Neurosciences	3
BIOM 506	Medical Pharmacology	3

BIOM 507	Physiology	3
	Hours	9
	Total Hours	29

See Biomedical Sciences (MS) - Philadelphia Campus for First Year Requirements

Organizational Leadership in the Biosciences

Biomedical Science Organizational Leadership Concentration

This program provides students who entered in the first year as a Biomedical Science student an opportunity to pursue a concentration in Organizational Development and Leadership in their second year of their program.

This concentration is a total of 24 credits beyond the first year of their Biomedical Science. Requirements for this Concentration can be found under biomedical Science section.

Students will develop vital skills in the areas of:

- collaboration
- conflict resolution
- facilitation
- multi-dimensional communications
- consensus-building and shared decision making
- project leadership
- team effectiveness
- innovation
- action research
- reflective practice
-

Code	Title	Hours
24 Credit Hours Required		
ODL 501	Foundations and Systems of Organizational Development	3
ODL 505	Team Dynamics	3
ODL 510	Capstone: Action Research Project	3
ODL 516	Developing Systems Literacy: Organizational Workshop	3
or ODL 527	Managing Strategic Change: Dialog and Intervention	
ODL 517	Communication Skills for Leaders	3
ODL 520	Appreciative Inquiry	3
ODL 526	Managing Self and Emotional Systems in the Workplace	3
or ODL 535	Leading with Emotional Intelligence	
ODL 528	Diversity Equity Inclusion Leadership Lab	3
Total Hours		24

Course	Title	Hours
First Year		
Term 1		
BIOM 503	Human Anatomy	6

BIOM 504	Histology	4
	Hours	10
Term 2		
BIOM 501	Molecular Basis of Medicine	7
BIOM 502	The Infectious Process	3
	Hours	10
Term 3		
BIOM 505	Neurosciences	3
BIOM 506	Medical Pharmacology	3
BIOM 507	Physiology	3
	Hours	9
	Total Hours	29

Public and Population Health Leadership Concentration

This program is a comprehensive approach that provides an understanding of public health practices. Upon completion of a Public Health Concentration, the student will be able to:

- Demonstrate knowledge of public health topics
- Demonstrate an understanding of scientific method, data analysis, and empirical inquiry
- Apply advanced skills to access, synthesize and interpret relevant literature
- Apply their knowledge toward the successful implementation of a capstone project focused on public health
- Show proficiency in written and oral communication of the application of public health topics

Course	Title	Hours
First Year		
Term 1		
BIOM 503	Human Anatomy	6
BIOM 504	Histology	4
	Hours	10
Term 2		
BIOM 501	Molecular Basis of Medicine	7
BIOM 502	The Infectious Process	3
	Hours	10
Term 3		
BIOM 505	Neurosciences	3
BIOM 506	Medical Pharmacology	3
BIOM 507	Physiology	3
	Hours	9
	Total Hours	29

Code	Title	Hours
PPHL 501	Foundations of Public and Population Health Systems	3
PPHL 502	Emergency and Crisis Leadership in Public and Population Health	3
PPHL 503	Integrative Health Policy, Advocacy and Innovation	3
PPHL 504	Manager's Use of Data: Evidenced-Based Practice to Inform Decision Making	3

PPHL 507	Epidemiology	3
PPHL 510	Public and Population Health Leadership Capstone	3
ODL 516	Developing Systems Literacy: Organizational Workshop	3
or ODL 517	Communication Skills for Leaders	
or ODL 535	Leading with Emotional Intelligence	
ODL 528	Diversity Equity Inclusion Leadership Lab	3

Research Concentration

Research concentration students will have the opportunity to work one-on-one with a faculty mentor on a novel research project that will advance scientific understanding, culminating in a research thesis and presentation.

Course	Title	Hours
Second Year		
Term 1		
BIOM 681	Research Proposal (P/F)	1
BIOM 691	(P/F)	3
	Hours	4
Term 2		
BIOM 678	Scientific Communication Skills (P/F)	1
BIOM 690	Research Methods	2
BIOM 691	(P/F)	4
	Hours	7
Term 3		
BIOM 683	Thesis Manuscript Development	1
BIOM 692	Biomedical Research (P/F)	4
	Hours	5
Term 4		
BIOM 683	Thesis Manuscript Development (P/F)	2
BIOM 693	Biomedical Research (P/F)	3
	Hours	5
Term 5		
BIOM 685	Thesis Defense (P/F)	2
BIOM 687	Thesis Completion (P/F)	1
	Hours	3
	Total Hours	24

Course	Title	Hours
Second Year		
Term 1		
BIOM 678	Scientific Communication Skills (P/F)	1
BIOM 681	Research Proposal (P/F)	1
BIOM 690	Research Methods	2
BIOM 691	(P/F)	3
	Hours	7
Term 2		
BIOM 683	Thesis Manuscript Development	1
BIOM 692	Biomedical Research (P/F)	6
	Hours	7
Term 3		
BIOM 683	Thesis Manuscript Development (P/F)	2

BIOM 693	Biomedical Research (P/F)	5
	Hours	7
Term 4		
BIOM 685	Thesis Defense (P/F)	2
BIOM 687	Thesis Completion (P/F)	1
	Hours	3
	Total Hours	24
Course	Title	Hours
First Year		
Term 1		
BIOM 503	Human Anatomy	6
BIOM 504	Histology	4
	Hours	10
Term 2		
BIOM 501	Molecular Basis of Medicine	7
BIOM 502	The Infectious Process	3
	Hours	10
Term 3		
BIOM 505	Neurosciences	3
BIOM 506	Medical Pharmacology	3
BIOM 507	Physiology	3
	Hours	9
	Total Hours	29

Forensic Medicine (MS)

The Master's Degree in Forensic Medicine program is intended for professionals who desire advanced knowledge, skills and credentialing in this specialized health area. Law enforcement professionals, nurse practitioners, paramedics and other mid-level health professionals seeking a graduate degree can benefit from this program, which is scheduled on the weekends sessions to accommodate the working professional. The forensic medicine program focuses on the emerging demand for medico-legal investigations by medical examiner staff and provides a foundation in forensic investigations and autopsy skills.

Forensic Medicine Pathway Program

The Pathway program is designed for non-science majors who possess a bachelor's degree and need to strengthen their science background.

This program is designed to allow those without an extensive science background to receive the necessary preparation in order to have the best chance of success in future programs at PCOM. The Pathway Program is a 10-week online preparatory course in general cellular biology and human anatomy and physiology that is held from June to August. This is a three credit pass/fail course that must be successfully completed to continue to the Fall term. It is important to note that no degree is awarded upon completion of the Pathway program.

Students who have not been assigned a specific biology requirement to complete will be required to take FMED 499 Basic Human Biology in Forensic Medicine in the Summer. This is a three credit pass/fail course but does not count towards the requirement for the MS in Forensics Program. This requirement must be successfully completed to continue to the Fall term.

First year courses are on-campus except for FMED 500 - Pathology for Forensic Medicine. That course will be online.

All second year courses are online courses.

Course	Title	Hours
First Year		
Term 1		
FMED 500	Pathology for Forensic Medicine (Online course)	4
	Hours	4
Term 2		
FMED 501	Principles of Forensic Medicine I	6
	Hours	6
Term 3		
FMED 502	Principles of Forensic Medicine II	6
	Hours	6
Second Year		
Term 1		
FMED 504	Research Design & Methodology	4
	Hours	4
Term 2		
FMED 506	Evidence-Based Approach to Forensic Medicine	4
	Hours	4
Term 3		
FMED 505	Bioethics in Professional Practice	4
	Hours	4
Term 4		
FMED 513	Law and Evidentiary Procedure	4
	Hours	4
Term 5		
FMED 508	Capstone: Integrative Experience	8
	Hours	8
	Total Hours	40

Physician Assistant Studies (MS)

PCOM offers a full-time 26-month graduate-level program in physician assistant studies.

The program provides a comprehensive didactic and laboratory year followed by a year of clinical preceptorships in a variety of clinical disciplines. All students complete a research practicum as part of the program.

The PCOM Physician Assistant Program is committed to excellence in education. As in any learning process, the content and methodology in our program reflect a mixture of objectivity, intuition and good faith. Our faculty and staff want to provide a creative environment for individual learning and growth, within a curriculum which, by necessity, is highly structured and intense. Viewing learning as a reciprocal, collaborative interaction between faculty and students, we endeavor to be responsive to perceived needs for change and welcome comments and suggestions from all who participate in the program for its ongoing evaluation and continued growth.

Graduation Requirements

Each candidate for the degree of Master of Science must achieve a GPA of 3.0 to graduate from the program and satisfactorily complete all degree requirements.

Course	Title	Hours
First Year		
Term 1		
PHYA 502	Human Gross Anatomy	6
PHYA 519	Human Physiology	4
Hours		10
Term 2		
INDP 100	Inter Professional Appreciation and Caring Communities	0
PHYA 501	Pharmacologic Concepts and Pharmacotherapeutics	2
PHYA 503	History Taking and Physical Exam	10
PHYA 514	Professional Practice Issues and Health Policy	2
PHYA 531	Community Health Service	2
PHYA 534	Introduction to Pathogenesis and Clinical Genetics	1
PHYA 542	Research Methods	1
Hours		18
Term 3		
INDP 100	Inter Professional Appreciation and Caring Communities	0
PHYA 510	Clinical Medicine I	10
PHYA 515	Medicine, Law, and Health Care Ethics	1
PHYA 520	Pharmacology	2
PHYA 535	Pathology I	2
PHYA 543	Evidenced-Based Medicine	2
Hours		17
Term 4		
INDP 100	Inter Professional Appreciation and Caring Communities	0
PHYA 511	Clinical Medicine II	10
PHYA 521	Pharmacology II	2
PHYA 536	Pathology II	2
PHYA 549	Radiology for the Physician Assistant	2
Hours		16
Second Year		
Term 1		
PHYA 512	Clinical Medicine III	10
PHYA 522	Pharmacology III	1
PHYA 530	Behavioral Medicine and Psychiatry	1
Hours		12
Term 2		
Term 2 through Term 4 (Fall, Winter, and Spring) Preceptorships		
PHYA 550	Family Medicine Preceptorship	10
PHYA 551	Internal Medicine Preceptorship	10
PHYA 553	Emergency Medicine Preceptorship	10
PHYA 554	Gynecology/Prenatal Preceptorship	10
PHYA 555	General Surgery Preceptorship	10

PHYA 556	Behavioral Medicine Preceptorship	10
PHYA 557	Pediatrics Preceptorship	10
Hours		70

Third Year

Term 1

PHYA 558	Elective Preceptorship	6
PHYA 560	Research Practicum	2
PHYA 562	Comprehensive Exam Review	3
Hours		11
Total Hours		154

¹ All first and second year courses must be completed prior to beginning clinical preceptorships.

School of Professional and Applied Psychology

The PCOM School of Professional and Applied Psychology offers cutting-edge, innovative, competency-based graduate programs designed to train competent practitioners and scholars in the fields of clinical psychology, school psychology, counseling and organizational development and leadership.

Our programs aim to produce practitioners and scholars who are committed to a cognitive-behavioral empirically-based model of practice and who are dedicated to and embrace inter-professional collaboration and individual and cultural diversity. Our leadership programs operate from a systems-based theoretical model. Our academic programs prepare individuals to provide services to a variety of populations including children, youth, adults and organizations in a variety of settings including clinics, schools, hospitals, private practices and organizations in the profit and not for profit sectors.

Clinical Psychology Programs

Department of Clinical Psychology

Doctor of Psychology (PsyD) in Clinical Psychology

The Doctor of Psychology in Clinical Psychology (PsyD) program trains practitioner-scholar psychologists in a broad range of clinical settings, with an emphasis on a holistic approach to interdisciplinary care and service to diverse and underserved populations. In this American Psychological Association accredited program, the curriculum is oriented in cognitive-behavioral theory and empirically supported treatments addressing the most current developments in psychology, while enhancing learning through practical clinical applications. The program emphasizes professional self-reflection, attention to diversity, advocacy and social justice.

The learning in the first two years of the Clinical PsyD program is through didactic courses that cover the scientific and clinical foundations of the discipline, with inclusion of experiential components, labs for skills training, and interprofessional education. Use of standardized patient actors provides a means for gaining formative feedback on the integration of didactic and clinical skills. Completion of the first two portions of the comprehensive examination makes students eligible to begin the dissertation process. Fieldwork and seminar experiences in the third and fourth years enable the student to integrate knowledge of theory and research in practicum experience. During this

time, students are also mentored through the dissertation process. Successful completion of the first three years of coursework and three-part comprehensive examination confers doctoral candidate status on the PsyD student, who may then proceed to internship. Upon completion of the comprehensive examinations and admission to doctoral candidacy, students are awarded a master of science in clinical psychology.

The internship provides the clinical psychology doctoral student with an intensive, yearlong, supervised work experience to develop, practice and integrate new clinical skills. It represents the culmination of the doctoral experience, the last practical training step before earning a doctorate in psychology. All students are required to apply to APA-accredited and APPIC internships. Graduates of the PsyD program qualify for the Examination for Professional Practice of Psychology (EPPP) for partial fulfillment of the requirements for professional licensure.

Master of Science (MS) in Applied Positive Psychology

The MS in Applied Positive Psychology (MAPP) program trains students to become a powerful positive change force in communities, schools, clinics, businesses and leadership around the world. Students learn to leverage the knowledge, skills and attitudes of an outlook rooted in seeing the best in yourself and others. This program is designed to create thought leaders who rely on both science and heart to transform systems by creating “positive feedback loops.” The program is focused on creating a workforce of the future that is well-equipped with practical approaches to fostering compassion, kindness, love, and achievement on a regional, national and global scale.

The fully online MAPP program provides foundational knowledge in the areas of positive psychology, clinical health psychology and health behavior change, with a primary emphasis on positive psychology. Upon completion of the program, students will have skills in motivational interviewing and mindfulness; be able to apply positive psychology interventions that include a focus on personal strengths, gratitude, kindness, purpose and love; have honed their scholarly writing skills and feel more confident in taking a large-scale research-informed project from concept to implementation to evaluation; and be prepared to think about positive change from a biopsychosocial perspective that includes insight into key motivational principles that are important to healthy lifestyles.

PsyD Clinical Psychology

Students are required to attend the program on a full-time basis. The learning in the first two years of the Clinical PsyD program (<https://www.pcom.edu/academics/programs-and-degrees/clinical-psychology/course-sequence.html>) is through didactic courses that cover the scientific and clinical foundations of the discipline, with inclusion of experiential components, and labs for skills training, and interprofessional education. Use of standardized patient actors provides a means for gaining formative feedback on the integration of didactic and clinical skills.

Completion of the essay portion of the comprehensive examination makes students eligible to begin the dissertation process. Fieldwork and seminar experiences in the third and fourth years enable the student to integrate knowledge of theory and research with practicum experience. During this time, students are also mentored through the dissertation process. Successful completion of the first three years of coursework and the comprehensive examination (STEPPS and essay portions) confers doctoral candidate status on the PsyD student, who may then proceed to internship. Upon completion of the comprehensive examinations

and admission to doctoral candidacy, students are awarded a master of science in clinical psychology.

Course	Title	Hours
First Year		
Term 1		
CPSY 102	Doctoral Writing Skills Seminar <small>No course credit is given. A \$500 fee is assessed.</small>	0
CPSY 601	Learning Theories	3
CPSY 603	Behavioral Medicine	3
CPSY 622	Ethics in Psychology	3
CPSY 695A	Professional Development Seminar I	1
Hours		10
Term 2		
CPSY 103	Doctoral Writing Skills Seminar <small>No course credit is given. A \$500 fee is assessed. Following the first term, and at the discretion of the Program Director, students may have the option to waive this seminar for the remaining terms.</small>	0
CPSY 608	Social Psychology	3
CPSY 616	Lifespan Development	3
CPSY 624	Research I: Research Design and Methodology	3
CPSY 695B	Professional Development Seminar II	1
Hours		10
Term 3		
CPSY 104	Doctoral Writing Skills Seminar <small>No course credit is given. A \$500 fee is assessed. Following the first term, and at the discretion of the Program Director, students may have the option to waive this seminar for the remaining terms.</small>	0
CPSY 620	Psychopathology (+ SCID Lab)	3
CPSY 623	Human Diversity: Multiculturalism and Individual Differences	3
CPSY 625	Research II: Univariate and Multivariate + Lab (+ Lab)	4
CPSY 695C	Professional Development Seminar III	1
Hours		11
Second Year		
Term 1		
CPSY 605	History and Systems	3
CPSY 607	Cognitive & Affective Bases of Behavior	3
CPSY 698A	STEPPS Comprehensive Exam A	0
Hours		6
Term 2		
CPSY 626	Assessment I: Assessing Cognitive Ability (+ Lab)	3
CPSY 629	Psychological Basis of Behavior	3
CPSY 630	Cognitive Therapy (+ Therapy Skills Lab)	3
CPSY 688A	Integrative Health Care I	.5
Hours		9.5
Term 3		
CPSY 627	Assessment II: Objective Personality + Lab (+ Lab)	3
CPSY 662	Behavior Therapy (+ Therapy Skills Lab)	3

CPSY 688B	Integrative Health Care II	.5
	Hours	6.5
Term 4		
CPSY 628	Assessment III: Projective Assessment (+ Lab)	3
CPSY 681	Essay Comprehensive Exam <small>No course credit is given. A \$500 fee is assessed.</small>	0
CPSY 688C	Integrative Health Care III	.5
CPSY 698B	STEPPS Comprehensive Exam B	0
	Hours	3.5
Third Year		
Term 1		
CPSY 652	Practicum I	1.5
	Hours	1.5
Term 2		
CPSY 653	Practicum II	1.5
CPSY 674	Research III: Dissertation Development Seminar	1.5
CPSY 788A	Integrative Behavioral Health Seminar I	1
	Hours	4
Term 3		
CPSY 654	Practicum III	1.5
CPSY 674A	Research IV: Method Development and Strategic Planning	1.5
CPSY 788B	Integrative Behavioral Health Seminar II	1
	Hours	4
Term 4		
CPSY 655	Practicum IV	1.5
CPSY 661	Administration, Consultation and Supervision: Behavioral Health Care	3
CPSY 674B	Research V: Manuscript Development and Defense Planning	1.5
CPSY 788C	Integrative Behavioral Health Seminar III	1
	Hours	7
Fourth Year		
Term 1		
CPSY 710	Practicum V	1.5
CPSY 698C	STEPPS Comprehensive Exam C	0
Following CPSY 674B: Research V, all students must register for CPSY 675: Dissertation Advisement at 1 credit/term until successfully defending their dissertation. Dissertation Advisement credits do not count toward the minimum of 89 credits required for degree completion.		
	Hours	1.5
Term 2		
CPSY 711	Practicum VI	1.5
Following CPSY 674B: Research V, all students must register for CPSY 675: Dissertation Advisement at 1 credit/term until successfully defending their dissertation. Dissertation Advisement credits do not count toward the minimum of 89 credits required for degree completion.		
Elective	6 credits of electives to be completed after 2nd year courses are completed. Students choose from various 1, 2, or 3 credit electives.	2
	Hours	3.5

Term 3

CPSY 712	Practicum VII	1.5
Following CPSY 674B: Research V, all students must register for CPSY 675: Dissertation Advisement at 1 credit/term until successfully defending their dissertation. Dissertation Advisement credits do not count toward the minimum of 89 credits required for degree completion.		
Elective	6 credits of electives to be completed after 2nd year courses are completed. Students choose from various 1, 2, or 3 credit electives.	2
	Hours	3.5

Term 4

CPSY 713	Practicum VIII	1.5
Following CPSY 674B: Research V, all students must register for CPSY 675: Dissertation Advisement at 1 credit/term until successfully defending their dissertation. Dissertation Advisement credits do not count toward the minimum of 89 credits required for degree completion.		
Elective	6 credits of electives to be completed after 2nd year courses are completed. Students choose from various 1, 2, or 3 credit electives.	2
	Hours	3.5

Fifth Year**Term 1**

CPSY 667	Internship <small>Students who begin internship placements within 2 weeks or less of the end of the summer term starting year 5 will not register for internship this term. Instead, register for internship starting in fall of year 5 and register for 1 credit/term from fall through summer. A total of 4 credits of internship must be completed over the terms which align with students' internship placements.</small>	.5
Following CPSY 674B: Research V, all students must register for CPSY 675: Dissertation Advisement at 1 credit/term until successfully defending their dissertation. Dissertation Advisement credits do not count toward the minimum of 89 credits required for degree completion. The credit fee is waived when concurrently enrolled in CPSY 667: Internship.		
	Hours	0.5

Term 2		
CPSY 667	Internship	1
Following CPSY 674B: Research V, all students must register for CPSY 675: Dissertation Advisement at 1 credit/term until successfully defending their dissertation. Dissertation Advisement credits do not count toward the minimum of 89 credits required for degree completion. The credit fee is waived when concurrently enrolled in CPSY 667: Internship.		
	Hours	1

Term 3

CPSY 667	Internship	1
Following CPSY 674B: Research V, all students must register for CPSY 675: Dissertation Advisement at 1 credit/term until successfully defending their dissertation. Dissertation Advisement credits do not count toward the minimum of 89 credits required for degree completion. The credit fee is waived when concurrently enrolled in CPSY 667: Internship.		
	Hours	1

Term 4

CPSY 667	Internship	1
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Following CPSY 674B: Research V, all students must register for CPSY 675: Dissertation Advisement at 1 credit/term until successfully defending their dissertation. Dissertation Advisement credits do not count toward the minimum of 89 credits required for degree completion. The credit fee is waived when concurrently enrolled in CPSY 667: Internship.

Hours		1
Sixth Year		
Term 1		
CPSY 667	Internship Students who begin internship placements within 2 weeks or less of the end of the summer term starting year 5 will not register for internship that term. Instead, register for internship starting in fall of year 5 and register for 1 credit/term from fall through summer. A total of 4 credits of internship must be completed over the terms which align with students' internship placements.	.5
Students who have successfully defended their dissertations will register for CPSY 795: Dissertation Editing until all edits are made to the satisfaction of their dissertation chairs/committees and the final documents are submitted for binding. The fee will be waived for the first term and any term in which students are concurrently enrolled in CPSY 667: Internship; for any subsequent terms, students will be charged for one credit/term until the final documents are submitted for binding. Dissertation Editing credits do not count toward the minimum of 89 credits required for degree completion.		
Hours		0.5
Total Hours		89

Counseling Programs

Master of Science in Mental Health Counseling

The Master of Science in Mental Health Counseling program is offered at the Philadelphia PCOM campus only. Courses are offered on evenings and weekends, and the program takes two years to complete for full-time students. The program may also be completed on a part-time basis.

The mission of the Master of Science in Mental Health Counseling program is to prepare highly skilled, self-aware, compassionate counselors who provide evidence-based, culturally sensitive, and collaborative treatment using a whole person approach.

Grounded in the cognitive-behavioral tradition, this program trains practitioner-scholars to offer assessment, therapeutic interventions, consultation, program evaluation, and follow-up services using a collaborative integrative approach. Incorporating knowledge of the biopsychosocial model, the program provides a foundation for ethical practice and advocacy that facilitates the well-being of individuals, families, and communities. The program also trains students to work collaboratively in multidisciplinary settings as health service professionals and to engage in self-care and self-reflection.

The program prepares master's level graduates with the attitudes, knowledge, and skills to obtain credentialing as a licensed professional counselor in many states, become advocacy-oriented practitioners, and/or pursue further doctoral training. The program allows for concentrations in addictions and correctional counseling, clinical mental health counseling, and marriage and family counseling. The addictions and correctional counseling concentration prepares students for the Certified Drug and Alcohol Counselor (CADC) credential.

Certificate of Advanced Graduate Studies

The Certificate of Advanced Graduate Studies (CAGS) program provides graduate-level counseling courses to individuals seeking to meet credentialing requirements or augment their training. The CAGS specialization tracks include Cognitive Behavior Therapy and Professional Counseling. Applicants for the CAGS program must have completed a master's degree in psychology, counseling or a related discipline. Students will complete 12 graduate credits to earn the certificate. Classes are held on weekday evenings and on some weekends. The Cognitive Behavior Therapy (CBT) Track is designed to train mental health professionals in the application, theory and advanced practice of cognitive behavior therapy. Three 2-credit cognitive behavior therapy seminars taught by various CBT experts from the School of Professional & Applied Psychology form the basis of this certificate program. In addition, students complete two 3-credit courses taught with a cognitive behavior therapy focus. The Professional Counseling Track is an individualized program designed to provide mental health professionals with the courses necessary to take the licensing exam that leads to a Licensed Professional Counselor (LPC) credential in Pennsylvania and the National Certified Counselor (NCC) credential. These courses may be used in conjunction with an earned master's degree from an accredited college to complete the 60 course credits required to take the National Counseling Exam (NCE) and become a LPC.

MS Mental Health Counseling

The Master of Science in Mental Health Counseling program is offered at the Philadelphia PCOM campus only. Courses are offered on evenings and weekends, and the program takes two years to complete for full-time students. The program may also be completed on a part-time basis.

The mission of the Master of Science in Mental Health Counseling program is to prepare highly skilled, self-aware, compassionate counselors who provide evidence-based, culturally sensitive, and collaborative treatment using a whole person approach.

Grounded in the cognitive-behavioral tradition, this program trains practitioner-scholars to offer assessment, therapeutic interventions, consultation, program evaluation, and follow-up services using a collaborative integrative approach. Incorporating knowledge of the biopsychosocial model, the program provides a foundation for ethical practice and advocacy that facilitates the well-being of individuals, families, and communities. The program also trains students to work collaboratively in multidisciplinary settings as health service professionals and to engage in self-care and self-reflection.

The program prepares master's level graduates with the attitudes, knowledge, and skills to obtain credentialing as a licensed professional counselor in many states, become advocacy-oriented practitioners, and/or pursue further doctoral training. The program allows for concentrations in addictions and correctional counseling, clinical mental health counseling, and marriage and family counseling. The addictions and correctional counseling concentration prepares students for the Certified Drug and Alcohol Counselor (CADC) credential.

Course	Title	Hours
First Year		
Term 1		
COUN 501	Theories of Counseling	3
COUN 510	Professional, Legal, & Ethical Issues in Counseling	3

COUN 505	Counseling Skills	3
	Hours	9
Term 2		
COUN 507	Social and Cultural Foundations in Counseling	3
COUN 506	Fundamentals of CBT and Suicidology	3
COUN 503	Psychodiagnosis & Psychopharmacology	3
	Hours	9
Term 3		
COUN 504	Group Therapy	3
COUN 508	Lifespan Development	3
COUN 512	Intro to Marriage & Family Counseling	3
	Hours	9
Second Year		
Term 1		
COUN 561	Practicum Seminar <small>Note: Students whose Practicum/Internship placement begins during the fall term of year two will register for the Practicum/Internship course sequence (COUN 561, 562, 563) in the fall, winter, and spring terms. These students will not take COUN 585: Internship III, and will instead complete an elective to fulfill the remaining required 3 credits.</small>	3
COUN 520	Assessing and Treating Addiction	3
	Hours	6
Term 2		
COUN 562	Internship I	3
COUN 552	Research Methods, Statistics, & Program Evaluation	3
COUN 527	Community Based Interventions	3
COUN 591	Case Conceptualization Comprehensive Exam	0
COUN 593	Comprehensive Exam (Standardized Patient Video)	0
	Hours	9
Term 3		
COUN 563	Internship II	3
COUN 509	Tests and Measurements	3
COUN 571	Career and Vocational Counseling	3
COUN 590	Objective Comprehensive Exam	0
	Hours	9
Term 4		
COUN 585	Internship III	3
COUN 515	Crisis & Trauma Counseling	3
COUN 565	Capstone Advocacy Project	0
Elective (3 credits)		3
	Hours	9
Third Year		
Term 1		
	Elective (3 credits; fall start practicum students only)	
	Hours	0
	Total Hours	60

Course	Title	Hours
First Year		
Term 1		
COUN 501	Theories of Counseling	3
COUN 510	Professional, Legal, & Ethical Issues in Counseling	3
COUN 505	Counseling Skills	3
	Hours	9
Term 2		
COUN 507	Social and Cultural Foundations in Counseling	3
COUN 506	Fundamentals of CBT and Suicidology	3
COUN 503	Psychodiagnosis & Psychopharmacology	3
	Hours	9
Term 3		
COUN 504	Group Therapy	3
COUN 508	Lifespan Development	3
COUN 512	Intro to Marriage & Family Counseling	3
	Hours	9
Second Year		
Term 1		
COUN 561	Practicum Seminar (Note: Students whose Practicum/Internship placement begins during the fall term of year two will register for the Practicum/Internship course sequence (COUN 561, 562, 563) in the fall, winter, and spring terms. These students will not take COUN 585: Internship III, and will instead complete an elective to fulfill the remaining required 3 credits.)	3
COUN 520	Assessing and Treating Addiction	3
	Hours	6
Term 2		
COUN 562	Internship I	3
COUN 552	Research Methods, Statistics, & Program Evaluation	3
COUN 521	Biopsychosocial Basis of Addiction	3
COUN 591	Case Conceptualization Comprehensive Exam	0
COUN 593	Comprehensive Exam (Standardized Patient Video)	0
	Hours	9
Term 3		
COUN 563	Internship Seminar II	3
COUN 509	Tests and Measurements	3
COUN 571	Career and Vocational Counseling	3
COUN 590	Objective Comprehensive Exam	0
	Hours	9
Term 4		
COUN 585	Internship III	3
COUN 523	Advanced Interventions in Addiction Counseling	3
COUN 522	Counseling in Correctional Settings	3
COUN 565	Capstone Advocacy Project	0
	Hours	9

Third Year		
Term 1		
Elective (3 credits; fall start practicum students only)		
Hours		0
Total Hours		60
Course	Title	Hours
First Year		
Term 1		
COUN 501	Theories of Counseling	3
COUN 505	Counseling Skills	3
COUN 510	Professional, Legal, & Ethical Issues in Counseling	3
Hours		9
Term 2		
COUN 503	Psychodiagnosis & Psychopharmacology	3
COUN 506	Fundamentals of CBT and Suicidology	3
COUN 507	Social and Cultural Foundations in Counseling	3
Hours		9
Term 3		
COUN 504	Group Therapy	3
COUN 508	Lifespan Development	3
COUN 512	Intro to Marriage & Family Counseling	3
Hours		9
Second Year		
Term 1		
COUN 520	Assessing and Treating Addiction	3
COUN 561	Practicum Seminar <small>Note: Students whose Practicum/Internship placement begins during the fall term of year two will register for the Practicum/Internship course sequence (COUN 561, 562, 563) in the fall, winter, and spring terms. These students will not take COUN 585: Clinical Field Placement in the spring term, and will instead complete an elective to fulfill the remaining required 3 credits.</small>	3
Hours		6
Term 2		
COUN 528	Advanced Marriage and Family Counseling	3
COUN 552	Research Methods, Statistics, & Program Evaluation	3
COUN 562	Internship I	3
COUN 591	Case Conceptualization Comprehensive Exam	0
COUN 593	Comprehensive Exam (Standardized Patient Video)	0
Hours		9
Term 3		
COUN 509	Tests and Measurements	3
COUN 563	Internship II	3
COUN 571	Career and Vocational Counseling	3
COUN 590	Objective Comprehensive Exam	0
Hours		9
Term 4		
COUN 526	Psychotherapeutic Aspects of Human Sexuality	3

COUN 565	Capstone Advocacy Project	0
COUN 585	Internship III	3
Hours		6

Third Year**Term 1**

Fall start Practicum students take 3 credits of electives	3
Hours	3
Total Hours	60

Certificate of Advanced Graduate Studies (CAGS) in Cognitive Behavior Therapy or Professional Counseling

The Certificate of Advanced Graduate Studies (CAGS) program provides graduate-level counseling courses to individuals seeking to meet credentialing requirements or augment their training. The CAGS specialization tracks include Cognitive Behavior Therapy and Professional Counseling. Applicants for the CAGS program must have completed a master's degree in psychology, counseling or a related discipline. Students will complete 12 graduate credits to earn the certificate. Classes are held on weekday evenings and on some weekends. The Cognitive Behavior Therapy (CBT) Track is designed to train mental health professionals in the application, theory and advanced practice of cognitive behavior therapy. Three 2-credit cognitive behavior therapy seminars taught by various CBT experts from the School of Professional & Applied Psychology form the basis of this certificate program. In addition, students complete two 3-credit courses taught with a cognitive behavior therapy focus. The Professional Counseling Track is an individualized program designed to provide mental health professionals with the courses necessary to take the licensing exam that leads to a Licensed Professional Counselor (LPC) credential in Pennsylvania and the National Certified Counselor (NCC) credential. These courses may be used in conjunction with an earned master's degree from an accredited college to complete the 60 course credits required to take the National Counseling Exam (NCE) and become a LPC.

Course	Title	Hours
First Year		
Term 1		
COUN 575A	Advanced Cognitive Behavior Therapy	2
Elective - Pick two 3 credit COUN courses. Can take in either fall, winter, spring, or summer		6
Hours		8
Term 2		
COUN 575B	Advanced Cognitive Behavior Therapy II	2
Hours		2
Term 3		
COUN 575C	Advanced Cognitive Behavior Therapy III	2
Hours		2
Total Hours		12

Psychology Certificate Programs

Certificate of Advanced Graduate Studies in Cognitive Behavior Therapy

Certificate of Advanced Graduate Studies in Professional Counseling

Applicants for a Certificate of Advanced Graduate Studies in Cognitive Behavior Therapy and/or Certificate of Advanced Graduate Studies in Professional Counseling must have completed a master's degree in psychology, counseling or a related discipline from a regionally accredited institution with a B average (3.0) or better. Master's degrees in other specialty areas will be considered on a case-by-case basis.

Students will complete 12 graduate credits to earn the certificate for Cognitive Behavioral Therapy or Professional Counseling.

Prospective students may review application requirements and link to the PCOM on-line application at: <https://www.pcom.edu/admissions/apply/>

These programs utilize a rolling admissions policy, so applications will be considered throughout the year as they are received. Students will be accepted into the programs until the desired class size is reached. Classes begin in the fall term (early August).

The Admissions Committee screens applications, invites some applicants for an interview, evaluates the applicants and selects new students. Following the completion of the admission process, each applicant will be notified of the Admission's Committee decision in writing, including any conditions that must be satisfied prior to or following enrollment.

An application will be processed and assessed by the Faculty Committee on Admissions only after the receipt of:

- Completed PCOM application
- Official transcript(s) from all undergraduate and graduate course work
- Two letters of recommendation
- Curriculum vitae or resume
- A general autobiographical statement explaining one's interest in the academic program as it relates to career goals (in 500 words or less)
- Writing sample (preferably graded)

Note that official college transcripts from all colleges/universities schools attended must be sent directly to:

Philadelphia College of Osteopathic Medicine
Office of Admissions
4170 City Avenue
Philadelphia, PA 19131

We will accept electronic transcripts via email, from Parchment Services and National Student Clearinghouse to admissions@pcom.edu. (admissions@pcom.edu)

Letters of recommendation can be sent directly to PCOM Admissions in .pdf format to recommend@pcom.edu. All other admissions documents may be sent to admissions@pcom.edu.

Leadership Programs

Learn how to be an effective leader and positively influence change in your organization. PCOM's leadership programs are designed to help

you deliver optimal results as an executive, administrator or individual contributor.

School Psychology Programs

Certificate of Advanced Graduate Studies (CAGS) in Applied Behavior Analysis

The 21-credit online ABA certificate program meets the guidelines established by the Association for Behavior Analysis International (ABAI) (<https://www.abainternational.org/welcome.aspx>) and fulfills the coursework requirement to sit for the Board Certified Behavior Analyst (BCBA) exam. In order to obtain the BCBA credential (<https://www.pcom.edu/academics/programs-and-degrees/psychology-certificates/bcba-certification.html>), students must also complete a supervised field experience, have a qualifying degree, and pass an exam.

Course	Title	Hours
First Year		
Term 1		
Fall		
ABA 524	Basic Principles in Applied Behavior Analysis	3
ABA 531	Theories of Learning and Behavior	3
	Hours	6
Term 2		
Winter		
ABA 526	Single Case Experimental Design	3
ABA 528	Behavior Assessment	3
	Hours	6
Term 3		
Spring		
ABA 525	Behavior Change & Systems Support	3
ABA 535	Clinical Supervision, Management & Training	3
	Hours	6
Term 4		
Summer		
ABA 527	Ethics, Law, and Professional Practice	3
	Hours	3
	Total Hours	21

EDS School Psychology

The EdS program is committed to preparing school psychologists who are thoroughly prepared for service and practice in the 21st century.

With a commitment to excellence, this practitioner-based program prepares highly competent graduates who are uniquely committed to providing high-quality, effective, and ethical school psychological services in educational and mental health settings. The program is also dedicated to preparing students to promote social justice through culturally responsive practice and advocacy to ensure equity for all children.

Few other programs provide a standardized client program, which provides simulated but authentic clinical learning experiences. Students will also engage in field work early on in the program in a variety of settings. In addition to eligibility for school psychology certification, the

EdS program at PCOM incorporates a behavior analytic course sequence approved by the Association for Behavior Analysis International (ABAI) (<https://www.abainternational.org/welcome.aspx>) to pursue certification as a board certified behavior analyst (BCBA).

NASP-Accredited

The 3-year EdS program in School Psychology is fully accredited by the National Association of School Psychologists. Students completing this program are eligible for certification as a school psychologist. The EdS program at PCOM also incorporates a behavior analytic course sequence approved by the Association for Behavior Analysis International (ABAI) (<https://www.abainternational.org/welcome.aspx>) to pursue certification as a board certified behavior analyst (BCBA).

EdS Degree Completion

The EdS degree can be completed in three years (two years of coursework and a one-year internship). Students in the EdS program will also receive a master's of science in school psychology following completion of coursework in their second year. Classes meet in the evening hours two to three nights per week. Field experiences take place during the day on a flexible schedule. However, in the third year, the required internship experience must be completed during typical school hours.

Course	Title	Hours
First Year		
Term 1		
Fall		
SPSY 512	Psychometrics	3
SPSY 524	Basic Principles in Applied Behavior Analysis	3
SPSY 613	Assessment I: Cognitive	3
Hours		9
Term 2		
Winter		
SPSY 504	Developmental	1
SPSY 507	Exceptional Child	2
SPSY 528	Behavior Assessment	3
SPSY 531	Theories of Learning and Behavior	3
SPSY 615	Assessment II: Academic	3
Hours		12
Term 3		
Spring		
SPSY 501	Professional School Psychology	2
SPSY 525	Behavioral Change and Systems Support	3
SPSY 551	Practicum: Functional Behavior Assessment	1
SPSY 618	Assessment III: Behavioral, Social, and Emotional	3
SPSY 748	Biological Aspects of Behavior	1
Hours		10
Second Year		
Term 1		
Summer		
SPSY 508	Foundations of Psychotherapy	3
SPSY 527	Ethics, Law, and Professional Practice	3
Hours		6
Term 2		
Fall		

SPSY 609	CBT in Schools	3
SPSY 619	Consultation and Collaboration in Educational Settings	3
SPSY 622	Direct Assessment of Academic Skills	1
SPSY 652	Practicum: Applied Law & Ethics	1
Hours		8
Term 3		
Winter		
SPSY 526	Single Case Experimental Design	3
SPSY 614	Multicultural Perspectives in Psychology	3
SPSY 617	Academic and Behavioral Interventions	3
SPSY 653	Practicum: School-Wide Practices	1
Hours		10
Term 4		
Spring		
SPSY 535	Clinical Supervision, Management & Training	3
SPSY 620	Prevention & Crisis Intervention	3
SPSY 623	English Learners: Implications & Accommodations	3
SPSY 654	Practicum: Family-School Partnerships	1
SPSY 740	Instructional Design & Delivery	1
Hours		11
Third Year		
Term 1		
Summer		
SPSY 598	MS Comprehensive Exam	0
SPSY 616	Educational Research & Program Evaluation	3
Hours		3
Term 2		
Fall		
SPSY 661	Internship Seminar I	1
Hours		1
Term 3		
Winter		
SPSY 662	Internship Seminar II	1
Hours		1
Term 4		
SPSY 663	Internship Seminar III	2
Hours		2
Total Hours		73

PhD Educational Psychology

The PhD program in Educational Psychology is intended for specialist-level certified school psychologists, certified school counselors, school social workers, or similarly credentialed working professionals with a minimum of 60 graduate credits as a prerequisite. One 3-credit course is required in each of the core foundation areas, including research/statistics, abnormal psychology/psychopathology, and developmental/lifespan psychology. The doctoral program requires 33 credits beyond certification, with coursework in the foundations of educational psychology, research and statistics, and a chosen area of specialization (ABA, CBT, ODL, or Advanced Neuropsychological Assessment). Students must complete a qualifying paper and a doctoral dissertation.

Course	Title	Hours
First Year		
Term 1		
SEDP 730	Foundations of Educational Psychology	3
SPSY 783	Research Methods	3
	Hours	6
Term 2		
SEDP 772	The Psychology of Teaching	3
SPSY 784	Statistical Analysis	3
	Hours	6
Term 3		
SEDP 785	Advanced Research and Statistics	1
SEDP 790	Qualifying Seminar	1
SEDP 791	Dissertation Seminar	1
Specialization Class #1		3
	Hours	6
Second Year		
Term 1		
SEDP 720	Educational Psychology, Professional Seminar I	1
SPSY 774	Advanced Integrated Knowledge Seminar	2
SEDP 792	Dissertation Advisement (Students are required to take 3 credits of SEDP 792: Dissertation Advisement; students are required to register for this course until they successfully defend their dissertation, credits beyond the 3 do not count toward their degree.)	1
Specialization Class #2		1
	Hours	5
Term 2		
SEDP 721	Educational Psychology, Professional Seminar II	1
SEDP 792	Dissertation Advisement (Students are required to take 3 credits of SEDP 792: Dissertation Advisement; students are required to register for this course until they successfully defend their dissertation, credits beyond the 3 do not count toward their degree.)	1
Specialization Class #3		3
	Hours	5
Term 3		
SEDP 722	Educational Psychology, Professional Seminar III	1
SEDP 792	Dissertation Advisement (Students are required to take 3 credits of SEDP 792: Dissertation Advisement; students are required to register for this course until they successfully defend their dissertation, credits beyond the 3 do not count toward their degree.)	1
Specialization Class #4		3
	Hours	5

Third Year**Term 1**

SEDP 792: Dissertation Advisement, if necessary

Hours 0

Term 2

SEDP 792: Dissertation Advisement, if necessary

Hours 0

Term 3

SEDP 792: Dissertation Advisement, if necessary

Hours 0

Total Hours 33

PsyD School Psychology

The PsyD in School Psychology program prepares doctoral-level school psychologists with a focus on applied behavior analysis, cognitive behavioral interventions, and comprehensive psychoeducational assessment. Adopting the practitioner-scholar model of training and a competency-based model of education, the program prepares graduates to provide ethical, empirically-based and culturally sensitive direct and indirect school psychological services. The program provides an integration of psychological and educational science and practice in order to facilitate healthy development and learning among school-aged populations. The program will require a minimum of 111 credit hours, including a dissertation, three years of practicum/externship, and a one year doctoral-level internship before graduating. The PsyD Program is a full-time program with a minimum of two days a week of required practicum experiences that begin in the second year of the program.

Course	Title	Hours
First Year		
Term 1		
Fall		
SPSY 512	Psychometrics	3
SPSY 613	Assessment I: Cognitive	3
SPSY 524	Basic Principles in Applied Behavior Analysis	3
SPSY 725	Cognitive Aspects of Behavior	1
	Hours	10
Term 2		
Winter		
SPSY 504	Developmental	1
SPSY 507	Exceptional Child	2
SPSY 528	Behavior Assessment	3
SPSY 531	Theories of Learning and Behavior	3
SPSY 615	Assessment II: Academic	3
	Hours	12
Term 3		
Spring		
SPSY 501	Professional School Psychology	2
SPSY 551	Practicum: Functional Behavior Assessment	1
SPSY 618	Assessment III: Behavioral, Social, and Emotional	3
SPSY 748	Biological Aspects of Behavior	1
SPSY 749	Social Aspects of Behavior	1

SPSY 751	Affective Aspects of Behavior	1
	Hours	9
Second Year		
Term 1		
Summer		
SPSY 508	Foundations of Psychotherapy	3
SPSY 527	Ethics, Law, and Professional Practice	3
	Hours	6
Term 2		
Fall		
SPSY 619	Consultation and Collaboration in Educational Settings	3
SPSY 622	Direct Assessment of Academic Skills	1
SPSY 664	School-Based Practicum	1
SPSY 732	Child and Adolescent Psychopathology	3
SPSY 774	Advanced Integrated Knowledge Seminar	2
WRIT 100	Writing in Psychology	0
	Hours	10
Term 3		
Winter		
SPSY 526	Single Case Experimental Design	3
SPSY 614	Multicultural Perspectives in Psychology	3
SPSY 617	Academic and Behavioral Interventions	3
SPSY 664	School-Based Practicum	1
	Hours	10
Term 4		
Spring		
SPSY 525	Behavioral Change and Systems Support	3
SPSY 535	Clinical Supervision, Management & Training	3
SPSY 623	English Learners: Implications & Accommodations	3
SPSY 664	School-Based Practicum	1
	Hours	10
Third Year		
Term 1		
Summer		
SPSY 598	MS Comprehensive Exam	0
SPSY 733	History and Systems of Psychology	2
SPSY 776	Dissertation Seminar	1
	Hours	3
Term 2		
Fall		
SPSY 736	CBT I	2
SPSY 760	Advanced Practicum	1
SPSY 783	Research Methods	3
SPSY 792	Dissertation Advisement	1
	Students are required to take 6 credits of SPSY 792: Dissertation Advisement; students are required to register for this course until they successfully defend their dissertation, credits beyond the 6 do not count toward their degree.	
	Hours	7
Term 3		
Winter		

SPSY 760	Advanced Practicum	1
SPSY 737	CBT II: Treatment Strategies	2
SPSY 784	Statistical Analysis	3
SPSY 792	Dissertation Advisement	1
	Hours	7
Term 4		
Spring		
SPSY 506	Physiology	3
SPSY 620	Prevention & Crisis Intervention	3
SPSY 738	CBT III: Applications	1
SPSY 760	Advanced Practicum	1
SPSY 792	Dissertation Advisement	1
	Hours	9
Fourth Year		
Term 1		
Fall		
SPSY 745	Supervision	1
SPSY 747	Neuropathology	1
SPSY 779	School-Based Externship	1
SPSY 792	Dissertation Advisement	1
	Hours	4
Term 2		
Winter		
SPSY 741	Assessment IV: Neuropsychology	3
SPSY 779	School-Based Externship	1
SPSY 792	Dissertation Advisement	1
	Hours	5
Term 3		
Spring		
SPSY 735	Linking Neuropsychological Assessment to Interventions	3
SPSY 740	Instructional Design & Delivery	1
SPSY 779	School-Based Externship	1
SPSY 792	Dissertation Advisement	1
	Hours	6
Fifth Year		
Term 1		
Summer		
SPSY 700	Introduction to Internship	0
SPSY 795: Dissertation Editing: Doctoral students who have successfully defended their dissertations will register for this course until all edits are made to the satisfaction of their dissertation chairs/committees and the final documents are submitted for binding. The fee will be waived for the first term; for any subsequent terms, students will be charged for one credit/term until the final documents are submitted for binding. Dissertation Editing credits do not count toward the minimum of 111 credits required for degree completion.		
	Hours	0
Term 2		
Fall		
SPSY 786	Internship	1

SPSY 795: Dissertation Editing: Doctoral students who have successfully defended their dissertations will register for this course until all edits are made to the satisfaction of their dissertation chairs/committees and the final documents are submitted for binding. The fee will be waived for the first term; for any subsequent terms, students will be charged for one credit/term until the final documents are submitted for binding. Dissertation Editing credits do not count toward the minimum of 111 credits required for degree completion.

Hours	1
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Term 3

Winter

SPSY 786	Internship	1
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SPSY 795: Dissertation Editing: Doctoral students who have successfully defended their dissertations will register for this course until all edits are made to the satisfaction of their dissertation chairs/committees and the final documents are submitted for binding. The fee will be waived for the first term; for any subsequent terms, students will be charged for one credit/term until the final documents are submitted for binding. Dissertation Editing credits do not count toward the minimum of 111 credits required for degree completion.

Hours	1
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Term 4

Spring

SPSY 786	Internship	1
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SPSY 795: Dissertation Editing: Doctoral students who have successfully defended their dissertations will register for this course until all edits are made to the satisfaction of their dissertation chairs/committees and the final documents are submitted for binding. The fee will be waived for the first term; for any subsequent terms, students will be charged for one credit/term until the final documents are submitted for binding. Dissertation Editing credits do not count toward the minimum of 111 credits required for degree completion.

Hours	1
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Total Hours	111
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PCOM GEORGIA

PCOM Georgia Focus

The primary focus of PCOM Georgia is to recruit and educate students from Georgia and the surrounding states. PCOM Georgia seeks to retain graduate osteopathic medicine physicians, pharmacists, physical therapists, biomedical scientists, medical laboratory scientists, and other healthcare professionals in the Southeast to serve the health needs of the region and to advance the healthcare professions. PCOM Georgia encourages graduates to serve where the need is greatest - inner cities and rural areas with severe physician shortages.

PCOM Georgia Facilities

PCOM Georgia is a campus designed with student learning, cutting-edge instructional technology and social interaction at the forefront. The campus occupies 20 acres in the northern Atlanta suburb of Suwanee, which has been featured on Kiplinger and Money magazines' best cities lists.

The campus facility is uniquely and conveniently housed in a modern 150,000-square foot building. Its design includes two architectural main focal points that take advantage of natural light through the use of skylights and partitions. In 2012 PCOM acquired an adjacent building at 2601 Northlake Drive, and this facility now houses academic support staff and the Physician Assistant Program.

In addition to large and small classrooms, conference areas and study spaces, PCOM Georgia instructional space includes a large anatomy laboratory, the osteopathic manipulative medicine teaching laboratory and the clinical learning and assessment center. In addition, the facility houses biomedical science and pharmacy research and multi-use laboratories, three pharmacy practice labs and an osteopathic manipulative patient care unit.

Open circulation areas facilitate social interaction and ease of access to student services, learning resources and instructional spaces. Student life services also include a central dining area, student lounge, game room and fitness facility. A central feature of the PCOM Georgia campus is the Information Commons, where students have access to both print and electronic media.

PCOM Georgia's facility offers state-of-the-art technology to enhance learning experiences for students. The campus emphasizes substantial use of computer technology that includes a wireless network, digital video and distance learning capability, digital medical and pharmaceutical libraries, and many databases for research and review.

AAPHC Women's Center Albany GA

Adena Health System Chillicothe, OH

Abundant Life Healthcare Lawrenceville GA

Active Healthcare & Rehabilitation Dacula GA

Advent Health Medical Group Chatsworth GA

Advent Medical Group Fitzgerald GA

AdventHealth Deland, FL

AdventHealth Medical Group Family Medicine New Smyrna Beach FL

AdventHealth Medical Group Family Medicine Chatsworth GA

Affinity Medical Center Massillon, OH

Albany Area Primary Care Albany GA

Albany Surgical, PC Albany GA

All God's Children Dalton GA

Ameila Medical Care Kingsland GA

Ameila Medical Care Leesburg GA

Anchor Medical Care Warner Robins GA

Anderson Family Medicine Dawsonville GA

Anointed Hands Medical Care Winder GA

Anointed Hands Medical Care Hoschton GA

Archbold Medical Center Thomaston GA

Ascension St. Vincent's Hospital Jacksonville FL

Ashchi Hear and Vascular Center Jacksonville FL

Athens Neighborhood Health Center Albany GA

Atlanta Medical Center/Wellstar Atlanta GA

Baptist Health Jacksonville FL

Baptist Medical Center Jacksonville FL

Betty Koukis, MD Moultrie GA

Bianco Primary Care Alpharetta GA

Blacksheep Medical New Smyrna Beach FL

BlueRidge AHEC Rome GA

Bradley Center Psychiatry Columbus GA

Care Connect Colquitt GA

CareConnect Family Practice Oglethorpe GA

Cherokee Internal Medicine, P.C. Woodstock GA

Chestatee Emergent Medical Care Dawsonville GA

Children's Healthcare of Atlanta Dacula GA

Children's Med Center Tifton GA

Clark Medical Group Statesboro GA

Colquitt Regional Moultrie GA

Colquitt Regional Medical Center Moultrie GA

Columbus Regional Columbus GA

Columbus Regional Medical Group Columbus GA

Country Way Family Practice Cleveland GA

Country Way Family Practice Cleveland GA

Daffodil Pediatrics	Forest Park	GA	Navient Medical Center of Central Georgia	Macon	GA
Dorminy Medical Center	Fitzgerald	GA	MedLink Georgia	Monroe	GA
East Georgia Medical Center	Statesboro	GA	Memorial Health System	Jacksonville	FL
Eastside Medical Center	Snellville	GA	MercyMed of Columbus	Columbus	GA
Edwards Cancer Center	Moultrie	GA	Metro Medical Associates	Alpharetta	GA
Emory at LaGrange	LaGrange	GA	Monroe Pediatrics	Monroe	GA
Family First Medical Care, PC	Columbus	GA	Mountain East Family Medicine	Lilburn	GA
Family Health Center	Macon	GA	Mountainside Pediatrics	Jasper	GA
First Look Primary Care, P.C.	Gainesville	GA	New Horizon Behavioral Health	Columbus	GA
Florida Hospital	New Smyrna Beach	FL	North Atlanta Medical Associates	Decatur	GA
Floyd Medical Center	Rome	GA	North Atlanta Medical Association	Stone Mountain	GA
Floyd Primary Care, Rockmart	Rockmart	GA	North Atlanta Medical Clinic	Lawrenceville	GA
GA Campus PCOM OMM Clinic	Suwanee	GA	North Metro Women's Health Care	Lawrenceville	GA
Georgia Mountain Health Services	Ellijay	GA	North Point Pediatrics	Alpharetta	GA
Georgia SurgiCare	Loganville	GA	North Side Dawson Urgent Care	Dawsonville	GA
Good News Clinic	Gainesville	GA	Northeast Georgia Medical Center	Gainesville	GA
Groover Clinic	Calhoun	GA	Northeast Georgia Medical Center	Braselton	GA
Gwinnett Medical Center	Duluth	GA	Northeast Georgia Medical Center	Winder	GA
Gwinnett Medical Center	Lawrenceville	GA	Northeast Georgia Medical Center	Gainesville	GA
Gwinnett Pulmonary & Sleep	Lawrenceville	GA	Northside Family Medicine & Urgent Care	Dawsonville	GA
Hamilton Health Care Physician Group	Dalton	GA	Northside Gwinnett Medical Center	Lawrenceville	GA
Hamilton Mill Pediatrics	Dacula	GA	Oconee Regional Medical Center	Milledgeville	GA
Horizon Diagnostics, LLC	Columbus	GA	Pavilion Fam Med Center	Warner Robins	GA
Houston Health Behavioral Health Associates	Warner Robins	GA	Pediatric First	Warner Robins	GA
Houston Healthcare	Warner Robins	GA	Phoebe Putnam Hospital	Albany	GA
Houston Medical Center	Warner Robins	GA	Phoebe Putney Medical Center	Albany	GA
Institute for Non-Surgical Orthopedics	Ft. Lauderdale	FL	Phoebe Sumter Medical Center	Americus	GA
Integrative Health	Valdosta	GA	Piedmont Columbus	Columbus	GA
Intown Primary Care	Atlanta	GA	Piedmont Rockdale	Walton	GA
Isbell Medical Group	Fort Payne	AL	Piedmont Columbus Midtown Community Health OBGYN	Columbus	GA
Jesup Pediatrics	Jesup	GA	Plains Medical Center	Plains	GA
Khizer Pediatrics	Conyers	GA	Pulmonary Critical Care Consultants	New Smyrna Beach	FL
Kirk Clinic	Moultrie	GA	Redmond Regional Medical Center	Rome	GA
Liberty Regional Medical Center	Hinesville	GA	Robbins Health Alliance	Stone Mountain	GA
Lifeguard Pediatrics	Warner Robins	GA	Salveo Integrative Health	Lawrenceville	GA
Loganville Family Medicine	Loganville	GA	Serendipity Clinic	Hiawassee	GA

Shah Pediatrics Lawrenceville GA

Social Care Services Jacksonville FL

South Central Primary Care Ocilla GA

South Georgia Medical Center Valdosta GA

South Georgia Medical Clinic Moultrie GA

South Georgia Pediatrics Alma GA

Southeast Brain and Spine Surgery Columbus GA

Southeast Volusia Medical Services Inc New Smyrna Beach FL

Southeastern Geriatric Healthcare Group Atlanta GA

St Francis Columbus Clinic Columbus GA

St Vincent's Surgical Care Jacksonville FL

St. Francis Medical Center Columbus GA

St. Vincent's Ambulatory Care Inc Jacksonville GA

Sterling Center Moultrie GA

Stone Mountain Primary Care Stone Mountain GA

Suwanahoochee Pediatrics Suwanee GA

Sy Med Primary Care Norcross GA

Tanner Healthcare for Women Carrollton GA

The Doctors Inn Lawrenceville GA

Tri County Internal Medicine Sugar Hill GA

Turning Point Hospital Moultrie GA

Valdosta's Women's Health Center Valdosta GA

Veranda Medical Group Albany GA

Wellstar Health System Forsyth GA

Wellstar Health System Kennestone GA

Wellstar Health System Marietta GA

Wellstar Health System Paulding, GA

Wellstar Medical Group Pulmonary Medicine LaGrange GA

Women's Healthcare of Georgia Warner Robins GA

Women's Medical Center Dothan AL

Women's Specialists of Northside Gwinnett Lawrenceville GA

Academic year calendars are provided as guides and are subject to change.

Academic terms apply only to the coursework or non-clinical component of degree programs. Second-year DO; third- and fourth-year DO clinical rotation schedules; second-year physician assistant clinical preceptorships; and fourth-year pharmacy experiential learning schedules are provided by the respective academic department or school.

Calendars are subject to change.

Calendar 2022-2023

Summer 2022

Date	Day	Event
June 6	Monday	Summer term begins
June 20	Monday	Juneteenth Holiday
July 4	Monday	Independence Day Holiday
August 14	Sunday	Sumer term ends

Fall 2022

Date	Day	Event
August 15	Monday	Fall term begins
September 5	Monday	Labor Day Holiday
November 13	Sunday	Fall term ends
November 14-20	Monday-Sunday	Fall break

Winter 2022

Date	Day	Event
November 21	Monday	Winter Term Begins
November 23-25	Wednesday-Friday	Thanksgiving Holiday
November 28	Monday	Classes resume
December 23-January 1	Friday-Sunday	Winter Break
January 3	Tuesday	Classes resume
January 16	Monday	Martin Luther King Holiday
February 26	Sunday	Winter term ends
February 27-March 5	Monday-Sunday	Winter Break

Spring 2023

Date	Day	Event
March 6	Monday	Spring term begins
May 29	Monday	Memorial Day Holiday
June 4	Sunday	Spring term ends

Calendar 2023-2024

Summer 2023

Date	Day	Event
June 5	Monday	Summer term begins
June 19	Monday	Juneteenth
July 4	Tuesday	Independence Day Holiday
August 13	Sunday	Summer term ends

Fall 2023

Date	Day	Event
August 14	Monday	Fall term begins
September 4	Monday	Labor Day Holiday
November 12	Sunday	Fall term ends
November 13-19	Monday-Sunday	Fall break

Winter 2023

Date	Day	Event
November 20	Monday	Winter term begins
November 23-26	Thursday-Sunday	Thanksgiving Holiday
November 27	Monday	Winter classes resume
December 23-January 1	Saturday-Monday	Winter Holiday
January 2	Tuesday	Classes resume
January 15	Monday	Martin Luther King Holiday
February 25	Sunday	Winter term ends
February 26-March 3	Monday-Sunday	Winter term break

Spring 2024

Date	Day	Event
March 4	Monday	Spring term begins
May 27	Monday	Memorial Day Holiday
June 2	Sunday	Spring term ends

Calendar 2024-2025

Summer 2024

Date	Day	Event
June 3	Monday	Summer term begins
July 4	Thursday	Independence Day Holiday
August 11	Sunday	Summer term ends

Fall 2024

Date	Day	Event
August 12	Monday	Fall term begins
September 2	Monday	Labor Day Holiday
November 10	Sunday	Fall term ends
November 11-17	Monday-Sunday	Fall break

Winter 2024

Date	Day	Event
November 18	Monday	Winter term begins
November 28-December 1	Thursday-Sunday	Thanksgiving Holiday
December 2	Monday	Winter classes resume
December 23-January 1	Monday-Wednesday	Winter Holiday
January 2	Thursday	Winter classes resume
January 20	Monday	Martin Luther King Holiday
March 2	Sunday	Winter term ends
March 3-9	Monday-Sunday	Winter term break

Spring 2025

Date	Day	Event
March 10	Monday	Spring term begins
May 26	Monday	Memorial Day Holiday
June 8	Sunday	Spring term ends

Calendar 2025-2026

Summer 2025

Date	Day	Event
June 9	Monday	Summer term begins
July 4	Friday	Independence Day Holiday
August 17	Sunday	Summer term ends

Fall 2025

Date	Day	Event
August 18	Monday	Fall term begins
September 1	Monday	Labor Day Begins
November 9	Sunday	Fall term ends
November 10-16	Monday-Sunday	Fall break

Winter 2025

Date	Day	Event
November 17	Monday	Winter term begins
November 27-30	Thursday-Sunday	Thanksgiving Holiday
December 1	Monday	Winter classes resume
December 24-January 1	Wednesday-Thursday	Winter Holiday
January 2	Friday	Classes resume
January 19	Monday	Martin Luther King Holiday
March 1	Sunday	Winter term ends
March 2-8	Monday-Sunday	Winter term break

Spring 2026

Date	Day	Event
March 9	Monday	Spring term begins
May 25	Monday	Memorial Day Holiday
June 7	Sunday	Spring term ends

Calendar 2026-2027

Summer 2026

Date	Day	Event
June 8	Monday	Summer term begins
July 3-4	Friday-Saturday	Independence Day Holiday
August 16	Sunday	Summer term ends

Fall 2026

Date	Day	Event
August 17	Monday	Fall term begins
September 7	Monday	Labor Day Holiday
November 8	Sunday	Fall term ends

College of Osteopathic Medicine

Doctor of Osteopathic Medicine

Introduction to Osteopathic Medicine

As a philosophy, science and art, osteopathic medicine is a total approach to health and disease. It recognizes that the

neuromusculoskeletal system is of major importance to human life. The interrelationship between this and other body-systems is a basic part of osteopathic philosophy. An emphasis on primary care, health maintenance, prevention of disease and attention to the neuromusculoskeletal system is key to osteopathic medical education and practice. Universally accepted today, these attributes were considered unorthodox when Dr. Andrew Taylor Still (1828-1917) objected to the crude medications of his time and sought to enhance the body's inherent healing through manipulation.

The osteopathic physician incorporates evaluation and treatment of the musculoskeletal system as a basis for an approach to health and disease, combining it with the diagnostic and therapeutic modalities used by general scientific approaches to the healing arts. Like their MD counterparts, DOs must be licensed in the states where they practice, and additional board certification in specialties further underscores their professional credentials. All 50 states and the District of Columbia provide for the unlimited practice of medicine and surgery by osteopathic physicians. Licensing boards are usually composed of senior members of the osteopathic profession. In some states, MDs and DOs participate in combined licensing boards.

THE OSTEOPATHIC PHILOSOPHY

This philosophy provides the osteopathic physician with a unique way of looking at health and disease. These premises include the following:

- The human body is a unit in which structure and function are reciprocally interdependent.
- The body, through a complex system, tends to be self-regulating and self-healing.
- The adequate function of body systems depends on the unimpeded flow of blood and nerve impulses.
- The musculoskeletal system is a major body system, and its importance exceeds that of mere framework and support.
- There are musculoskeletal components to disease that are not only manifestations of the disease, but also important contributing and maintaining factors.

The adoption of these basic premises led to the development of the osteopathic total-body concept. The patient is considered as part of their relationship to their psycho-, social, economic, and physical environment rather than as an isolated unit. Instead of emphasizing the momentary disease state, the osteopathic approach studies and treats the person's well-being, lifestyle and behavior as a whole.

LEARNING OBJECTIVES

The program leading to the Doctor of Osteopathic Medicine degree is guided by the following goals for the purpose of providing a comprehensive and contemporary curriculum to educate health professionals to care for the whole person, advance the health of diverse communities and participate in the ever-changing environment. The curriculum seeks to:

- Integrate and appropriately sequence basic and clinical science material
- Present major themes in biomedicine

- Integrate early clinical experiences and case studies, and emphasize problem-solving to increase the application of knowledge-based issues to issues of patient care
- Utilize methods in information technology and informatics
- Participate in inter-professional education activities.

GRADUATION REQUIREMENTS

Each candidate for the degree of Doctor of Osteopathic Medicine must:

- Maintain established standards of personal and professional conduct
- Successfully fulfill all academic and clinical requirements
- Pass COMLEX Level 1, Level 2 CE and Level 2 PE** (National Board of Osteopathic Medical Examiners).

All requirements must be completed within six years from the first date of matriculation.

Each graduate must be free of indebtedness to the College. Those students who have received financial aid are required to complete the exit interview on-line process at least one week prior to commencement. The College academic transcript will be given when all financial obligations to PCOM and the exit interview have been met

Note: It is the responsibility of the graduate to fulfill the requirements for practice for the state licensing board in the state in which he or she chooses to practice. These requirements vary widely and are regulated by the laws of each state. It is the responsibility of the graduate to get the information needed pertaining to state licensing and to fulfill these responsibilities.

Doctor of Osteopathic Medicine (DO) - Georgia Campus

Course	Title	Hours
First Year		
Term 1		
DO 100	Cellular and Biochemical Foundations of Medicine	6
DO 101	Infection and Immunity	6
DO 139A	Osteopathic Principles and Practice I	2
DO 114A	Medical Humanities and Wellness I	0.5
DO 140A	Primary Care Skills I	1
DO 144A	Clinical Reasoning in Basic Science IA	1
INDP 100A	Inter Professional Education	0.5
Hours		17
Term 2		
DO 104	Foundations of Cardiovascular and Pulmonary Medicine	3.5
DO 112	Foundations of Physiology and the Musculoskeletal System	4
DO 105	Foundations of Renal, Endocrine, and Gastrointestinal Medicine	3.5
DO 106	Foundations of Research	1
DO 139B	Osteopathic Principles and Practice II	1.5

DO 114B	Medical Humanities and Wellness II	0.5
DO 140B	Primary Care Skills II	1
DO 144B	Clinical Reasoning in Basic Science IB	1
INDP 100B	Inter Professional Education	0.5
Hours		16.5

Term 3

DO 107	Foundations of Reproductive and Genitourinary Medicine	2
DO 108	Head, Eyes, Ears, Nose, and Throat and Neuroscience	4
DO 109	Introduction to Human Disease and Therapeutics	5.5
DO 114C	Medical Humanities and Wellness III	0.5
DO 139C	Osteopathic Principles and Practice III	1.5
DO 140C	Primary Care Skills III	1
DO 144C	Clinical Reasoning in Basic Science IC	1
INDP 100C	Inter Professional Education	0.5
Hours		16
Total Hours		49.5

Course	Title	Hours
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Second Year
Term 1

DO 146A	Comprehensive Basic Science Review and Synthesis IA	1.5
DO 215	Clinical Approach to Psychiatry	2.5
DO 218	Clinical Approach to Gastroenterology	3.5
DO 230	Clinical Approach to Neuroscience and Neurology	5
DO 239A	Osteopathic Principles and Practice IV	1.5
DO 240A	Primary Care Skills IV	1
INDP 200A	Inter Professional Education	0.5
Hours		15.5

Term 2

DO 146B	Comprehensive Basic Science Review and Synthesis IB	1.5
DO 226	Clinical Approach to Hematology and Oncology	2
DO 228	Clinical Approach to Cardiovascular and Renal Medicine	5.5
DO 229	Clinical Approach to Pulmonary Medicine	3.5
DO 239B	Osteopathic Principles and Practice V	1
DO 240B	Primary Care Skills V	1
DO 246	Medical Ethics	1
INDP 200B	Inter Professional Education	0.5
Hours		16

Term 3

DO 146C	Comprehensive Basic Science Review and Synthesis IC	1.5
DO 239C	Osteopathic Principles and Practice VI	1.5
DO 240C	Primary Care Skills VI	1.5
DO 248	Clinical Approach to Endocrinology and Disorders of Metabolism	3
DO 250	Clinical Approach to Reproductive Genitourinary and Obstetrical Medicine	5.5

DO 259	Clinical Approach to Musculoskeletal Medicine and Dermatology	3
DO 261	Preventive Medicine and Public Health	1
INDP 200C	Inter Professional Education	0.5
Hours		17.5
Total Hours		49

Third and Fourth Year Clinical Clerkship Curriculum

Code	Title	Hours
Third Year (12 Months)		
I2C ¹		17
	Elective	17
	Family Medicine	17
	Internal Medicine Hospital	17
	General Surgery	17
	Internal Medicine Subspecialty	17
	Obstetrics and Gynecology	17
	OMM/Family Medicine	17
	Pediatrics	17
	Psychiatry	17
	Surgery Subspecialty	17
	Internal Medicine/Cardiology Ambulatory	17
Fourth Year (12 Months)		
	Elective (9)	153
	Rural/Underserved Osteopathic Sub I	17
	Emergency Medicine	17
	Underserved/Rural Family Medicine	17

¹ Includes noncredit American Heart Association Advanced Cardiac Life Support (ACLS) course completion, required for graduation.

Each 17 credit rotation requires 240 contact hours.

Other than in electives, fourth year rotations contain a component of Osteopathic Manipulative Medicine.

PCOM Georgia will require students to complete OMM case logs during fourth year.

The Basic Sciences and Pre-Clinical Years

PCOM students begin preparation for the study and practice of osteopathic medicine from their first day as medical students. Thus, the principles and practice of osteopathic medicine are taught throughout the medical curriculum.

The first year of the curriculum focuses on the foundational basic sciences such as anatomy, physiology, biochemistry, genetics, cell biology, and immunology. Students are also provided with an introduction to general pathologic concepts, pharmacological intervention, and medical microbiology. The curriculum combines basic science and clinical course content in integrated systems-based courses in the second year.

PCOM also recognizes that medical practice is more than science. Coursework in ethics, medical humanities, and physician and community wellness help students develop the core competencies necessary for

modern medical practice. All students attend small-group, active learning sessions during the first and second year to develop communication and diagnostic skills. These special instructional activities include patient observation, case conferences, and basic clinical skills workshops. In addition, an active standardized patient and robotic simulation program introduces students to patient care through examinations of patient actors in a simulated practice setting, augmented by clinical exercises on high-tech human patient simulator manikins.

Pennsylvania, New Jersey, Delaware, and Maryland. Students at PCOM Georgia and South Georgia are assigned to clinical clerkships throughout Georgia and the Southeast.

This unique training network comprises affiliated hospitals, numerous outpatient units, and scores of physicians' offices. These clinical settings become teaching arms of the College; in effect, our partners are our campus. The program is designed to afford progressive student responsibility in all phases of patient care under the direction of experienced physicians and health care providers. This includes history taking, physical examinations, daily patient rounds, lectures, conferences, case presentations, and online blended learning for all core rotations.

Students rotate through services in Internal Medicine, Family Medicine, Osteopathic Manipulative Medicine, Surgery, Cardiology, OB/GYN, Pediatrics, Psychiatry, Emergency Medicine, Underserved Primary Care. On elective clerkships, students may choose to pursue special interests at other medical institutions anywhere across the nation.

NON-CREDIT ADVANCED CARDIAC LIFE SUPPORT – THIRD YEAR MEDICAL

American Heart Association Advanced Cardiac Life Support (ACLS) course; offered during the Introduction to Clerkship (I2C) rotation. Students are awarded the AHA ACLS course card, valid for two years, upon successful completion.

DUAL DEGREE PROGRAMS

DO/MBA Program (Philadelphia Campus)

In conjunction with Saint Joseph's University, a master of business administration degree in health and medical services may be earned by DO program students who concurrently complete a five year course of study for the DO and MBA degrees. Created in 1989 as the nation's first DO/MBA degree, the curriculum requires approximately 39-45 hours of MBA coursework. The MBA program is completed during a one-year leave from medical study, following the third year of medical school. This program responds to the increasing need for business acumen in medical practice. It also prepares physicians for a wide range of emerging careers in medical administration.

Students who are interested in business administration but do not wish to enroll in the full MBA program may complete a 5-course Graduate Business Certificate during the fourth year of medical school. The Saint Joseph's University MBA is accredited by the Association to Advance Collegiate Schools of Business (AACSB). Approval for admissions into the dual degree DO/MBA or graduate Business Certificate Program must be received by PCOM's Director of Dual Degree Programs & Biomedical Science Specialty Concentrations in the School of Health Sciences and SJU admissions team.

DO/MPH Program (Philadelphia Campus)

Students may choose to enroll in a DO/MPH program in affiliation with Jefferson School of Population Health, which provides a 36-credit program that includes core public health disciplines in behavioral and social sciences, biostatistics, epidemiology, environmental health services and health policy. The Jefferson DO/MPH program is a five year program. The MPH is completed during a one-year leave from medical study following the third year of medical school. Approval for admissions into the dual degree DO/MPH program must be reviewed by PCOM's Director of Dual Degree Programs & Biomedical Science Specialty Concentrations in the School of Health Sciences and Thomas Jefferson University admissions team.

Students may also enter a special joint degree program in affiliation with Temple University, leading to a master of public health degree. The DO/MPH program is a five year program. The MPH program is completed during a one year leave from medical study following the third year of medical school. Approval for admissions into the dual degree DO/MPH program at Temple University must be reviewed by PCOM's Director of Dual Degree Programs & Biomedical Science Specialty Concentrations in the School of Health Sciences and Temple University admissions team.

DO/MS in Forensic Medicine (Philadelphia and PCOM Georgia)

Students who have successfully completed their first year of medical study at PCOM may enter a special dual degree program provided by PCOM's Department of Pathology and Forensic Medicine. Students complete forensic medicine graduate work through Philadelphia campus weekend courses and online instruction during an extended sophomore medical year; the DO and MS program is five years in length. The program provides a core foundation in the theory, principles, ethics, professional practice and legal aspects of forensic medicine. Students acquire skills in the technical aspects of death scene investigation, identifying, preserving and protecting custody of forensic evidence, differentiating accidental and intentional injuries in both living and dead persons, and determining potential forensic value of written and photographic records. The program also provides skills in the interpretation of research in forensics and skills in utilizing information technology to access information in the forensic sciences.

DO/MS in Organizational Development and Leadership (Philadelphia Campus)

Students who have successfully completed their first year of medical study at PCOM may enter a special dual degree program provided by PCOM's Department of Psychology, leading to a master of science in Organizational Development and Leadership (ODL) and Doctor of Osteopathic Medicine in five years. Students complete graduate work through on-campus evening class sessions during an extended sophomore medical year. The program is designed to incorporate psychological theory and research in teaching the basic skills and techniques of organizational leadership. The mission of the ODL program is to prepare leaders in the art and science of managing strategic change by teaching the competencies and skill sets for improving organizational performance and realizing human potential. A key training focus of the program is the development of program evaluation methods and the creation and use of performance-based outcome measures.

PCOM Georgia students may undertake Organizational Development and Leadership training on-campus through a graduate certificate program.

The cognitive-behavioral therapy (CBT) model is emphasized, and students are provided the unique opportunity to practice CBT techniques and conceptualization with videotaped, standardized mock patients.

Graduate Medical Education - Philadelphia Campus

Graduate medical education is the crucial step of professional development between medical school and autonomous clinical practice. It is in this vital phase of the continuum of osteopathic medical education that residents learn to provide optimal patient care under the supervision of faculty members. PCOM offers residency and fellowship programs to further the osteopathic medical education of physicians.

Admission to Postgraduate Training

Enrollment in the residency and fellowship programs at PCOM is highly competitive in order for the most qualified applicants to receive the highest-quality training. All programs, except for the Transitional Year program, participate in either the National Resident Matching Program (NRMP) or the San Francisco Match (SF Match).

The minimum requirements for admission to the residency and fellowship programs can be viewed here: <https://www.pcom.edu/academics/graduate-medical-education/policies/eligibility-and-selection.html>

Residency and Fellowship Programs

The residency and fellowship programs of PCOM are held to a high standard of clinical excellence, with a commitment to teaching and active encouragement of resident research. The College currently offers ACGME accredited training in eleven residency and fellowship programs, including Osteopathic Neuromusculoskeletal Medicine.

- Dermatology - Marcus Goodman, DO, Program Director. Approved Positions: 6
- General Surgery – Lindsey Perea, DO, Program Director. Approved Positions: 30
- Geriatric Medicine Fellowship – Nicol Joseph, DO, Program Director. Approved Positions: 6
- Hospice and Palliative Medicine Fellowship – Michael Srulovich, DO, Program Director. Approved Positions: 4
- Internal Medicine – Daniel Parenti, DO, Program Director. Approved Positions: 36
- Ophthalmology – Kenneth Heist, DO, Program Director. Approved Positions: 6
- Orthopaedic Surgery – John McPhilemy, DO, Program Director. Approved Positions: 20
- Osteopathic Neuromusculoskeletal Medicine (ONMM) - Lauren Noto-Bell, DO, Program Director. Approved Positions: 4
- Otolaryngology-Head and Neck Surgery – John McGrath, DO, Program Director. Approved Positions: 15
- Plastic Surgery Fellowship – Benjamin Lam, DO, Program Director. Approved Positions: 6
- Transitional Year - Erik Polan, DO, Program Director. Approved Positions: 11

DO Graduate Statistics

PCOM annually reports statistics related to the Comlex Level 3 board exam results and the number of students who applied to and obtained placement in a graduate medical education program accredited by the Accreditation Council for Graduate Medical Education (ACGME) or the military. These statistics may be found on the PCOM website: <https://www.pcom.edu/program-statistics/doctor-of-osteopathic-medicine.html>

School of Health Science Biomedical Sciences (MS)

The PCOM Graduate Program in Biomedical Sciences provides an opportunity for students with baccalaureate degrees to study the biomedical sciences as preparation for science careers or further graduate or professional study. All students enter the program as candidates for the master of science degree. The program presents a broad content base in the basic biomedical sciences with a strong emphasis on human medicine and clinical applications during the first academic year, followed by a concentration in the second year.

Degree completion concentrations are offered in several topics at PCOM's campuses, as described later in this catalog. All first year courses are required for the degree, Master of Science in Biomedical Sciences, or for the certificate of graduate studies for students who choose not to pursue the master's degree. Students who pursue the master's must declare their concentration by the end of their first year.

Course	Title	Hours
First Year		
Term 1		
BIOM 549G	Scientific Communication Skills	2
BIOM 550G	Research Survey Seminar	0
BIOM 553G	Basic Concepts Biomedical Model	2
BIOM 559G	Biostatistics	2
BIOM 562G	Biomedical Anatomy	5
Hours		11
Term 2		
BIOM 550G	Research Survey Seminar	0
BIOM 554G	Neuroscience	3
BIOM 558G	Biochemistry, Cell, & Molecular Biology	5
Hours		8
Term 3		
BIOM 557G or BIOM 567G	Micro Anatomy and Embryology or HNRS Micro Anatomy and Embryology	4
BIOM 563G	Biomedical Physiology	5
BIOM 618G	Epidemiology	1
Hours		10
Total Hours		29

CAGS Biomedical Science General Studies

This CAGS is designed for those students who desire to strengthen their academic acumen in the Biomedical sciences in preparation for admission to a health professional program.

The ideal student is one who has successfully completed the first foundational year of studies at PCOM (GA, SGA, PA) and has completed, or is currently pursuing, a MS degree in a second year concentration other than General Studies. The General Studies CAGS is offered from the Georgia campus of PCOM.

A CAGS in General Studies will only be granted to students who successfully complete a MS degree in Biomedical Sciences at PCOM

Code	Title	Hours
Electives, Choose Four		
BIOM 601M	Introduction to Pathology	3
BIOM 603G	Concepts in Pharmacology Toxicology	3
BIOM 604G	Nutritional Biochemistry	3
BIOM 610G	Medical Immunology	3
BIOM 611G	Medical Microbiology	3
BIOM 613G	Molecular Genetics	3
BIOM 614G	Developmental Neuroscience	3
BIOM 615G	Biomedical Bases of Medicine	3
BIOM 617G	Human Virology Biology	3
BIOM 620G	Human Viruses Vaccines and Infectious Diseases	3
BIOM 621G	Computational Neuroscience	3
BIOM 622G	Advanced Cardio Pulmonary Renal Physiology	3
BIOM 624G	Embryological Basis of Disease	3
BIOM 625G	Current Challenges in Infectious Diseases	3
BIOM 626G	Neurobiology of Disease	3
BIOM 628G	Topics in Global Health	3
BIOM 629G	Advanced Gastrointestinal and Endocrine Physiology	3

Not all courses are offered each term or each year. Courses are either 3 credits or 4 credits. Depending on the combination of four courses completed for the CAGS, the total number of credits will be 12-16 credits. All Biomedical Program and PCOM policies and procedures as presented in the current handbooks apply to students completing a CAGS in General studies.

General Studies Capstone Concentration

Biomedical Sciences– General Studies Capstone concentration

This concentration's upper-level curriculum involves seminars and the composition and presentation of an original manuscript supervised by members of the PCOM faculty on the Georgia (Suwanee) campus location. The curriculum consists of Required and Elective credits, with a total of 24 credits required. Students will be exposed to diverse, relevant, cutting-edge topical areas in biomedical sciences including genetics, microbiology, physiology, pharmacology, virology, neuroscience, and nutritional biochemistry. Courses are offered at the Georgia (Suwanee) campus location.

Upon completion of the General Studies concentration curriculum, the student is expected to be able to:

- Demonstrate an understanding of specific coursework topical information and research methodology.
- Demonstrate competency in the following skills:

- Development of research design.
- Approaches to quantitation of results.
- Written and oral presentation of research.
- Apply their knowledge and skills toward:
 - Entry into/progression through a variety of industrial fields.
 - Entry into/progression through careers in teaching multiple academic levels.
 - Continuation in a variety of advanced graduate and professional studies.

Course	Title	Hours
First Year		
Term 1		
BIOM 549G	Scientific Communication Skills	2
BIOM 550G	Research Survey Seminar	0
BIOM 553G	Basic Concepts Biomedical Model	2
BIOM 559G	Biostatistics	2
BIOM 562G	Biomedical Anatomy	5
Hours		11
Term 2		
BIOM 550G	Research Survey Seminar	0
BIOM 554G	Neuroscience	3
BIOM 558G	Biochemistry, Cell, & Molecular Biology	5
Hours		8
Term 3		
BIOM 557G or BIOM 567G	Micro Anatomy and Embryology or HNRS Micro Anatomy and Embryology	4
BIOM 563G	Biomedical Physiology	5
BIOM 618G	Epidemiology	1
Hours		10
Total Hours		29

Code	Title	Hours
Four Required Courses		
BIOM 606G	Analytical Reading, Molecular Reading	1
BIOM 612G	Historical Development of Current Themes in Biomedical Research	1
One of the Following		
BIOM 607G or BIOM 650G	Independent Study/Scientific Composition Special Topics in Biomedical Science Research and Methods	4
Total Required Credits = 6 Credits		
Electives Courses-Choose six of these 3 credit courses		
BIOM 601M	Introduction to Pathology	3
BIOM 603G	Concepts in Pharmacology Toxicology	3
BIOM 604G	Nutritional Biochemistry	3
BIOM 610G	Medical Immunology	3
BIOM 611G	Medical Microbiology	3
BIOM 613G	Molecular Genetics	3
BIOM 614G	Developmental Neuroscience	3
BIOM 615G	Biomedical Bases of Medicine	3
BIOM 617G	Human Virology Biology	3
BIOM 620G	Human Viruses Vaccines and Infectious Diseases	3
BIOM 621G	Computational Neuroscience	3

BIOM 622G	Advanced Cardio Pulmonary Renal Physiology	3
BIOM 624G	Embryological Basis of Disease	3
BIOM 625G	Current Challenges in Infectious Diseases	3
BIOM 628G	Topics in Global Health	3
BIOM 629G	Advanced Gastrointestinal and Endocrine Physiology	3

****Not all electives are offered every year**

Total credits required for completion of General Studies concentration = 24 credits

Organizational Leadership in the Biosciences

Biomedical Science Organizational Leadership Concentration

This program provides students who entered in the first year as a Biomedical Science student an opportunity to pursue a concentration in Organizational Development and Leadership in their second year of their program.

This concentration is a total of 24 credits beyond the first year of their Biomedical Science. Requirements for this Concentration can be found under biomedical Science section.

Students will develop vital skills in the areas of:

- collaboration
- conflict resolution
- facilitation
- multi-dimensional communications
- consensus-building and shared decision making
- project leadership
- team effectiveness
- innovation
- action research
- reflective practice

Course	Title	Hours
First Year		
Term 1		
BIOM 549G	Scientific Communication Skills	2
BIOM 550G	Research Survey Seminar	0
BIOM 553G	Basic Concepts Biomedical Model	2
BIOM 559G	Biostatistics	2
BIOM 562G	Biomedical Anatomy	5
	Hours	11
Term 2		
BIOM 550G	Research Survey Seminar	0
BIOM 554G	Neuroscience	3
BIOM 558G	Biochemistry, Cell, & Molecular Biology	5
	Hours	8
Term 3		
BIOM 557G or BIOM 567G	Micro Anatomy and Embryology or HNRS Micro Anatomy and Embryology	4
BIOM 563G	Biomedical Physiology	5

BIOM 618G	Epidemiology	1
	Hours	10
	Total Hours	29

Code	Title	Hours
24 Credit Hours Required		
ODL 501	Foundations and Systems of Organizational Development	3
ODL 505	Team Dynamics	3
ODL 510	Capstone: Action Research Project	3
ODL 516	Developing Systems Literacy: Organizational Workshop	3
or ODL 527	Managing Strategic Change: Dialog and Intervention	
ODL 517	Communication Skills for Leaders	3
ODL 520	Appreciative Inquiry	3
ODL 526	Managing Self and Emotional Systems in the Workplace	3
or ODL 535	Leading with Emotional Intelligence	
ODL 528	Diversity Equity Inclusion Leadership Lab	3
	Total Hours	24

Public and Population Health Leadership Concentration

Public and Population Health Leadership

This program provides students who entered in the first year as a Public and Population Health Leadership student an opportunity to pursue a concentration in Public and Population Health Leadership in their second year of their program.

This concentration is a total of 24 credits beyond the first year of their Public and Population Health Leadership. Requirements for this Concentration can be found under biomedical Science section.

Students will develop skills in:

- collaboration
- team dynamics
- engaging and mobilizing others
- diversity, equity and inclusion practice
- evidence-based practice and decision making
- advocacy and public policy
- systems change and integrative leadership

Course	Title	Hours
First Year		
Term 1		
BIOM 549G	Scientific Communication Skills	2
BIOM 550G	Research Survey Seminar	0
BIOM 553G	Basic Concepts Biomedical Model	2
BIOM 559G	Biostatistics	2
BIOM 562G	Biomedical Anatomy	5
	Hours	11
Term 2		
BIOM 550G	Research Survey Seminar	0

BIOM 554G	Neuroscience	3
BIOM 558G	Biochemistry, Cell, & Molecular Biology	5
Hours		8
Term 3		
BIOM 557G or BIOM 567G	Micro Anatomy and Embryology or HNRS Micro Anatomy and Embryology	4
BIOM 563G	Biomedical Physiology	5
BIOM 618G	Epidemiology	1
Hours		10
Total Hours		29
Code	Title	Hours
PPHL 501	Foundations of Public and Population Health Systems	3
PPHL 502	Emergency and Crisis Leadership in Public and Population Health	3
PPHL 503	Integrative Health Policy, Advocacy and Innovation	3
PPHL 504	Manager's Use of Data: Evidenced-Based Practice to Inform Decision Making	3
PPHL 507	Epidemiology	3
PPHL 510	Public and Population Health Leadership Capstone	3
ODL 516	Developing Systems Literacy: Organizational Workshop	3
or ODL 517	Communication Skills for Leaders	
or ODL 535	Leading with Emotional Intelligence	
ODL 528	Diversity Equity Inclusion Leadership Lab	3

Research/Thesis Concentration

With prior approval of the program, a very limited number of students can be enrolled in the 2 Year Research Thesis Option. This option allows for qualified first year students to pursue a thesis concentration project during their first year in the program. Student participating in this option are registered in a combination of first year courses (and with approval, second year courses), and research credits equal to the first and second year term credit hour totals for Research Concentration students. The total number of credit hours for program completion is 53 credit hours, and completion of all the academic requirements for the Research Concentration is required. Students may apply for this option by request during the regular application cycle or upon registering for first term courses. Application in writing is made to the Program Director. Acceptance to this option is made on the basis of review of the student's academic credentials, availability and selection of mentors, and program availability. For further information contact the Georgia Campus Program Director.

All students enrolled in the Research Thesis Concentration work under the supervision of a mentor who, in collaboration with the Program Director and thesis committee, ensure and validate completion of all concentration and degree requirements. Prior to their start in the concentration, all students are required to select a program approved mentor and develop with their approved mentor a schedule for completion of the concentration that includes the following components: selection of an appropriate thesis topic; thesis committee selection; development and defense (to the thesis committee) of a thesis research proposal with any necessary institutional and program approvals; participation in a journal club or a regularly attended laboratory meeting experience; creation of a schedule for the thesis manuscript development

and completion. Students will be required to start in the Summer following their foundation year with BIOM 600G and BIOM 691G.

If approved, the student will still be required to complete 24 credits toward their MS degree. A minimum of three credit hours of thesis research will be required each term with the exception of credits taken at the end for the purpose of thesis completion, thesis submission and thesis defense.

** Elective courses must be approved by the mentor and course director. Elective courses can be substituted for Research credits provided students complete enough research credits to complete their project based on time frames approved by joint agreement of mentor, thesis committee, and program director. Electives can also be added as extra courses (in addition to the 53 credits required for graduation). However the student will be enrolled in these courses as out of degree and will be personally responsible for tuition payments for this course work. The only exception would be for courses that the student needs to retake or replace in order to meet the GPA requirement for the degree.

Should a student need additional time to complete their research, an extension for completion must be submitted to the program chair and approved. Once approved, the student will be required to register for a one credit Thesis Completion course; there is no tuition charged for this course.

For the degree to be conferred, the student must defend their thesis and have their thesis submitted to the library for binding. The thesis paper should be completed no later than one semester beyond defense. Should a student need an additional term to complete, they must submit a request to the Program Director for an extension. Once approved, the student will be required to register for one credit.

Course	Title	Hours
First Year		
Term 1		
BIOM 549G	Scientific Communication Skills	2
BIOM 550G	Research Survey Seminar	0
BIOM 553G	Basic Concepts Biomedical Model	2
BIOM 559G	Biostatistics	2
BIOM 562G	Biomedical Anatomy	5
Hours		11
Term 2		
BIOM 550G	Research Survey Seminar	0
BIOM 554G	Neuroscience	3
BIOM 558G	Biochemistry, Cell, & Molecular Biology	5
Hours		8
Term 3		
BIOM 557G or BIOM 567G	Micro Anatomy and Embryology or HNRS Micro Anatomy and Embryology	4
BIOM 563G	Biomedical Physiology	5
BIOM 618G	Epidemiology	1
Hours		10
Total Hours		29

Course	Title	Hours
First Year		
Term 1		
BIOM 600G	Critical Analysis of Research	0

BIOM 690G	Research Methods Practical Experience in Biomedical Science <small>Course may be waived upon Program Director Approval</small>	4
BIOM 691G	Biomedical Science Research	2
BIOM 694G		1-8
Hours		7-14
Term 2		
BIOM 600G	Critical Analysis of Research	0
BIOM 682G	Research Proposal	1
BIOM 691 or BIOM 692G or BIOM 693G	or Biomed Research or Biomed Research	5
Hours		6
Term 3		
BIOM 600G	Critical Analysis of Research	0
BIOM 683G	Thesis Manuscript Development	1
BIOM 691G or BIOM 692G or BIOM 693G	Biomedical Science Research or Biomed Research or Biomed Research	5
Hours		6
Term 4		
BIOM 600G	Critical Analysis of Research	0
BIOM 683G	Thesis Manuscript Development	1
BIOM 691G or BIOM 692G or BIOM 693G	Biomedical Science Research or Biomed Research or Biomed Research	5
Hours		6
Total Hours		25-32

Doctor of Physical Therapy (DPT)

Introduction to Physical Therapy

The mission of the physical therapy program at PCOM Georgia is to prepare individuals who demonstrate excellence in the practice of physical therapy, emphasize a “whole person” approach to patient management, commit to the advancement of knowledge and intellectual growth, and engage in the wellbeing of the community.

The PCOM Department of Physical Therapy will be recognized for its:

- Commitment to cultivating an inclusive learning environment that is diverse, inquisitive, dignified, and respectful and that will inspire caring graduates who advocate for all individuals in our changing healthcare environment.
- State-of-the-art learning environment that offers the opportunity for students to learn “whole person” patient management through inter-professional collaboration, development and intellectual growth, as well as hands-on experiences.
- Educational advancement for faculty, students and clinicians to promote development of exceptional healthcare professionals who are committed to life-long learning and engagement in the profession of physical therapy.

Physical Therapy Philosophy

The International Classification of Functioning, Disability, and Health (ICF) provides the basic framework for organizing the curriculum. This framework was chosen because of its emphasis on the individual

client as the focus of health care and its consistency with osteopathic philosophy, which emphasizes management of the “whole person” and recognizes the unity of body systems. This is consistent with the program’s belief that physical therapists are experts in movement and use their skills to restore, maintain, and promote optimal movement and function. As such, physical therapists function interdependently in a variety of settings and use theory and established scientific evidence as the foundation upon which they address the needs of the “whole person” (physical, psychological, spiritual, and socio-economic). The curriculum is also founded on the belief that optimal physical therapy is provided in a client-focused environment in which the therapist assumes various roles, including educator, consultant, and advocate. The organization of the curriculum is based on the assumption that understanding and responding to the effects of health conditions begins with knowledge of good health. The implication is that practitioners need a firm foundation in “normal” in order to recognize and assist clients in managing impairments and deficits in activities and participation. The model is “wrapped” in an envelope made up of four themes that will be emphasized throughout the curriculum: Critical Thinking, Evidence-Based Practice, Professional Engagement, and Lifespan Development.

The curriculum model is best described as hybrid, incorporating elements of traditional and systems-based curricula. In the early stages, the instruction focuses on normal body structure and function and includes content from both the Basic/Foundational sciences and the Clinical/Physical Therapy sciences. As the student develops an understanding of “normal” and how to assess it, the emphasis begins to shift to health conditions commonly seen in physical therapy, focusing on addressing impairments and activity and participation limitations/restrictions. All components of the patient/client management model are addressed in courses that are systems-based. Throughout the curriculum students will encounter each of the four themes noted above; sometimes in one of the systems-based courses or in courses whose primary function is to address those themes.

Each course is assigned to one of five content areas: Basic/Foundational Sciences, Clinical/Physical Therapy Sciences, Evidence-Based Practice, Professional Engagement, and Clinical Experiences. The following provides course information on the sequencing of courses and course descriptions as related to assigned content areas.

Educational Goals

1. Provide a professional education that will prepare individuals for entry into the practice of physical therapy.
2. Promote the development of professional core values and behaviors.
3. Promote participation in and appreciation for scholarship that will contribute to the evidence supporting physical therapy practice.
4. Promote participation in activities designed to advocate for the profession, community, and individuals.
5. Engage in service to the college, community, and profession.
6. Provide opportunities for post-professional education and professional development.

Course	Title	Hours
First Year		
Term 1		
PT 601AG	Clinical Anatomy for Physical Therapists I	4
PT 602AG	Clinical Kinesiology I	3
PT 621AG	Principles of Evidenced-Based Practice	2
PT 606G	Medical Terminology	1

PT 631AG	Professional Engagement I, Introduction	2
	Hours	12
Term 2		
PT 601BG	Clinical Anatomy for Physical Therapists II	4
PT 602BG	Clinical Kinesiology II	2
PT 604AG	Clinical Neuroscience I	3
PT 611AG	Physical Therapy Exam I	4
	Hours	13
Term 3		
PT 603G	Differential Diagnosis for PT	4
PT 605G	Clinical Exercise Science and Wellness	4
PT 611BG	Physical Therapy Exam II	3
PT 631BG	Professional Engagement II, Health Systems Interdisciplinary Collaboration	2
PT 632G	Teaching and Learning	2
	Hours	15
Term 4		
PT 612G	Cardio and Pulmonary Management	3
PT 613G	Integumentary Management	2
PT 614G	Pharmacology and Diagnostics: CVP and Integumentary Dysfunction	3
PT 615G	Clinical Interventions I	3
PT 621BG	Components of Evidenced-Based Practice: Design & Statistics	4
	Hours	15
Second Year		
Term 1		
PT 741G	Clinical Experience I	8
	Hours	8
Term 2		
PT 711AG	Musculoskeletal Management I	4
PT 712AG	Pharmacology and Diagnostics, Musculoskeletal Disorders	2
PT 714AG	Clinical Interventions II	2
PT 722AG	Evidence-Based Practice, Project I	1
PT 713G	Assistive Technology: P&O	2
	Hours	11
Term 3		
PT 711BG	Musculoskeletal Management II	4
PT 604BG	Clinical Neuroscience II	3
PT 722BG	Evidence-Based Practice, Project II	1
PT 731G	Psychosocial Aspects of Health Management	3
	Hours	11
Term 4		
PT 715AG	Neuromuscular Management I	4
PT 712BG	Pharmacology and Diagnostics, Neuromuscular Disorders	2
PT 714BG	Clinical Interventions III	2
PT 722CG	Evidence-Based Practice, Project III	2
	Hours	10
Third Year		
Term 1		
Choose Any of the Following Electives for a Minimum of 4 Credits		4

PT 981EG	Advanced Prosthetic Rehabilitation Training	0
or PT 982EG	or Directed Study in PT Research	
or PT 984EG	or Professional Service in Physical Therapy: Leadership	
or PT 985EG	or Community Service: Social Responsibility and Advocacy	
or PT 986EG	or Special Topics in Anatomy	
or PT 987EG	or Special Topics in Pediatrics	
or PT 989EG	or Education & Teaching	
or PT 990EG	or Sports Rehabilitation & Training	
	Hours	4
Term 2		
PT 732G	Professional Engagement III, Practice Management Policy and Ethics	2
PT 715BG	Neuromuscular Management II	4
PT 716G	Complex Multi System Disorders	4
PT 714CG	Clinical Interventions IV	2
	Hours	12
Term 3		
PT 742AG	Clinical Experience II	13
	Hours	13
Term 4		
PT 733G	Professional Engagement IV, Lifelong Commitment	1
PT 742BG	Clinical Experience III	13
	Hours	14
Total Hours		138

¹ All courses are subject to change as revised by the PCOM DPT curriculum committee.

Physician Assistant Studies (MS)

PCOM offers a full-time 26-month graduate-level program in physician assistant studies.

The program provides a comprehensive didactic and laboratory year followed by a year of clinical preceptorships in a variety of clinical disciplines. All students complete a research practicum as part of the program.

The PCOM Physician Assistant Program is committed to excellence in education. As in any learning process, the content and methodology in our program reflect a mixture of objectivity, intuition and good faith. Our faculty and staff want to provide a creative environment for individual learning and growth, within a curriculum which, by necessity, is highly structured and intense. Viewing learning as a reciprocal, collaborative interaction between faculty and students, we endeavor to be responsive to perceived needs for change and welcome comments and suggestions from all who participate in the program for its ongoing evaluation and continued growth.

Graduation Requirements

Each candidate for the degree of Master of Science must achieve a GPA of 3.0 to graduate from the program and satisfactorily complete all degree requirements.

Course	Title	Hours
First Year		
Term 1		
PHYA 502G	Human Gross Anatomy	6
PHYA 519G	Human Physiology	4
	Hours	10
Term 2		
INDP 100G	Inter Professional Approach to Caring for the Communities	0
PHYA 501G	Pharmacologic Concepts and Pharmacotherapeutics	2
PHYA 503G	History Taking and Physical Exam	10
PHYA 514G	Professional Practice Issues and Health Policy	2
PHYA 531G	Community Health Service	2
PHYA 534G	Introduction to Pathogenesis and Clinical Genetics	1
PHYA 542G	Research Methods	1
	Hours	18
Term 3		
INDP 100G	Inter Professional Approach to Caring for the Communities	0
PHYA 510G	Clinical Medicine I	10
PHYA 515G	Medicine, Law, and Health Care Ethics	1
PHYA 520G	Pharmacology	2
PHYA 535G	Pathology I	2
PHYA 543G	Evidenced-Based Medicine	2
	Hours	17
Term 4		
INDP 100G	Inter Professional Approach to Caring for the Communities	0
PHYA 511G	Clinical Medicine II	10
PHYA 521G	Pharmacology II	2
PHYA 536G	Pathology II	2
PHYA 549G	Radiology for the Physician Assistant	2
	Hours	16
Second Year		
Term 1		
PHYA 512G	Clinical Medicine III	10
PHYA 522G	Pharmacology III	1
PHYA 530G	Behavioral Medicine and Psychiatry	1
	Hours	12
Term 2		
Term 2 through Term 4 (Fall, Winter, and Spring) Preceptorships		
PHYA 550G	Family Medicine Preceptorship	10
PHYA 551G	Internal Medicine Preceptorship	10
PHYA 553G	Emergency Medicine Preceptorship	10
PHYA 554G	Gynecology/Prenatal Preceptorship	10
PHYA 555G	General Surgery Preceptorship	10
PHYA 556G	Behavioral Medicine Preceptorship	10
PHYA 557G	Pediatrics Preceptorship	10
	Hours	70

Third Year**Term 1**

PHYA 558G	Elective Preceptorship	6
PHYA 560G	Research Practicum	2
PHYA 562G	Comprehensive Exam Review	3
	Hours	11
Total Hours		154

¹ All first and second year courses must be completed prior to beginning clinical preceptorships.

School of Pharmacy

Philosophy

The PCOM School of Pharmacy curriculum emphasizes patient centered care, a model consistent with the applied emphasis of PCOM's graduate and medical programs. PCOM School of Pharmacy (SOP) is dedicated to promoting the health and well-being of diverse communities in society by training students to become collaborative healthcare team members, advocates and leaders in pharmacy. The SOP achieves its mission through advancement of contemporary pharmacy practice, interprofessional education, patient-centered care, innovative research, commitment to service, and lifelong personal and professional development. The program also responds to the need for pharmacists in the nation, the state of Georgia and the southeastern region. The program educates pharmacists who prepare and provide drug products and assume responsibility for the rational use of drugs by contributing to the design, implementation, monitoring and modification of therapeutic plans that will achieve defined goals and improve therapeutic outcomes.

Educational Goals

PCOM School of Pharmacy (SOP) is dedicated to promoting the health and well-being of diverse communities in society by training student learners to become collaborative healthcare team members, advocates and leaders in pharmacy. The SOP achieves its mission through advancement of contemporary pharmacy practice, interprofessional education, patient-centered care, innovative research, a commitment to service, and lifelong personal and professional development.

The PCOM School of Pharmacy curriculum has been designed to prepare students with the knowledge, skills and values for successful careers in an expanding healthcare environment. Specific outcomes of the curriculum are:

Foundations for Practice

- Foundational Knowledge – Integrate, and apply knowledge from biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to evaluate scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.
- Self-Directed Learner – Take initiative in diagnosing learning needs, formulating learning goals, identifying resources for learning, choosing appropriate learning approaches, and evaluating learning outcomes as part of a personal program of continuous professional development.

Practice Essentials

- Patient-Centered Care – Provide patient-centered care as the medication expert.

- Medication-Use Systems Management – Manage patient healthcare needs to optimize the safety and efficacy of medication use systems.
- Health and Wellness – Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
- Population-Based Care – Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.
- Evidence-Based Pharmacy Practice – Integrate evidence-based medicine principles by valuing input from patients, families and communities.

Practice Approach

- Problem Solving – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
- Educator – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
- Patient Advocacy – Assure that patients' best interests are represented.
- Interprofessional Collaboration – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
- Cultural Sensitivity – Recognize social determinants of health to diminish disparities and inequities in access to quality care.
- Communication – Effectively communicate verbally, nonverbally and paraverbally when interacting with an individual, group, or organization.

Self Development

- Self-Awareness – Examine and reflect on personal knowledge, skills, abilities, beliefs, motivation, biases, and emotions that could enhance or limit personal and professional growth.
- Leadership – Demonstrate responsibility for creating and achieving shared goals, regardless of position.
- Innovation and Entrepreneurship – Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
- Professionalism – Exhibit behaviors and values consistent with the trust given to the profession by patients, healthcare providers, and society.

Our program incorporates active learning, interdisciplinary education and problem solving skills, affording our students the ability to practice in an ever-changing and lifelong learning profession. Students will also be exposed to and encouraged to gain specialized training in residency or fellowship programs to prepare them for careers in other areas such as specialized clinical practice, research, pharmaceutical industry or academia.

Doctor of Pharmacy (PharmD)

PCOM Georgia Curriculum

The program is configured in a curricular format in which students complete:

- the pre-professional phase (three or four years) of general education,
- biomedical and sciences instruction at undergraduate colleges the last four professional years of pharmaceutical sciences, and

- pharmacy practice instruction at the PCOM GA facility, as well as
- clinical experiences at clinical sites throughout Georgia and the southeast.

Each term is a 13 week period, corresponding to the calendar used by PCOM academic programs in both Philadelphia and Georgia. The extension of coursework over the three terms of each academic year provides the opportunity for the across-the-curriculum development of skills.

The curriculum is composed of courses in:

- biomedical,
- pharmaceutical,
- social/behavioral/administrative, and
- clinical sciences.

A number of elective specialty concentrations are available to allow students to enhance their knowledge of pharmacy related topics in specific areas.

There are five Introductory Pharmacy Practice Experiences (IPPEs) in which students are given exposure to pharmacy practice in a variety of different specialty areas and begin their hands-on experiences. The final year of the program consists of the Advanced Pharmacy Practice Experiences (APPEs) in which students are required to complete eight different rotations. These rotations consist of five weeks in a particular pharmacy practice site.

Required rotations are:

- General Medicine
- Ambulatory Care
- Hospital Practice
- Community Practice

Elective rotations will include rotations such as (but not limited to):

- Community Management
- Cardiology
- Infectious Diseases Pediatrics
- Compounding Pharmacy
- Pharmaceutical Industry Management

A milestone progression examination will be given during the first, second, third and fourth professional years. These examinations assess knowledge and skills acquired during the curriculum. Students that do not pass the milestone progression exam will be allowed to take a remediation exam. Failure to pass the remediation examination will prevent a student from progressing to the next professional year or graduating late and may result in dismissal from the program.

This curriculum, including active learning skills development time, is designed to develop the knowledge, professional skills, professional attitudes and values that are required for an entry-level pharmacist.

Requirements for Graduation

Each candidate for the degree of Doctor of Pharmacy (PharmD) must be of good moral character and have completed satisfactorily all academic requirements in the program of study. All requirements for the degree must be completed within **six years** from the date of initial matriculation.

PharmD graduates must demonstrate that they have acquired competency in six basic areas of:

- knowledge,
- skills,
- abilities,
- behaviors and attitudes:
 - pharmacy knowledge and practice skills,
 - patient care skills,
 - communication/interpersonal skills,
 - professionalism,
 - understanding and skills in the use of information and empirical evidence, and
 - skills in systems-based practice.

Licensure

In general, in order for candidates to take the pharmacist licensure examination, state boards of pharmacy will require successful completion of the requirements for the Doctor of Pharmacy degree from an accredited institution. In Georgia, applicants for pharmacist licensure must be at least 18 years of age, have graduated from an ACPE-accredited school/college of pharmacy. Schools of pharmacy in Georgia allow students to claim credit for 1,900 internship hours obtained during experiential rotations. An applicant may register with the Georgia Board of Pharmacy as a pharmacy intern if he or she is registered in an accredited school/college of pharmacy. All students at the PCOM School of Pharmacy – Georgia Campus are required to obtain their Georgia intern license during the first term, and the School will assist with the application process. Any student found to be ineligible to be licensed as a pharmacy intern in the state of Georgia, at any time during his or her tenure at the PCOM School of Pharmacy – Georgia Campus, will be dismissed from the program. PCOM students must maintain their intern license in order to legally participate in the experiential pharmacy rotations. The licensure requirements for pharmacists and pharmacy interns vary by state, and it is recommended that applicants inquire with the board of pharmacy in the state where they intend to practice if they have any questions.

Course	Title	Hours
First Year		
Term 1		
PHAR 120G	Pharmacy Practice I: Foundations in Therapeutics and Clinical Reasoning	2
PHAR 110G	Anatomy Physiology and Pathophysiology I	4
PHAR 150G	Biochemistry with Clinical Correlations	4
PHAR 117G	Principles of Drug Action I	2
PHAR 109G	Personal and Professional Development I	1
PHAR 118G	Integrated Case Studies I	1
INDP 100G	Inter Professional Approach to Caring for the Communities	0
PHAR 041G	Professionalism Portfolio I	0
Hours		14
Term 2		
PHAR 134G	Biostatistics	2
PHAR 115G	Anatomy Physlgy Pathophys II	4
PHAR 145G	Pharmaceutical Calculations	2
PHAR 137G	Principles of Drug Action II	4

PHAR 161G	Patient Skills Lab I	1
PHAR 122G	Integrated Case Studies II	1
INDP 100G	Inter Professional Approach to Caring for the Communities	0
PHAR 041G	Professionalism Portfolio I	0
Hours		14
Term 3		
PHAR 133G	Health Information Retrieval & Informatics	1
PHAR 141G	Pharmaceutics	4
PHAR 218G	Self Care & Holistic Wellness I	2
PHAR 217G	Principles of Drug Action III	5
PHAR 162G	Patient Care Skills Lab II	1
PHAR 132G	Integrated Case Studies III	1
INDP 100G	Inter Professional Approach to Caring for the Communities	0
PHAR 041G	Professionalism Portfolio I	0
PHAR 199G	Milestone Progression Exam I	0
Hours		14
Term 4		
PHAR 173G	Introductory Pharmacy Practice Experience, Community	0
Hours		0
Second Year		
Term 1		
PHAR 208G	Research Methods	1
PHAR 169G	Biopharmaceutics	4
PHAR 231G	Pharmacotherapy I	5
PHAR 121G	Health Care Systems & Policy	2
PHAR 256G	Patient Care Skills Lab III	1
PHAR 214G	Integrated Case Studies IV	1
INDP 200G	Inter Professional Approach to Caring for the Communities	0
PHAR 042G	Professionalism Portfolio II	0
Hours		14
Term 2		
PHAR 228G	Pharmacy Administration and Management and Entrepreneurship	2
PHAR 224G	Med Micro and Immunology	3
PHAR 232G	Pharmacotherapy II	5
PHAR 251G	Integrated Toxicology and Patient Safety	2
PHAR 253G	Personal and Professional Development II	1
PHAR 215G	Integrated Case Studies V	1
INDP 200G	Inter Professional Approach to Caring for the Communities	0
PHAR 042G	Professionalism Portfolio II	0
Hours		14
Term 3		
PHAR 209G	Public Health and Pharmacoepidemiology	1
PHAR 241G	Integrated Infectious Disease	3
PHAR 332G	Pharmacotherapy III	5
PHAR 313G	Pharmacy Practice II Topics in Patient Care	3
PHAR 254G	Patient Care Skills Lab IV	1
PHAR 216G	Integrated Case Studies VI	1

INDP 200G	Inter Professional Approach to Caring for the Communities	0
PHAR 042G	Professionalism Portfolio II	0
PHAR 299G	Milestone Progression Exam II	0
Hours		14
Term 4		
PHAR 263G	IPPE Clinical	0
PHAR 265G	IPPE Community	0
Hours		0
Third Year		
Term 1		
PHAR 308G	Lit Evaluation and Evidence Based Practice	1
PHAR 253G	Personal and Professional Development II	3
PHAR 333G	Advanced Pharmacotherapy I	5
PHAR 352G	Patient Care Skills Lab V	1
PHAR 315G	Integrated Case Studies VII	1
INDP 300G	Inter Professional Approach to Caring for the Communities	0
PHAR 043G	Professionalism Portfolio III	0
Elective Track, take two 1-credit electives in area of Ambulatory Care/Acute Care Medicine/Managed Care		2
PHAR 174G. Offered first three terms, take once		0
Hours		13
Term 2		
PHAR 309G	Pharmacoeconomics and Health Outcomes	1
PHAR 318G	Self Care and Holistic Wellness II	3
PHAR 334G	Advanced Pharmacotherapy II	5
PHAR 353G	Personal and Professional Development III	1
PHAR 316G	Integrated Case Studies VIII	1
INDP 300G	Inter Professional Approach to Caring for the Communities	0
PHAR 043G	Professionalism Portfolio III	0
Elective Track, take two 1-credit electives in area of Ambulatory Care/Acute Care Medicine/Managed Care		2
PHAR 174G. Offered first three terms, take once		0
Hours		13
Term 3		
PHAR 368G	Pharmacy Law and Ethics	3
PHAR 314G	Pharmacogenomics and Personalized Medicine	1
PHAR 335G	Advanced Pharmacotherapy III	5
PHAR 354G	Patient Care Skills Lab VI	1
PHAR 317G	Integrated Case Studies IX	1
INDP 300G	Inter Professional Approach to Caring for the Communities	0
PHAR 043G	Professionalism Portfolio III	0
PHAR 399G	Milestone Progression Exam III	0
Elective Track, take two 1-credit electives in area of Ambulatory Care/Acute Care Medicine/Managed Care		2
PHAR 174G. Offered first three terms, take once		0
Hours		13

Fourth Year**Term 1**

Students take two 4 Credit Advanced Pharmacy Practice Experience Courses (APPE) PHAR 4XXEG	8
Hours	8

Term 2

Students take four 4 Credit Advanced Pharmacy Practice Experience Courses (APPE) PHAR 4XXEG	16
Hours	16

Term 3

Students take two 4 Credit Advanced Pharmacy Practice Experience Courses (APPE) PHAR 4XXEG	8
PHAR 499G Capstone	0
Hours	8
Total Hours	155

¹ Each student will be randomly assigned IPPE (Introductory Pharmacy Practice Experience) during the second year

² Five days in Summer (June or August) No tuition is charged nor is there any financial aid eligibility as this is not half time.

PCOM SOUTH GEORGIA

PCOM South Georgia Focus

The additional location of PCOM South Georgia is dedicated to educating osteopathic medical students and biomedical sciences graduate students in serving the healthcare needs of the people in Georgia and the Southeast. The College provides a program of medical study guided by osteopathic medical tradition, concept and practice. Graduates are encouraged to remain in the Southeast and practice among underserved populations where they will have the most impact.

PCOM South Georgia Facilities

The 75,000-square-foot, state-of-the-art facility includes classrooms, an anatomy lab, an Osteopathic Manipulative Medicine (OMM) lab, a simulation center, small group study rooms, a library, information commons and a café.

AAPHC Women's Center Albany GA

Adena Health System Chillicothe, OH

Abundant Life Healthcare Lawrenceville GA

Active Healthcare & Rehabilitation Dacula GA

Advent Health Medical Group Chatsworth GA

Advent Medical Group Fitzgerald GA

AdventHealth Deland, FL

AdventHealth Medical Group Family Medicine New Smyrna Beach FL

AdventHealth Medical Group Family Medicine Chatsworth GA

Affinity Medical Center Massillon, OH

Albany Area Primary Care Albany GA

Albany Surgical, PC Albany GA

All God's Children Dalton GA

Ameila Medical Care Kingsland GA

Ameila Medical Care Leesburg GA

Anchor Medical Care Warner Robins GA

Anderson Family Medicine Dawsonville GA

Anointed Hands Medical Care Winder GA

Anointed Hands Medical Care Hoschton GA

Archbold Medical Center Thomaston GA

Ascension St. Vincent's Hospital Jacksonville FL

Ashchi Hear and Vascular Center Jacksonville FL

Athens Neighborhood Health Center Albany GA

Atlanta Medical Center/Wellstar Atlanta GA

Baptist Health Jacksonville FL

Baptist Medical Center Jacksonville FL

Betty Koukis, MD Moultrie GA

Bianco Primary Care Alpharetta GA

Blacksheep Medical New Smyrna Beach FL

BlueRidge AHEC Rome GA

Bradley Center Psychiatry Columbus GA

Care Connect Colquitt GA

CareConnect Family Practice Oglethorpe GA

Cherokee Internal Medicine, P.C. Woodstock GA

Chestatee Emergent Medical Care Dawsonville GA

Children's Healthcare of Atlanta Dacula GA

Children's Med Center Tifton GA

Clark Medical Group Statesboro GA

Colquitt Regional Moultrie GA

Colquitt Regional Medical Center Moultrie GA

Columbus Regional Columbus GA

Columbus Regional Medical Group Columbus GA

Country Way Family Practice Cleveland GA

Country Way Family Practice Cleveland GA

Daffodil Pediatrics Forest Park GA

Dorminy Medical Center Fitzgerald GA

East Georgia Medical Center Statesboro GA

Eastside Medical Center Snellville GA

Edwards Cancer Center Moultrie GA

Emory at LaGrange LaGrange GA

Family First Medical Care, PC Columbus GA

Family Health Center Macon GA

First Look Primary Care, P.C. Gainesville GA

Florida Hospital New Smyrna Beach FL

Floyd Medical Center Rome GA

Floyd Primary Care, Rockmart Rockmart GA

GA Campus PCOM OMM Clinic Suwanee GA

Georgia Mountain Health Services Ellijay GA

Georgia SurgiCare Loganville GA

Good News Clinic Gainesville GA

Groover Clinic Calhoun GA

Gwinnett Medical Center	Duluth	GA	Northeast Georgia Medical Center	Winder	GA
Gwinnett Medical Center	Lawrenceville	GA	Northeast Georgia Medical Center	Gainesville	GA
Gwinnett Pulmonary & Sleep	Lawrenceville	GA	Northside Family Medicine & Urgent Care	Dawsonville	GA
Hamilton Health Care Physician Group	Dalton	GA	Northside Gwinnett Medical Center	Lawrenceville	GA
Hamilton Mill Pediatrics	Dacula	GA	Oconee Regional Medical Center	Milledgeville	GA
Horizon Diagnostics, LLC	Columbus	GA	Pavilion Fam Med Center	Warner Robins	GA
Houston Health Behavioral Health Associates	Warner Robins	GA	Pediatric First	Warner Robins	GA
Houston Healthcare	Warner Robins	GA	Phoebe Putnam Hospital	Albany	GA
Houston Medical Center	Warner Robins	GA	Phoebe Putney Medical Center	Albany	GA
Institute for Non-Surgical Orthopedics	Ft. Lauderdale	FL	Phoebe Sumter Medical Center	Americus	GA
Integrative Health	Valdosta	GA	Piedmont Columbus	Columbus	GA
Intown Primary Care	Atlanta	GA	Piedmont Rockdale	Walton	GA
Isbell Medical Group	Fort Payne	AL	Piedmont Columbus Midtown Community Health OBGYN	Columbus	GA
Jesup Pediatrics	Jesup	GA	Plains Medical Center	Plains	GA
Khizer Pediatircs	Conyers	GA	Pulmonary Critical Care Consultants	New Smyrna Beach	FL
Kirk Clinic	Moultrie	GA	Redmond Regional Medical Center	Rome	GA
Liberty Regional Medical Center	Hinesville	GA	Robbins Health Alliance	Stone Mountain	GA
Lifeguard Pediatrics	Warner Robins	GA	Salveo Integrative Health	Lawrenceville	GA
Loganville Family Medicine	Loganville	GA	Serendipity Clinic	Hiawassee	GA
Navient Medical Center of Central Georgia	Macon	GA	Shah Pediatrics	Lawrenceville	GA
MedLink Georgia	Monroe	GA	Social Care Services	Jacksonville	FL
Memorial Health System	Jacksonville	FL	South Central Primary Care	Ocilla	GA
MercyMed of Columbus	Columbus	GA	South Georgia Medical Center	Valdosta	GA
Metro Medical Associates	Alpharetta	GA	South Georgia Medical Clinic	Moultrie	GA
Monroe Pediatrics	Monroe	GA	South Georgia Pediatrics	Alma	GA
Mountain East Family Medicine	Lilburn	GA	Southeast Brain and Spine Surgery	Columbus	GA
Mountainside Pediatrics	Jasper	GA	Southeast Volusia Medical Services Inc	New Smyrna Beach	FL
New Horizon Behavioral Health	Columbus	GA	Southeastern Geriatric Healthcare Group	Atlanta	GA
North Atlanta Medical Associates	Decatur	GA	St Francis Columbus Clinic	Columbus	GA
North Atlanta Medical Association	Stone Mountain	GA	St Vincent's Surgical Care	Jacksonville	FL
North Atlanta Medical Clinic	Lawrenceville	GA	St. Francis Medical Center	Columbus	GA
North Metro Women's Health Care	Lawrenceville	GA	St. Vincent's Ambulatory Care Inc	Jacksonville	GA
North Point Pediatrics	Alpharetta	GA	Sterling Center	Moultrie	GA
North Side Dawson Urgent Care	Dawsonville	GA	Stone Mountain Primary Care	Stone Mountain	GA
Northeast Georgia Medical Center	Gainesville	GA	Suwanahoochee Pediatrics	Suwanee	GA
Northeast Georgia Medical Center	Braselton	GA	Sy Med Primary Care	Norcross	GA

Tanner Healthcare for Women Carrollton GA

The Doctors Inn Lawrenceville GA

Tri County Internal Medicine Sugar Hill GA

Turning Point Hospital Moultrie GA

Valdosta's Women's Health Center Valdosta GA

Veranda Medical Group Albany GA

Wellstar Health System Forsyth GA

Wellstar Health System Kennestone GA

Wellstar Health System Marietta GA

Wellstar Health System Paulding, GA

Wellstar Medical Group Pulmonary Medicine LaGrange GA

Women's Healthcare of Georgia Warner Robins GA

Women's Medical Center Dothan AL

Women's Specialists of Northside Gwinnett Lawrenceville GA

Academic year calendars are provided as guides and are subject to change.

Academic terms apply only to the coursework or non-clinical component of degree programs. Second-year DO; third- and fourth-year DO clinical rotation schedules; second-year physician assistant clinical preceptorships; and fourth-year pharmacy experiential learning schedules are provided by the respective academic department or school.

Calendars are subject to change.

Calendar 2022-2023

Summer 2022

Date	Day	Event
June 6	Monday	Summer term begins
June 20	Monday	Juneteenth Holiday
July 4	Monday	Independence Day Holiday
August 14	Sunday	Sumer term ends

Fall 2022

Date	Day	Event
August 15	Monday	Fall term begins
September 5	Monday	Labor Day Holiday
November 13	Sunday	Fall term ends
November 14-20	Monday-Sunday	Fall break

Winter 2022

Date	Day	Event
November 21	Monday	Winter Term Begins
November 23-25	Wednesday-Friday	Thanksgiving Holiday
November 28	Monday	Classes resume
December 23-January 1	Friday-Sunday	Winter Break
January 3	Tuesday	Classes resume

January 16	Monday	Martin Luther King Holiday
February 26	Sunday	Winter term ends
February 27-March 5	Monday-Sunday	Winter Break

Spring 2023

Date	Day	Event
March 6	Monday	Spring term begins
May 29	Monday	Memorial Day Holiday
June 4	Sunday	Spring term ends

Calendar 2023-2024

Summer 2023

Date	Day	Event
June 5	Monday	Summer term begins
June 19	Monday	Juneteenth
July 4	Tuesday	Independence Day Holiday
August 13	Sunday	Summer term ends

Fall 2023

Date	Day	Event
August 14	Monday	Fall term begins
September 4	Monday	Labor Day Holiday
November 12	Sunday	Fall term ends
November 13-19	Monday-Sunday	Fall break

Winter 2023

Date	Day	Event
November 20	Monday	Winter term begins
November 23-26	Thursday-Sunday	Thanksgiving Holiday
November 27	Monday	Winter classes resume
December 23-January 1	Saturday-Monday	Winter Holiday
January 2	Tuesday	Classes resume
January 15	Monday	Martin Luther King Holiday
February 25	Sunday	Winter term ends
February 26-March 3	Monday-Sunday	Winter term break

Spring 2024

Date	Day	Event
March 4	Monday	Spring term begins
May 27	Monday	Memorial Day Holiday
June 2	Sunday	Spring term ends

Calendar 2024-2025

Summer 2024

Date	Day	Event
June 3	Monday	Summer term begins
July 4	Thursday	Independence Day Holiday
August 11	Sunday	Summer term ends

Fall 2024

Date	Day	Event
August 12	Monday	Fall term begins
September 2	Monday	Labor Day Holiday
November 10	Sunday	Fall term ends
November 11-17	Monday-Sunday	Fall break

Winter 2024

Date	Day	Event
November 18	Monday	Winter term begins
November 28-December 1	Thursday-Sunday	Thanksgiving Holiday
December 2	Monday	Winter classes resume
December 23-January 1	Monday-Wednesday	Winter Holiday
January 2	Thursday	Winter classes resume
January 20	Monday	Martin Luther King Holiday
March 2	Sunday	Winter term ends
March 3-9	Monday-Sunday	Winter term break

Spring 2025

Date	Day	Event
March 10	Monday	Spring term begins
May 26	Monday	Memorial Day Holiday
June 8	Sunday	Spring term ends

Calendar 2025-2026**Summer 2025**

Date	Day	Event
June 9	Monday	Summer term begins
July 4	Friday	Independence Day Holiday
August 17	Sunday	Summer term ends

Fall 2025

Date	Day	Event
August 18	Monday	Fall term begins
September 1	Monday	Labor Day Begins
November 9	Sunday	Fall term ends
November 10-16	Monday-Sunday	Fall break

Winter 2025

Date	Day	Event
November 17	Monday	Winter term begins
November 27-30	Thursday-Sunday	Thanksgiving Holiday
December 1	Monday	Winter classes resume
December 24-January 1	Wednesday-Thursday	Winter Holiday
January 2	Friday	Classes resume
January 19	Monday	Martin Luther King Holiday
March 1	Sunday	Winter term ends
March 2-8	Monday-Sunday	Winter term break

Spring 2026

Date	Day	Event
March 9	Monday	Spring term begins
May 25	Monday	Memorial Day Holiday
June 7	Sunday	Spring term ends

Calendar 2026-2027**Summer 2026**

Date	Day	Event
June 8	Monday	Summer term begins
July 3-4	Friday-Saturday	Independence Day Holiday
August 16	Sunday	Summer term ends

Fall 2026

Date	Day	Event
August 17	Monday	Fall term begins
September 7	Monday	Labor Day Holiday
November 8	Sunday	Fall term ends

College of Osteopathic Medicine**Doctor of Osteopathic Medicine****Introduction to Osteopathic Medicine**

As a philosophy, science and art, osteopathic medicine is a total approach to health and disease. It recognizes that the neuromusculoskeletal system is of major importance to human life. The interrelationship between this and other body-systems is a basic part of osteopathic philosophy. An emphasis on primary care, health maintenance, prevention of disease and attention to the neuromusculoskeletal system is key to osteopathic medical education and practice. Universally accepted today, these attributes were considered unorthodox when Dr. Andrew Taylor Still (1828-1917) objected to the crude medications of his time and sought to enhance the body's inherent healing through manipulation.

The osteopathic physician incorporates evaluation and treatment of the musculoskeletal system as a basis for an approach to health and disease, combining it with the diagnostic and therapeutic modalities used by general scientific approaches to the healing arts. Like their MD counterparts, DOs must be licensed in the states where they practice, and additional board certification in specialties further underscores their professional credentials. All 50 states and the District of Columbia provide for the unlimited practice of medicine and surgery by osteopathic physicians. Licensing boards are usually composed of senior members of the osteopathic profession. In some states, MDs and DOs participate in combined licensing boards.

THE OSTEOPATHIC PHILOSOPHY

This philosophy provides the osteopathic physician with a unique way of looking at health and disease. These premises include the following:

- The human body is a unit in which structure and function are reciprocally interdependent.

- The body, through a complex system, tends to be self-regulating and self-healing.
- The adequate function of body systems depends on the unimpeded flow of blood and nerve impulses.
- The musculoskeletal system is a major body system, and its importance exceeds that of mere framework and support.
- There are musculoskeletal components to disease that are not only manifestations of the disease, but also important contributing and maintaining factors.

The adoption of these basic premises led to the development of the osteopathic total-body concept. The patient is considered as part of their relationship to their psycho-, social, economic, and physical environment rather than as an isolated unit. Instead of emphasizing the momentary disease state, the osteopathic approach studies and treats the person's well-being, lifestyle and behavior as a whole.

LEARNING OBJECTIVES

The program leading to the Doctor of Osteopathic Medicine degree is guided by the following goals for the purpose of providing a comprehensive and contemporary curriculum to educate health professionals to care for the whole person, advance the health of diverse communities and participate in the ever-changing environment. The curriculum seeks to:

- Integrate and appropriately sequence basic and clinical science material
- Present major themes in biomedicine
- Integrate early clinical experiences and case studies, and emphasize problem-solving to increase the application of knowledge-based issues to issues of patient care
- Utilize methods in information technology and informatics
- Participate in inter-professional education activities.

GRADUATION REQUIREMENTS

Each candidate for the degree of Doctor of Osteopathic Medicine must:

- Maintain established standards of personal and professional conduct
- Successfully fulfill all academic and clinical requirements
- Pass COMLEX Level 1, Level 2 CE and Level 2 PE** (National Board of Osteopathic Medical Examiners).

All requirements must be completed within six years from the first date of matriculation.

Each graduate must be free of indebtedness to the College. Those students who have received financial aid are required to complete the exit interview on-line process at least one week prior to commencement. The College academic transcript will be given when all financial obligations to PCOM and the exit interview have been met

Note: It is the responsibility of the graduate to fulfill the requirements for practice for the state licensing board in the state in which he or she chooses to practice. These requirements vary widely and are regulated

by the laws of each state. It is the responsibility of the graduate to get the information needed pertaining to state licensing and to fulfill these responsibilities.

Doctor of Osteopathic Medicine (DO) - South Georgia Campus

Course	Title	Hours
First Year		
Term 1		
DO 100	Cellular and Biochemical Foundations of Medicine	6
DO 101	Infection and Immunity	6
DO 139A	Osteopathic Principles and Practice I	2
DO 114A	Medical Humanities and Wellness I	0.5
DO 140A	Primary Care Skills I	1
DO 144A	Clinical Reasoning in Basic Science IA	1
INDP 100A	Inter Professional Education	0.5
Hours		17
Term 2		
DO 104	Foundations of Cardiovascular and Pulmonary Medicine	3.5
DO 112	Foundations of Physiology and the Musculoskeletal System	4
DO 105	Foundations of Renal, Endocrine, and Gastrointestinal Medicine	3.5
DO 106	Foundations of Research	1
DO 139B	Osteopathic Principles and Practice II	1.5
DO 114B	Medical Humanities and Wellness II	0.5
DO 140B	Primary Care Skills II	1
DO 144B	Clinical Reasoning in Basic Science IB	1
INDP 100B	Inter Professional Education	0.5
Hours		16.5
Term 3		
DO 107	Foundations of Reproductive and Genitourinary Medicine	2
DO 108	Head, Eyes, Ears, Nose, and Throat and Neuroscience	4
DO 109	Introduction to Human Disease and Therapeutics	5.5
DO 114C	Medical Humanities and Wellness III	0.5
DO 139C	Osteopathic Principles and Practice III	1.5
DO 140C	Primary Care Skills III	1
DO 144C	Clinical Reasoning in Basic Science IC	1
INDP 100C	Inter Professional Education	0.5
Hours		16
Total Hours		49.5
Second Year		
Term 1		
DO 146A	Comprehensive Basic Science Review and Synthesis IA	1.5
DO 215	Clinical Approach to Psychiatry	2.5

DO 218	Clinical Approach to Gastroenterology	3.5
DO 230	Clinical Approach to Neuroscience and Neurology	5
DO 239A	Osteopathic Principles and Practice IV	1.5
DO 240A	Primary Care Skills IV	1
INDP 200A	Inter Professional Education	0.5
	Hours	15.5

Term 2

DO 146B	Comprehensive Basic Science Review and Synthesis IB	1.5
DO 226	Clinical Approach to Hematology and Oncology	2
DO 228	Clinical Approach to Cardiovascular and Renal Medicine	5.5
DO 229	Clinical Approach to Pulmonary Medicine	3.5
DO 239B	Osteopathic Principles and Practice V	1
DO 240B	Primary Care Skills V	1
DO 246	Medical Ethics	1
INDP 200B	Inter Professional Education	0.5
	Hours	16

Term 3

DO 146C	Comprehensive Basic Science Review and Synthesis IC	1.5
DO 239C	Osteopathic Principles and Practice VI	1.5
DO 240C	Primary Care Skills VI	1.5
DO 248	Clinical Approach to Endocrinology and Disorders of Metabolism	3
DO 250	Clinical Approach to Reproductive Genitourinary and Obstetrical Medicine	5.5
DO 259	Clinical Approach to Musculoskeletal Medicine and Dermatology	3
DO 261	Preventive Medicine and Public Health	1
INDP 200C	Inter Professional Education	0.5
	Hours	17.5
	Total Hours	49

Code	Title	Hours
Third Year (12 Months)		
	Elective	17
	Family Medicine	17
	General Internal Medicine	17
	General Surgery	17
	Internal Medicine Selective	17
	Obstetrics and Gynecology	17
	OMM/Family Medicine	17
	Pediatrics	17
	Psychiatry	17
	Surgery	17
	Internal Medicine - Ambulatory	17
Fourth Year (12 Months)		
	Elective (8)	136
	Primary Care Sub-I and Osteopathic Primary Care Sub I	34
	Emergency Medicine	17

The Basic Sciences and Pre-Clinical Years

PCOM students begin preparation for the study and practice of osteopathic medicine from their first day as medical students. Thus, the principles and practice of osteopathic medicine are taught throughout the medical curriculum.

The first year of the curriculum focuses on the foundational basic sciences such as anatomy, physiology, biochemistry, genetics, cell biology, and immunology. Students are also provided with an introduction to general pathologic concepts, pharmacological intervention, and medical microbiology. The curriculum combines basic science and clinical course content in integrated systems-based courses in the second year.

PCOM also recognizes that medical practice is more than science. Coursework in ethics, medical humanities, and physician and community wellness help students develop the core competencies necessary for modern medical practice. All students attend small-group, active learning sessions during the first and second year to develop communication and diagnostic skills. These special instructional activities include patient observation, case conferences, and basic clinical skills workshops. In addition, an active standardized patient and robotic simulation program introduces students to patient care through examinations of patient actors in a simulated practice setting, augmented by clinical exercises on high-tech human patient simulator manikins.

Pennsylvania, New Jersey, Delaware, and Maryland. Students at PCOM Georgia and South Georgia are assigned to clinical clerkships throughout Georgia and the Southeast.

This unique training network comprises affiliated hospitals, numerous outpatient units, and scores of physicians' offices. These clinical settings become teaching arms of the College; in effect, our partners are our campus. The program is designed to afford progressive student responsibility in all phases of patient care under the direction of experienced physicians and health care providers. This includes history taking, physical examinations, daily patient rounds, lectures, conferences, case presentations, and online blended learning for all core rotations.

Students rotate through services in Internal Medicine, Family Medicine, Osteopathic Manipulative Medicine, Surgery, Cardiology, OB/GYN, Pediatrics, Psychiatry, Emergency Medicine, Underserved Primary Care. On elective clerkships, students may choose to pursue special interests at other medical institutions anywhere across the nation.

NON-CREDIT ADVANCED CARDIAC LIFE SUPPORT – THIRD YEAR MEDICAL

American Heart Association Advanced Cardiac Life Support (ACLS) course; offered during the Introduction to Clerkship (I2C) rotation. Students are awarded the AHA ACLS course card, valid for two years, upon successful completion.

DUAL DEGREE PROGRAMS**DO/MBA Program (Philadelphia Campus)**

In conjunction with Saint Joseph's University, a master of business administration degree in health and medical services may be earned by DO program students who concurrently complete a five year course of study for the DO and MBA degrees. Created in 1989 as the nation's first DO/MBA degree, the curriculum requires approximately 39-45 hours of MBA coursework. The MBA program is completed during a one-year

leave from medical study, following the third year of medical school. This program responds to the increasing need for business acumen in medical practice. It also prepares physicians for a wide range of emerging careers in medical administration.

Students who are interested in business administration but do not wish to enroll in the full MBA program may complete a 5-course Graduate Business Certificate during the fourth year of medical school. The Saint Joseph's University MBA is accredited by the Association to Advance Collegiate Schools of Business (AACSB). Approval for admissions into the dual degree DO/MBA or graduate Business Certificate Program must be received by PCOM's Director of Dual Degree Programs & Biomedical Science Specialty Concentrations in the School of Health Sciences and SJU admissions team.

DO/MPH Program (Philadelphia Campus)

Students may choose to enroll in a DO/MPH program in affiliation with Jefferson School of Population Health, which provides a 36-credit program that includes core public health disciplines in behavioral and social sciences, biostatistics, epidemiology, environmental health services and health policy. The Jefferson DO/MPH program is a five year program. The MPH is completed during a one-year leave from medical study following the third year of medical school. Approval for admissions into the dual degree DO/MPH program must be reviewed by PCOM's Director of Dual Degree Programs & Biomedical Science Specialty Concentrations in the School of Health Sciences and Thomas Jefferson University admissions team.

Students may also enter a special joint degree program in affiliation with Temple University, leading to a master of public health degree. The DO/MPH program is a five year program. The MPH program is completed during a one year leave from medical study following the third year of medical school. Approval for admissions into the dual degree DO/MPH program at Temple University must be reviewed by PCOM's Director of Dual Degree Programs & Biomedical Science Specialty Concentrations in the School of Health Sciences and Temple University admissions team.

DO/MS in Forensic Medicine (Philadelphia and PCOM Georgia)

Students who have successfully completed their first year of medical study at PCOM may enter a special dual degree program provided by PCOM's Department of Pathology and Forensic Medicine. Students complete forensic medicine graduate work through Philadelphia campus weekend courses and online instruction during an extended sophomore medical year; the DO and MS program is five years in length. The program provides a core foundation in the theory, principles, ethics, professional practice and legal aspects of forensic medicine. Students acquire skills in the technical aspects of death scene investigation, identifying, preserving and protecting custody of forensic evidence, differentiating accidental and intentional injuries in both living and dead persons, and determining potential forensic value of written and photographic records. The program also provides skills in the interpretation of research in forensics and skills in utilizing information technology to access information in the forensic sciences.

DO/MS in Organizational Development and Leadership (Philadelphia Campus)

Students who have successfully completed their first year of medical study at PCOM may enter a special dual degree program provided by PCOM's Department of Psychology, leading to a master of science in Organizational Development and Leadership (ODL) and Doctor of Osteopathic Medicine in five years. Students complete graduate

work through on-campus evening class sessions during an extended sophomore medical year. The program is designed to incorporate psychological theory and research in teaching the basic skills and techniques of organizational leadership. The mission of the ODL program is to prepare leaders in the art and science of managing strategic change by teaching the competencies and skill sets for improving organizational performance and realizing human potential. A key training focus of the program is the development of program evaluation methods and the creation and use of performance-based outcome measures.

PCOM Georgia students may undertake Organizational Development and Leadership training on-campus through a graduate certificate program.

The cognitive-behavioral therapy (CBT) model is emphasized, and students are provided the unique opportunity to practice CBT techniques and conceptualization with videotaped, standardized mock patients.

Graduate Medical Education - Philadelphia Campus

Graduate medical education is the crucial step of professional development between medical school and autonomous clinical practice. It is in this vital phase of the continuum of osteopathic medical education that residents learn to provide optimal patient care under the supervision of faculty members. PCOM offers residency and fellowship programs to further the osteopathic medical education of physicians.

Admission to Postgraduate Training

Enrollment in the residency and fellowship programs at PCOM is highly competitive in order for the most qualified applicants to receive the highest-quality training. All programs, except for the Transitional Year program, participate in either the National Resident Matching Program (NRMP) or the San Francisco Match (SF Match).

The minimum requirements for admission to the residency and fellowship programs can be viewed here: <https://www.pcom.edu/academics/graduate-medical-education/policies/eligibility-and-selection.html>

Residency and Fellowship Programs

The residency and fellowship programs of PCOM are held to a high standard of clinical excellence, with a commitment to teaching and active encouragement of resident research. The College currently offers ACGME accredited training in eleven residency and fellowship programs, including Osteopathic Neuromusculoskeletal Medicine.

- Dermatology - Marcus Goodman, DO, Program Director. Approved Positions: 6
- General Surgery – Lindsey Perea, DO, Program Director. Approved Positions: 30
- Geriatric Medicine Fellowship – Nicol Joseph, DO, Program Director. Approved Positions: 6
- Hospice and Palliative Medicine Fellowship – Michael Srulovich, DO, Program Director. Approved Positions: 4
- Internal Medicine – Daniel Parenti, DO, Program Director. Approved Positions: 36
- Ophthalmology – Kenneth Heist, DO, Program Director. Approved Positions: 6

- Orthopaedic Surgery – John McPhilemy, DO, Program Director. Approved Positions: 20
- Osteopathic Neuromusculoskeletal Medicine (ONMM) - Lauren Noto-Bell, DO, Program Director. Approved Positions: 4
- Otolaryngology-Head and Neck Surgery – John McGrath, DO, Program Director. Approved Positions: 15
- Plastic Surgery Fellowship – Benjamin Lam, DO, Program Director. Approved Positions: 6
- Transitional Year - Erik Polan, DO, Program Director. Approved Positions: 11

DO Graduate Statistics

PCOM annually reports statistics related to the Complex Level 3 board exam results and the number of students who applied to and obtained placement in a graduate medical education program accredited by the Accreditation Council for Graduate Medical Education (ACGME) or the military. These statistics may be found on the PCOM website: <https://www.pcom.edu/program-statistics/doctor-of-osteopathic-medicine.html>

School of Health Sciences Biomedical Sciences (MS)

The PCOM Graduate Program in Biomedical Sciences provides an opportunity for students with baccalaureate degrees to study the biomedical sciences as preparation for science careers or further graduate or professional study. All students enter the program as candidates for the master of science degree. The program presents a broad content base in the basic biomedical sciences with a strong emphasis on human medicine and clinical applications during the first academic year, followed by a concentration in the second year.

Degree completion concentrations are offered in several topics at PCOM's campuses, as described later in this catalog. All first year courses are required for the degree, Master of Science in Biomedical Sciences, or for the certificate of graduate studies for students who choose not to pursue the master's degree. Students who pursue the master's must declare their concentration by the end of their first year.

Forensic Biology Concentration

Combined training in the fields of biomedical sciences and forensic medicine provides students in the Forensic Biology Concentration with an array of engaging career options.

As the only forensic medicine program in the region that was developed and is overseen by a board-certified forensic pathologist, all within a medical school environment, PCOM's Master of Science (MS) in Biomedical Sciences (<https://www.pcom.edu/academics/programs-and-degrees/biomedical-sciences/>) with a concentration in forensic biology is uniquely positioned to prepare its graduates for success in the field.

Locations

This concentration is offered at the Philadelphia campus. Students at our Georgia locations who wish to pursue this option will be required to travel to the Philadelphia campus one weekend each month and complete a capstone project.

Course	Title	Hours
Second Year		
Term 1		
FMED 500	Pathology for Forensic Medicine (Online course)	4
	Hours	4
Term 2		
FMED 501	Principles of Forensic Medicine I	6
	Hours	6
Term 3		
FMED 502	Principles of Forensic Medicine II	6
	Hours	6
Term 4		
FMED 508	Capstone: Integrative Experience	8
	Hours	8
	Total Hours	24

Course	Title	Hours
First Year		
Term 1		
BIOM 500M	Medical Cell Biology and Biochemistry	5
BIOM 503M	Medical Microbiology and Immunology	4
BIOM 507M	Medical Terminology	1
	Hours	10
Term 2		
BIOM 504M	Ethics and Professionalism	1
BIOM 505M	Medical Anatomy	5
BIOM 506M	Medical Physiology	4
	Hours	10
Term 3		
BIOM 508M	Biomedical Anatomy Lab	2
BIOM 509M	Biostatistics	3
BIOM 510M	Neurophysiology	3
BIOM 511M	Journal Club	1
BIOM 512M	Medical Anatomy II	1
	Hours	10
	Total Hours	30

One Year Pre-Clinical Concentration

The Preclinical Studies concentration, offered at PCOM South Georgia, is designed to provide exposure to graduate level medical pathology and pharmacological topical areas in preparation for further studies in a professional health sciences setting or a career in the biomedical sciences.

Course	Title	Hours
Second Year		
Term 1		
BIOM 601M	Introduction to Pathology	3
BIOM 602M	Introduction to Pharmacology	3
	Hours	6
	Total Hours	6

Course	Title	Hours
First Year		
Term 1		
BIOM 500M	Medical Cell Biology and Biochemistry	5
BIOM 503M	Medical Microbiology and Immunology	4
BIOM 507M	Medical Terminology	1
	Hours	10
Term 2		
BIOM 504M	Ethics and Professionalism	1
BIOM 505M	Medical Anatomy	5
BIOM 506M	Medical Physiology	4
	Hours	10
Term 3		
BIOM 508M	Biomedical Anatomy Lab	2
BIOM 509M	Biostatistics	3
BIOM 510M	Neurophysiology	3
BIOM 511M	Journal Club	1
BIOM 512M	Medical Anatomy II	1
	Hours	10
	Total Hours	30

Public and Population Health Leadership Concentration

The Public and Population Health Leadership Concentration allows students to explore social and systems-based aspects of the public health field against the backdrop of a strong foundation in biomedical sciences. Concentration coursework is delivered online and is available to students at all PCOM locations.

Code	Title	Hours
PPHL 501	Foundations of Public and Population Health Systems	3
PPHL 502	Emergency and Crisis Leadership in Public and Population Health	3
PPHL 503	Integrative Health Policy, Advocacy and Innovation	3
PPHL 504	Manager's Use of Data: Evidenced-Based Practice to Inform Decision Making	3
PPHL 507	Epidemiology	3
PPHL 510	Public and Population Health Leadership Capstone	3
ODL 516	Developing Systems Literacy: Organizational Workshop	3
or ODL 517	Communication Skills for Leaders	
or ODL 535	Leading with Emotional Intelligence	
ODL 528	Diversity Equity Inclusion Leadership Lab	3
Course Title Hours		
First Year		
Term 1		
BIOM 500M	Medical Cell Biology and Biochemistry	5
BIOM 503M	Medical Microbiology and Immunology	4
BIOM 507M	Medical Terminology	1
	Hours	10

Term 2		
BIOM 504M	Ethics and Professionalism	1
BIOM 505M	Medical Anatomy	5
BIOM 506M	Medical Physiology	4
	Hours	10
Term 3		
BIOM 508M	Biomedical Anatomy Lab	2
BIOM 509M	Biostatistics	3
BIOM 510M	Neurophysiology	3
BIOM 511M	Journal Club	1
BIOM 512M	Medical Anatomy II	1
	Hours	10
	Total Hours	30

Research/Thesis Concentration

The PCOM Graduate Program in Biomedical Sciences provides an opportunity for students with baccalaureate degrees to study the biomedical sciences as preparation for science careers or professional study. All students enter the program as candidates for the two year master of science degree. The first year of the program presents a broad content base in the basic biomedical sciences with a strong emphasis on human medicine and clinical applications of the material, followed by a concentration in the second year.

The Biomedical Research (Thesis) concentration on the South GA campus can be accomplished through collaboration with a regional institution. A student coordinates with the PCOM SGA Biomed Director and a faculty of interest at a regional university to design a research project that is mutually agreeable. Continued oversight and benchmarks for research as well as manuscript and thesis development are coordinated between student, PCOM faculty and the regional institution faculty to complete the project and written thesis as outlined in the PCOM SGA Biomedical MS handbook.

Code	Title	Hours
BIOM 618G	Epidemiology	1
BIOM 682M	Research Proposal	1
BIOM 683M	Thesis Manuscript Development	0
BIOM 691M	Biomedical Research (Minimum of 22 Credit Hours 1-8 in Total)	

24 Total Hours for the Concentration

Course	Title	Hours
First Year		
Term 1		
BIOM 500M	Medical Cell Biology and Biochemistry	5
BIOM 503M	Medical Microbiology and Immunology	4
BIOM 507M	Medical Terminology	1
	Hours	10
Term 2		
BIOM 504M	Ethics and Professionalism	1
BIOM 505M	Medical Anatomy	5
BIOM 506M	Medical Physiology	4
	Hours	10

Term 3

BIOM 508M	Biomedical Anatomy Lab	2
BIOM 509M	Biostatistics	3
BIOM 510M	Neurophysiology	3
BIOM 511M	Journal Club	1
BIOM 512M	Medical Anatomy II	1
Hours		10
Total Hours		30

PCOM GENERAL STUDENT HANDBOOK

The PCOM General Student Handbook contains policies pertinent to student enrollment. The handbook is published once a year. Policies published in the PCOM General Student Handbook and in each Academic Program Policy Handbook supersede all other publications.

The PCOM General Student Handbook and each Academic Program Policy Handbook are posted on the Handbook Channel on PCOM's intranet site.

The College reserves the right to change policies as needed between annual revisions. Changes made between the annual reviews will be updated to the electronic handbook posted in the handbook section under Student Resources on PCOM's Portal. Students will be notified of these changes via email.

Updated July 1, 2022

Any temporary modifications to PCOM's academic policies or procedures in response to COVID-19 will be communicated to students by their respective academic program.

Equal Opportunity and Non-Discrimination Statement

Philadelphia College of Osteopathic Medicine (PCOM) seeks to foster an inclusive educational and work environment for all faculty, staff, applicants for employment, and students.

PCOM prohibits discrimination on the basis of age, race, sex, color, gender, gender identity and expression, national origin, ethnicity, ancestry, sexual orientation, religion, creed, disability, genetic information, marital status, pregnancy, military and military veteran status or any other legally protected class status in all its programs, activities, and employment practices.

PCOM subscribes to the principles and adheres to the requirements of state and federal law pertaining to civil rights and equal opportunity, in accordance with the requirements of Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended, and the Americans with Disabilities Act of 1990, as amended and complies with all applicable federal conscience protections.

Questions regarding this policy should be directed to the Equity and Title IX Manager (<https://www.pcom.edu/title-ix/>) (Rowland Hall Suite 532, Philadelphia, PA 19131, 215-871-6528), who is the designated coordinator of PCOM's non-discrimination program. Inquiries may be directed to: Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202. For more information, please visit the Office of Civil Rights (<https://www2.ed.gov/about/offices/list/ocr/aboutocr.html>).

The full Non-Discrimination Policy (1.37) and Sexual Misconduct - Title IX Policy (1.38) can be found on MyPCOM, Resources section.

CONDUCT POLICIES

PCOM Standards of Conduct

Beyond teaching the core curriculum required for students to acquire the competencies needed for their chosen profession, PCOM places a high value on professionalism and personal conduct. The College believes it is the right of every student to feel safe and respected on the campuses and subscribes to the principles of the Equal Opportunity and Non-Discrimination statement on the title page of the General Student Handbook. PCOM adheres to the requirements of state and federal law pertaining to civil rights and equal opportunity.

The Code of Conduct

PCOM's core Code of Conduct is the commitment to uphold all legal requirements in an environment that maintains the highest standards of ethical behavior. This Code of Conduct applies to all PCOM trustees, officers, faculty, students and employees, including PCOM-affiliated physicians, physicians-in-training, physician assistants, pharmacists, psychologists, and other individuals involved in the provision of health care services (herein, "Health Care Professionals," collectively, the "PCOM Community," or, individually a "PCOM Community Member," unless otherwise indicated. The Code of Conduct is the foundation that guides the policies, procedures and practices that are the framework for our interactions with patients, suppliers, vendors, regulatory agencies, the surrounding community, and each other. It is not meant to detract from or otherwise amend any faculty by-laws or the Faculty Handbook or the Student Handbook, or to replace any of PCOM's more detailed policies and procedures.

It is the duty of each PCOM Community Member to understand and accept this Code of Conduct and to comply with all of PCOM's standards, policies and procedures.

Policy Statement on Harassment

PCOM is committed to providing a work and learning environment that is safe, healthy and free from any type of harassment. This policy statement is meant to ensure all of our students that under no circumstances will the College tolerate **any** form of harassment of or by students, faculty or employees, which includes but is not limited to: hazing; threatening, offensive or intimidating behavior or remarks; demands for sexual favors; or any behavior that creates a hostile or intimidating atmosphere, because of someone's age, race, sex, color, gender, gender identity and expression, national origin, ethnicity, ancestry, sexual orientation, religion, creed, disability, genetic information, marital status or any other legally protected class. This policy includes harassment that is verbal, written, physical gesture, through third parties, and through social media.

Any individual who is found, upon investigation, to have engaged in harassment of another person will be subject to disciplinary action, up to and including dismissal from the College.

Evidence of harassment may result in immediate separation from the College, in accordance with the College's Disciplinary Policies and Procedures explained in detail in this handbook. This policy applies to all members of the College community.

Reporting Harassment

Members of the PCOM community are encouraged to promptly report complaints of harassment. **Any concern regarding personal safety or a perceived threat should be communicated immediately to Security**

and Public Safety. Concerns should also be reported to the Director of Security and Public Safety.

Concerns regarding possible instances of discriminatory harassment or sexual harassment should be reported to the Equity and Title IX Coordinator, Ethicspoint at (844) 337-3613, or online at www.pcom.ethicspoint.com (<http://www.pcom.ethicspoint.com/>). (<http://www.pcom.ethicspoint.com/>) Reports can be made anonymously.

Action to address the reported concern will be taken as described in the PCOM NonDiscrimination and Sexual Harassment policies (these policies can be found on the Resources Section of *MyPCOM*).

Unless the College believes that it is necessary to suspend the disciplinary procedures set forth in the College's policies, action against student violators will be taken in accordance with those procedures.

The Ethics Code

PCOM students pledge to neither give nor receive unauthorized aid in academic matters or leave unreported any knowledge of such aid given or received by any other student. This pledge applies to all tests, papers, reports, examinations or any other activities required for awarding of an academic degree. In clinical work involving patient care, falsifying information or deceitful representation of patient care information is included in those actions, which are considered violations of the PCOM Ethics Code.

Additionally, all students at PCOM are expected to:

1. Respect the right of their fellow students to pursue their studies in a professional environment conducive to study.
2. Maintain professional interpersonal relationships by civility and respect.
3. Uphold the highest standard of academic honesty and integrity.
4. Show respect for the diversity of an individual, including age, race, sex, color, gender, gender identity and expression, national origin, ethnicity, ancestry, sexual orientation, religion, creed, disability, genetic information, marital status or any other legally protected class status.
5. Fulfill their responsibilities to their peers, clients and patients in group work, including clinical clerkships and outside training assignments.
6. Adhere to all of the policies of PCOM, including those prohibiting discrimination or harassment.

All PCOM students are also expected to adhere to the Ethics Code and policies on intellectual property and academic integrity. The code is intended as a preliminary step in mediating or, if necessary, adjudicating incidents of unacceptable behavior as stated in PCOM's Disciplinary Policy. In addition, academic programs may adhere to an ethical code of conduct in alignment with professionalism standards. These expectations are included in the academic program handbook.

Non-Discrimination Policy

PCOM policy prohibits discrimination on the basis of age, race, sex, color, gender, gender identity and expression, national origin, ethnicity, ancestry, sexual orientation, religion, creed, disability, genetic information, marital status or any other legally protected class. Please refer to the Policy Statements and Compliance Procedures on Equal Education and Employment Opportunity at: [https://www.pcom.edu/about/departments/human-resources/equal-](https://www.pcom.edu/about/departments/human-resources/equal-opportunity.html) (<https://www.pcom.edu/about/departments/human-resources/equal-opportunity.html>) opportunity.html

(<https://www.pcom.edu/about/departments/human-resources/equal-opportunity.html>). (<https://www.pcom.edu/about/departments/human-resources/equal-opportunity.html>) If a student believes that they have experienced discrimination at PCOM, as stated above, the student is encouraged to report promptly to the Equity and Title IX

Coordinator (Rowland Hall, 4190 City Avenue, Philadelphia, PA 19131, Telephone: (215) 871-6528 or Email: titleixcoordinator@pcom.edu) or Ethicspoint at (844) 337-3613 or online at www.pcom.ethicspoint.com.

PCOM's Non-Discrimination policy (#1.37) can be found on the Resources Section of *MyPCOM*.

College Disciplinary Policy

PCOM adheres to a disciplinary policy designed to ensure the safety, integrity, and security of all members of the PCOM community and the individuals PCOM students serve in clinical settings. PCOM mandates compliance with all applicable federal, state and local laws and with the stated rules and regulations of PCOM.

While it is not possible to enumerate all forms of behavior that would constitute a violation of the Code of Conduct and Ethics Code, the following are some examples of unacceptable behaviors that would raise serious questions concerning a student's ability to continue to study at the College, and/or in such student's ability to practice as a professional after graduation:

1. Assault or battery, threat of force or violence or any other action or omission that would jeopardize the health or welfare of any member of the College or personnel at a training site, including, without limitation, members of the faculty, administrative or professional staff, students, employees, patients or visitors;
2. Violation of any local, state or federal law;
3. Academic dishonesty in any form;
4. Knowingly furnishing false information to the College;
5. Breaches of confidentiality in the course of patient care;
6. Drug or alcohol abuse;
7. Forgery, alteration or misuse of College or training site documents, records or identification;
8. Abuse, malicious misuse, damage or destruction of College or training site property;
9. Abusive or disrespectful conduct toward members of the faculty, administrative or professional staff, employees, students, patients or visitors to PCOM;
10. Obstruction or disruption of teaching, research, patient care or any other College or training activities;
11. Unauthorized entry into prohibited areas;
12. Violation of any other duly established rules and regulations of the College, affiliated hospitals or any affiliated institution; and
13. Violation of the school's social media policy.

As used in the previous examples, the College premises and College property shall include the premises and property of any affiliated institution or training sites where PCOM students pursue activities for academic credit. Also included is conduct related to participation in any activities under the auspices of the College or its student organizations.

Drug and Alcohol Policies

It is the policy of PCOM to maintain an environment that is free of substance abuse by students, faculty, and employees.

The policy includes the following:

1. Prohibition Against Unlawful Presence of Controlled Substances on Campus (refer to Additional Policies and Procedures section of this handbook).
2. Prohibition Against the Unauthorized Presence of Alcoholic Beverages (refer to Additional Policies and Procedures section of this handbook).
3. Prohibition Against Being Under the Influence of Any Alcohol or Controlled Substance at any College activity or function.

When a student is suspected of being under the influence of alcohol or drugs, that student will be reported to the Student Affairs Director on their respective campus. Appropriate actions will be taken. This may include referral to counseling support programs, suspension, or termination of enrollment.

The full Substance Abuse Policy (2.45) can be found on MyPCOM, Resources Section.

Seeking Assistance

Students concerned about substance abuse should contact the Student Affairs Director on their respective campus or Carebridge, the confidential student counseling services resource PCOM provides to all students, at 1-800-437-0911 (www.myliferesource.com (<http://www.myliferesource.com/>)) (<http://www.myliferesource.com/>). Additional information about Carebridge services is provided on the Resources Section on PCOM's intranet site. Students may also contact HealthiestYou, a service that provides access to doctors and mental healthcare from anywhere even if you are traveling internationally. Services are free for students. Contact HealthiestYou at 866-703-1259. Additional resources can be found on the Mental Health and Wellness section of MyPCOM.

Reports by Concerned Individuals

If a student suspects impairment of another student, students should seek guidance from the Student Affairs Director on their respective campus.

General Detection of the Impaired Student

At the discretion of the Provost or his/her designee, a student may be required to submit to psychological assessment and/or a urine and/or blood screening to detect alcohol or the presence of illegal drugs based on reasonable suspicion of impairment. Medical professionals will perform such assessments and toxicology tests at no cost to the student, with reports sent in confidence to the Provost. If such screening measures detect impairment, the Provost or his/her designee may remand the matter to the Student Professional Conduct Committee. Students who have declined an assessment and/or recovery plan will automatically be remanded to the Student Professional Conduct Committee for dismissal proceedings.

In accordance with the College Disciplinary Policy, any student found guilty of the use, sale or distribution of illegal drugs, either on campus or off campus, will be subject to permanent termination of enrollment.

PCOM's Substance Abuse Policy can be found on the Resources Section of MyPCOM.

Support Available

Graduate and professional education can be a time of great stress. It may become difficult for a student to successfully adapt to these stresses, which may lead to the student engaging in potentially harmful coping mechanisms, such as alcohol or drug abuse. The Drug and Alcohol Policies represent the intent of the College to enable students to resolve substance abuse problems by requesting and receiving compassionate, confidential professional assistance.

In an effort to help our students and to protect patients and others from the harm that an impaired student may cause, PCOM's goals include:

1. Providing effective and compassionate assistance to the impaired student before irreversible harm is done to his/her health, educational process, eligibility for licensure, or ability to function competently upon graduation.
2. Providing a means by which the impaired student may request and receive confidential professional assistance without stigma or penalty, and thereby encourage self-reporting and personal responsibility.
3. Enabling the impaired student to confront his/her problem and, where feasible, receive effective therapy with minimal disruption of the student's education.
4. Establishing a process that focuses on counseling and therapy as a front-line approach before disciplinary action is necessary.

Additional resources can be found on the Mental Health and Wellness section of MyPCOM.

Policy on the Possession of Dangerous Articles

It is the policy of PCOM to provide a safe work environment for our students and employees. We are committed to providing a work and learning environment free from dangerous articles of any kind.

Possession of firearms on the PCOM campus is strictly forbidden. Faculty, students, employees, or visitors may not possess or use firearms, ammunition, knives and other weapons, gunpowder, fireworks, explosives, gasoline and other dangerous articles and substances on College property. Normal laboratory materials are excluded from this policy when used in a laboratory setting.

This policy applies regardless of any permits the student or employee may own.

An individual who violates this policy should be reported to the Campus Safety and Security Department on their campus. Violators will be subject to immediate dismissal and/or civil or criminal action.

For more detail, see PCOM's Possession of Dangerous Articles Policy on the Resources Section of MyPCOM.

Student Records Policy

The Family Rights & Privacy Act

The Family Educational Rights and Privacy Act of 1974 (FERPA) places certain limitations on the disclosure of personally identifiable student information maintained by PCOM with respect to students; limits access to academic records; and gives students certain rights with respect to educational records, including the right to access, the right to obtain copies, the right to seek correction of such records through informal and formal internal procedures, and the right to place a statement in such educational records explaining any information that they believe to be inaccurate or misleading.

Directory Information

PCOM considers certain information to be "directory information" under the Family Educational Rights and Privacy Act and, therefore, subject to disclosure without prior consent of the student. Unless written objection is received by the Registrar, the College will treat the following as directory information to be released at the discretion of the Registrar's Office: student name, address, telephone number, e-mail address, date and place of birth, enrollment status dates of attendance, major field of study, Dean's list, degrees and awards received and names of undergraduate and/or graduate schools attended, internships and residencies.

Right to Withhold Disclosure

Under the provisions of the Family Educational Rights and Privacy Act, currently enrolled students may withhold disclosure of directory information. The Registrar's Office must receive written notification from a student indicating the information to be withheld. Should a student decide to inform the institution not to release certain information, any future requests for such information from non-institutional persons or organizations will be refused. Decisions about withholding any information should be made very carefully.

PCOM will honor each request to withhold any of the categories of information indicated by a student. However, the College cannot assume responsibility to contact a student for subsequent permission to release them should requests be received.

PCOM assumes that failure to request the withholding of directory information indicates approval for disclosure.

Right to Consent to the Disclosure of Personally Identifiable Information

All personally identifiable information related to a particular student other than directory information is considered

Confidential information and may not be released without the written consent of the student. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

Other schools to which a student is transferring

Specified officials for audit or evaluation purposes

Appropriate parties in connection with financial aid to a student

Organizations conducting certain studies for or on behalf of the school
Accrediting organizations

To comply with a judicial order or lawfully issued subpoena PCOM's Registrar will make reasonable attempt to notify the student

Appropriate officials in cases of health and safety emergencies

State and local authorities, within a juvenile justice system, pursuant to specific state law

School officials with legitimate educational interest (including but not limited to administrative, supervisory, academic, research or support staff)

National Board of Medical Examiners (NBOME) – a school official is determined to have a legitimate educational interest if the information requested is required for that official to:

Perform appropriate tasks that are specified in his/her position/
description or contract/agreement Perform a task related to the student's education

Perform a task related to the discipline of a student Provide a service or benefit relating to the student or student's family such as health care, counseling, job placement or financial aid

The school official is not authorized to share this information with a third party without the student's written permission. Such information, when it has fulfilled its original purpose, should be returned to the originating office. All other access to a student's record is granted in accordance with the Family Educational Rights and Privacy Act.

Right to Inspection and Review of Records

When the student matriculates, the Office of Admissions will forward the following materials to the Registrar's Office. Information retained in the file is as follows:

Current application AACOMAS profile (DO students)

CASPA profile (PA students)

PharmCAS profile

(PharmD students) Transcripts

Standardized test scores (e.g., MCAT, GRE, MAT)

Letters of acceptance and prepayment Completed Technical Standards form

Previous applications and decision-related correspondence

All other materials in the applicant file are purged in accordance with the Family Educational Rights and Privacy Act of 1974, as amended.

A current or previously enrolled student has the right to inspect and review his or her education records maintained by the school. This right does not extend to applicants, those denied admission, or those admitted who do not enroll. A ten day written notice must be submitted to the Registrar's Office. The Registrar's Office will make arrangements for access and notify the student of the time and place where the records may be inspected.

Other data accrued during the student's tenure at the College including, but not limited to, transcripts, NBOME Board scores, academic status letters (e.g., probation, warning, dismissal), course related forms (e.g., withdrawal), name change, and change of status documentation will be placed in the student's file.

Transcripts or grade reports from other institutions, copies of scores from national tests (MCAT, NBOME Board scores, Praxis, etc.) and/or any other

third party material will not be released by PCOM. Students must contact the institution that issued these documents to obtain copies.

Right to Amendment of the Educational Record

Under FERPA, an eligible student has the right to request that inaccurate or misleading information in their education records be amended. While a school is not required to amend education records in accordance with an eligible student's request, the school is required to consider the request. If the school decides not to amend a record in accordance with an eligible student's request, the school must inform the student of their right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the eligible student has the right to insert a statement in the record setting forth their views. That statement must remain with the contested part of the eligible student's record for as long as the record is maintained. However, while the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student. FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords eligible students the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade or an individual's opinion, or a substantive decision made by a school about a student. Additionally, if FERPA's amendment procedures are not applicable to an eligible student's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.

Complaints regarding alleged violations of rights accorded students by the Family Educational Rights and Privacy Act or the regulations promulgated thereunder may be directed in writing to:

Family Educational Rights and Privacy Act Office

Department of Education

Room 4511, Switzer Building

400 Maryland Avenue, SW

Washington, D.C. 20202

For more information, visit <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html> (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/>)

Access to Student Records

Access to student records may be granted to school officials determined to have a legitimate educational interest. The custodian of the records must determine the legitimacy of each request. A school official is determined to have a legitimate educational interest if the information requested is required for that official to perform appropriate tasks that are specified in their position/description or contract/agreement. These include:

1. Performing a task related to the student's education
2. Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid

The school official is not authorized to share this information with a third party without the student's written permission. Such information, when it has fulfilled its original purpose, should be returned to the originating

office. All other access to a student's record is granted in accordance with the Family Educational Rights and Privacy Act.

FERPA Complaints

Complaints regarding alleged violations of rights accorded by students by FERPA or the regulations promulgated thereunder may be directed in writing to:

U.S. Department of Education

Student Privacy Policy Office

400 Maryland Ave, SW

Washington, DC 20202-8520

For more information, go to: <https://studentprivacy.ed.gov/file-a-complaint> (<https://studentprivacy.ed.gov/file-a-complaint/>)

Maintenance of Student Records

There is one Admissions file for each applicant and each program for which the applicant applies. This file is kept in the Office of Admissions until the point of matriculation.

When the student matriculates, the following materials are retained in the Office of the Registrar:

1. Current application document
2. AACOMAS profile for DO Students
3. CASPA profile for PA Students
4. PHARMCAS profile For PharmD Students
5. Transcripts
6. Standardized test scores (i.e., MCAT, GRE, MAT)
7. Letters of acceptance and prepayment
8. Completed technical standards forms
9. Previous applications and decision-related correspondence

A student can request to review the information in his/her file with a 10-business day written notice to the Office of the Registrar. All other materials in the applicant's file are purged in accordance with the Family Educational Rights and Privacy Act of 1974, as amended. Other data accrued during the student's tenure at the College including, but not limited to, transcripts, board scores, academic status letters (i.e., probation, warning, dismissal), course-related forms (e.g., withdrawal), name change and change of status documentation will be placed in the student's file.

Transcripts or grade reports from other institutions, criminal background check, copies of scores from national tests (MCAT, National Boards, Praxis, etc.) and/or any other third-party material will **not** be released by PCOM. Students must contact the institution that issued these documents to obtain copies.

Right to Withhold Disclosure

Under the provisions of the Family Educational Rights and Privacy Act, currently enrolled students may withhold disclosure of directory information. To prevent disclosure, the Office of the Registrar must receive written notification from a student indicating the information to be withheld. Should a student decide to inform the institution not to release certain information, any future requests for such information

from non-institutional persons or organizations will be refused. Decisions about withholding any information should be made very carefully.

PCOM will honor each request to withhold any of the categories of information indicated by a student. However, we cannot assume responsibility to contact a student for subsequent permission to release them should requests be received. PCOM assumes that failure to request the withholding of directory information indicates approval for disclosure.

Intellectual Property Policies

The rights of an individual in regard to his or her own oral presentations, visual productions, computer programs, graphics, etc., must be honored. Aside from PCOM requirements regarding the use of lecture capture programs for recording, use of personal video cameras or recording devices are not permitted in any classroom or lab without the expressed written consent of the academic program director and the course instructor.

Copyright Policy

It is the policy of Philadelphia College of Osteopathic Medicine to comply with the U.S. Copyright Act of 1976. All PCOM faculty, staff, and students are expected to act as responsible users of the copyrighted works of others, which includes making informed decisions based on the fair use exemptions to the copyright laws. Student violations of copyright policy are also subject to sanctions imposed by the Committee on Student Professional Conduct.

U.S. laws protect the rights of individuals regarding their own works. The penalties for violation of copyright law can range from College sanctions to civil and criminal prosecution. Persons who copy and distribute copyrighted material without legal permission may be found liable for civil or criminal copyright infringement. Civil penalties for federal copyright infringement provide for significant financial compensation for damages such as \$150,000 for each willful act. Criminal penalties can be up to five years in prison and \$250,000 in fines. The College cannot protect students, faculty or staff from a copyright complaint, and the College may also be required by law to disclose information to a complainant for use in pursuing legal action. Copyright infringement may also result in College-imposed sanctions for misconduct.

Federal copyright law protects "original works of authorship fixed in any tangible medium," which includes works of literature, music, drama, film, sculpture, visual art, architecture, and other creative media. (Title 17, U.S. Code, Section 101). Most works published after 1923

(except those authored by the U.S. government) should be presumed to be copyright protected, unless there is information or notice from the copyright holder that the work is in the public domain. Works published prior to March 1, 1989, generally require a copyright notice to be protected, but those published on or after March 1, 1989, are not required for copyright protection. Copyright Office Circular 22 explains how to determine the copyright status of a work.

The doctrine of "Fair Use" (section 107 of the U.S. copyright law) in limited situations permits the use of a copyrighted work, including reproducing portions of that work, without the copyright owner's permission. Section 107 of the Copyright Act establishes four basic factors to be examined in determining whether a use constitutes a "Fair Use" under the copyright law.

These factors are:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion of the work used in relation to the copyrighted work as a whole; and
4. The effect of the use in question upon the potential market for or value of the copyrighted work.

No single factor is determinative of a person's right to use a copyrighted work without permission. Educational use alone is not sufficient to make the use in question a fair one. Photocopies or other reproductions can be furnished only under certain conditions, if they will be used solely for private individual study, scholarship, or research. Use of the reproduction for other purposes may make the user liable for copyright infringement. PCOM reserves the right to refuse to accept a copying request, if, in its judgment, fulfillment of the order would involve violation of copyright law (17 U.S.C. 207, and under Title 17 of the U.S. Code as amended by Pub. Law 94-553: 108, 702. Dated August 9, 1977).

The full Patents and Copyrights Policy (2.80) can be found on MyPCOM, Resources section.

Digital Library and Educational Resource Materials Terms of Use

All PCOM students have access to digital resources in the Library both on and off campus. Users must log in using the PCOM Network ID and password.

Electronic resources provided by the Library are governed by license agreements with our publishers and vendors. Sharing access is strictly forbidden. All educational resources and intellectual property provided by the Library, PCOM, its faculty, and other employees are protected by U.S. Copyright law including, without limitation, PowerPoint slides, PDFs, lectures, handouts, digital materials, and test forms. These are provided to students for personal use only.

1. Sharing access is forbidden. Your Library account is for your personal use and may not be shared with others whether part of or outside of the institution.
2. Copyright restrictions apply.
3. Downloading excessive portions of databases or electronic journals is prohibited.
4. Posting downloaded material, on a website, social media account or page, or via email is prohibited.
5. Use of resources for commercial purposes is prohibited.
6. Material may not be modified or altered.

Publishers' copyright statements and logos may not be removed. Additional restrictions may apply to select electronic resources.

Policy on Academic Integrity

Academic integrity is essential to the success of the educational enterprise, and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the College be able to maintain the necessary commitment to academic integrity.

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the College. Students are encouraged to report alleged violations of academic integrity to the Student Affairs Director on their respective campus.

Various ways in which academic integrity can be violated are described below. The comments and examples within each section provide explanations and illustrative material, but do not exhaust the scope of possible violations.

1. **Cheating:** Cheating is defined as giving or receiving unauthorized academic-related aid during an exam or in the context of an assignment for a course.
2. **Fabrication:** Fabrication is the falsification or invention of any information or citation in an academic work. "Invented" information may not be used in any laboratory report or other academic work without authorization from the instructor. It is improper, for example, to analyze one sample in an experiment and "invent" data based on that single experiment for several more required analyses. Students must also acknowledge the actual source from which cited information was obtained.
3. **Plagiarism:** Plagiarism is the representation of the words or ideas of another as one's own in any academic work. To avoid plagiarism, every direct quotation must be identified by quotation marks, or by appropriate indentation, and must be cited properly according to the accepted format for the particular discipline. Acknowledgment is also required when material from any source is paraphrased or summarized in whole or in part in one's own words. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information that is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be cited; however, the sources of all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, other materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Sometimes, plagiarism can be a subtle issue. Students should be encouraged to discuss any questions about what constitutes plagiarism with the faculty member teaching the course.
4. **Facilitating Violations of Academic Integrity:** It is a violation of academic integrity for a student to aid others in violating academic integrity. A student who knowingly or negligently facilitates a violation of academic integrity is as culpable as the student who receives the impermissible aid, even if the former student does not benefit from the violation.

Note: Rutgers, The State University of New Jersey is acknowledged for the work of its faculty in forming the foundation of the policy above as adapted by PCOM.

PCOM Political Activity Policy

The PCOM policy is to publicly refrain from supporting or opposing particular candidates for public office or taking positions on political issues except for PCOM-approved lobbying activities.

PCOM's Political Activity Policy can be found on the Resources Section of *MyPCOM*.

PCOM Social Media Policy

PCOM strives to ensure its community members and official and approved College social media accounts comply with PCOM's policies, mission and vision.

PCOM has a social media team, responsible for the school's official social media policy and presence. We encourage students to read and refer to PCOM's Social Media Policy found in the Resources Section of *MyPCOM*. There is also a Social Media Style Guide and Procedures document on *MyPCOM* that outline helpful tips, best practices and guidelines for Student Organizations who wish to partake in social media.

The full Social Media Policy (2.04) can be found on MyPCOM, Resources section.

Media Policy

The PCOM Associate Director of News & Media Relations is responsible for handling all media contact regarding Philadelphia College of Osteopathic Medicine, its faculty, staff and student body. When a member of the media contacts PCOM to request information or an interview, the Public Relations Manager contacts the Associate Director of News & Media Relations contacts the appropriate individual and makes arrangements to meet the needs of the media.

Please be aware that using any official rendition of the PCOM logo or speaking on behalf of PCOM requires prior approval:

1. To speak on behalf of PCOM, you must obtain verbal or written approval from the PCOM Associate Director of News & Media Relations or the Chief Marketing and Communications Officer. Students should limit contributions to topics related to their area of expertise and ensure that all statements are truthful. The student's relationship with PCOM must be disclosed in a "clear and conspicuous" manner, such as "I am a PCOM student."
2. If students have an idea that they would like to pitch to the media, they should work with the Associate Director of News & Media Relations. It is essential that the Marketing and Communications Department be made aware of all media contact.
3. To use the official PCOM logo in any form, students must request authorization by contacting the PCOM Office of Marketing and Communications for permission. Questions can be directed to the Office of Student Affairs on any PCOM campus.

When using social media, please be aware that even with PCOM's approval, you may be liable for your actions online. PCOM's full Social Media Policy can be found on the Resources page of *MyPCOM*.

Conflict of Interest and Disclosure

PCOM has developed a disclosure program to assist in the effective implementation of its compliance objectives, by encouraging individuals to raise compliance concerns for internal investigation. The Institutional Compliance Committee and Chief Compliance Officer oversee PCOM's compliance with the legal and regulatory requirements, Code of Conduct and internal written standards of conduct applicable to PCOM operations. All PCOM community members are required to promptly report any conduct that a reasonable person would, in good faith, suspect to be fraudulent, unlawful, improper or erroneous, or in violation of the PCOM Code of Conduct, or other PCOM Standards of Conduct.

REPORTING HOTLINE

PCOM has established a Hotline for reporting suspected violations of the PCOM Code of Conduct or unlawful behavior. Reports may be made anonymously. The Hotline number is (844) 337-3613 or online at [pcom.ethicspoint.com](https://secure.ethicspoint.com/domain/media/en/gui/52917/) (<https://secure.ethicspoint.com/domain/media/en/gui/52917/>). The PCOM Hotline is accessible 24 hours a day, 365 days a year, for any individual wishing to report a concern. The Hotline number is posted in conspicuous locations throughout the PCOM campuses and in the Healthcare Centers.

Concerns reported to the Hotline will be reviewed and investigated in accordance with PCOM policies. Individuals may also contact the PCOM Chief Compliance Officer directly at:

Philadelphia College of Osteopathic Medicine

4190 City Avenue

Philadelphia, PA 19131 215-871-6826

[pcom.ethicspoint.com](https://secure.ethicspoint.com/domain/media/en/gui/52917/) (<https://secure.ethicspoint.com/domain/media/en/gui/52917/>)

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215-871-6826

<https://secure.ethicspoint.com/domain/media/en/gui/52917/index.html>
(<https://secure.ethicspoint.com/domain/media/en/gui/52917/>)

Legal Limitations on Professional Practice

It is a violation of the laws of the states of Georgia and Pennsylvania, and contrary to the policy of the College, for any unlicensed person to attempt to engage in the professional practice of health care. Please remember that, as a student, you are **not** an independently licensed health care provider and until you graduate, you cannot engage in the independent or unsupervised practice of health care.

Note: No student is authorized to receive or to collect any fee or gratuity for professional service for himself/herself, or for any other person.

Student Rights and Grievance Procedures

Student Complaints & Grievances

Philadelphia College of Osteopathic Medicine is committed to receiving and addressing written student complaints against the College, its faculty, staff, or administrative personnel in a timely manner. This policy applies to all PCOM students, faculty, and staff.

This policy does not apply to discrimination, disability or sexual and gender-based grievances or complaints, which students should address following the processes identified in the Non Discrimination Policy, Disability and Accommodation Policy or Sexual Harassment (Title IX) Policy.

For student complaints and grievances, please refer to the full policy, which is located on *MyPCOM*.

Non-Discrimination Grievance Procedures

The student grievance procedure assures institutional compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and other laws applicable to institutions receiving federal funding, which provide protections to students from discriminatory practices. The procedure to review all grievances arising from a student's complaint related to any adverse action that is discriminatory or otherwise in violation of the law, affecting their education, or that a practice or policy has been identified that is discriminatory, is stipulated below.

Student Complaints Regarding Sexual Harassment (Title IX) and Equal Opportunity

Process and Procedures

Process and Procedures

For complaints regarding Title IX, please refer to the Sexual Harassment (Title IX) Policy (www.pcom.edu/title-ix). For complaints regarding Equal Education and Employment Opportunity, please refer to the Policy on Non-Discrimination (<https://www.pcom.edu/about/departments/human-resources/equal-opportunity.html>)<https://www.pcom.edu/about/departments/human-resources/equal-opportunity.html>) (<https://www.pcom.edu/about/departments/human-resources/equal-opportunity.html>).

Reporting to Outside Agencies

Students may also file a complaint of discrimination with the Department of Education – Office of Civil Rights:

Georgia and South Georgia Campuses

Region IV

61 Forsyth Street, SW

Atlanta, GA 30303

Tel: (404) 974-9450

Fax: (404) 974-9459

Philadelphia Campus

Region III

The Wanamaker Building

100 Penn Square East – Suite 505

Philadelphia, PA 19107

Phone: (215) 656-6010; Fax (215) 656-6020.

Section 504 Grievance Procedures

Proposed Grievance Procedure

It is the policy of Philadelphia College of Osteopathic Medicine not to discriminate on the basis of disability. PCOM has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the

Rehabilitation Act of 1973 as amended. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance. The Law and Regulations may be examined in the office of the Equity and Title IX Coordinator, disabilityservices@pcom.edu, who has been designated to coordinate the efforts of PCOM to comply with Section 504.

Any person who believes they have been subjected to discrimination on the basis of disability may file a grievance under the procedures outlined in PCOM's Disability and Accommodation Policy, found on *MyPCOM* under "Student Resources."

PCOM will make appropriate arrangements to ensure that people with disabilities are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing recorded materials for the blind, or assuring a barrier-free location for the proceedings. The Equity and Title IX Coordinator will be responsible for such arrangements.

Office of Civil Rights

You may file a complaint with the Office of Civil Rights using OCR's electronic complaint form at the following website: <http://www.ed.gov/about/offices/list/ocr/complaintintro.html> (<https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>). (<https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>)

FERPA Complaints

Complaints regarding alleged violations of rights accorded by students by FERPA or the regulations promulgated thereunder may be directed in writing to:

U.S. Department of Education

Student Privacy Policy Office

400 Maryland Ave, SW

Washington, DC 20202-8520

For more information, go to: <https://studentprivacy.ed.gov/file-a-complaint> (<https://studentprivacy.ed.gov/file-a-complaint/>)

State Department of Education Information

Philadelphia College of Osteopathic Medicine is authorized by the Pennsylvania Department of Education and the Georgia Nonpublic Education Commission. These state education agencies have a formal process for complaints regarding noncompliance with state regulations. In accordance with the Higher Education Opportunity Act, the following contact information is provided for both agencies.

COMMONWEALTH OF PENNSYLVANIA

Bureau of Postsecondary and Adult Education

333 Market Street, 12th floor

Harrisburg, PA 17126-0333

Fax: 717-772-3622

<https://www.education.pa.gov/Postsecondary-Adult/Pages/default.aspx>

STATE OF GEORGIA

The Commission requires that **students utilize and complete their institution's grievance procedure** in an attempt to resolve any complaint or concern before submitting a complaint to the Commission. **If the institution's resolution is not satisfactory, a student may then appeal to the Commission, but it will not investigate a complaint unless the student has exhausted all available grievance procedures outlined by the institution.**

Nonpublic Postsecondary Education Commission

2082 East Exchange Place

Suite 220

Tucker, GA 30084-5305

Phone: 770-414-3300 Fax: 770-414-3309 <https://gnpec.georgia.gov> (<https://gnpec.georgia.gov/>)

Violation of College Policies and the Disciplinary Process

Breach of College Policies

Disciplinary consequences of a confirmed breach of a policy are explained in the Violation of College Policies and the Disciplinary Process section of this handbook. Students should notify the head of Student Affairs on their respective campus of any suspected violation of conduct policies.

College's Right to Separate Students

The College reserves the right, and the student, by the act of matriculation, concedes to the College the right, to separate a student from the College at any time deemed necessary to safeguard PCOM standards of scholarship, safety, conduct and compliance with regulations, or for such other reasons deemed appropriate by the College. Any member of the College faculty or any administrative supervisor or

manager may exercise this right on behalf of the College and require a student to leave a College facility (or a facility where a College program is being conducted). Any faculty member or administrative supervisor or manager who takes such action shall immediately report the action and the reasons therefore to the President and/or the Provost.

If the President or Provost determines that the presence of a student would be disruptive to the College or represents a possible threat to the safety of faculty, students, staff, patients, clients or others, the President or Provost may immediately withdraw the student from all activities, placing the student on disciplinary suspension pending investigation and/or action by the Student Professional Conduct Committee, by placing the student on indefinite leave of absence, pending documentation of treatment and/or physical or mental fitness to return to studies or by permanently terminating the student's enrollment.

Drug and Alcohol Violations

Legal Sanctions

PCOM is in compliance with all applicable federal, state and local drug and alcohol laws, and vehicle codes.

PCOM is in compliance with all applicable federal, state and local drug and alcohol laws, and vehicle codes. Any student convicted of a drug-related offense will be suspended, which includes immediate termination of all forms of financial aid.

All students should be aware of the legal sanctions under state, local, and federal law for the unlawful possession or distribution of prescription or illicit drugs and alcohol, as well as the health risks associated with abuse of controlled substances or alcohol. The following is a review of the legal sanctions under local, state, and federal law for the unlawful possession or distribution of illicit drugs and alcohol.

DRUGS

PENNSYLVANIA STATE LAW

1. The Controlled Substance, Drug, Device and Cosmetic Act, 35 Pa. C.S.A. 780-101 et seq., sets up five schedules of controlled substances based on dangerousness and medical uses. It prohibits the manufacture, distribution, sale or acquisition by misrepresentation or forgery of controlled substances except in accordance with the Act as well as the knowing possession of controlled substances unlawfully acquired. Penalties for first-time violators of the Act range from thirty days' imprisonment, \$500 fine, or both for possession or distribution of a small amount of marijuana or hashish, not for sale, to fifteen years or \$250,000 or both for the manufacture or delivery of a Schedule I or II narcotic. A person over eighteen years of age who is convicted for violating The Controlled Substance, Drug, Device and Cosmetic Act shall be sentenced to a minimum of at least one-year total confinement if the delivery or possession with intent to deliver of the controlled substance was to a minor. If the offense is committed within 1,000 feet of the real property on which a university is located, the person shall be sentenced to an additional minimum sentence of at least two years' total confinement.
2. The Pharmacy Act of 1961, 63 Pa. C.S.A. 390-8, makes it unlawful to procure or attempt to procure drugs by fraud, deceit, misrepresentation or subterfuge or by forgery or alteration of a prescription. The first offense is a misdemeanor, with a maximum penalty of one year's imprisonment, a \$5,000 fine, or both.

3. The Vehicle Code, 75 Pa. C.S.A. 3101 et seq., which was amended effective July 1, 1977, prohibits driving under the influence of alcohol or a controlled substance, or both, if the driver thereby is rendered incapable of safe driving. A police officer is empowered to arrest without a warrant any person whom he or she has probable cause to believe has committed a violation, even though the officer may not have been present when the violation was committed. A person so arrested is deemed to have consented to a test of breath or blood for the purpose of determining alcoholic content, and if a violation is found it carries the penalties of a misdemeanor of the second degree, which includes imprisonment for a maximum of thirty days.

GEORGIA STATE LAW

"Controlled Substances": This broad category of illegal substance is defined in Drug schedules I-V, Official Code of Georgia Annotated (O.C.G.A.), Sections 16-13-25 to 16-13-29.1, including a long list of chemical compounds, opiates, hallucinogens, derivatives, isomers and other materials. The State Board of Pharmacy may add new materials to the list as required.

"Dangerous Drugs": This is an even broader category of illegal substance and is defined in O.C.G.A. 16-13-71, describing hundreds of chemicals and other compounds. The Georgia General Assembly may add drugs to the list as required.

A summary of the criminal penalties is listed below.

Criminal Punishment

"First offender" treatment for mere possession of minor amounts of a controlled substance or dangerous drug. A person never before convicted of possession of a small amount of the above material may, at the judge's sole discretion, be afforded firstoffender treatment, resulting in no entry of a plea of guilty and no record of any conviction, if the defendant successfully completes a court-monitored comprehensive rehabilitative program (O.C.G.A. 16-13-2(a)).

1. *Possession of one ounce or less of marijuana.* Imprisonment for 12 months or less and/or a fine not to exceed \$1,000, or "public works" (community services) not to exceed 12 months (O.C.G.A. 16-13-2(b)).
2. *Possession, manufacture or distribution of controlled substances.* This is punishable by confinement of up to 30 years in prison and fines of up to \$1 million, depending on the schedule sequence of the controlled substance involved, as well as the amount (see O.C.G.A. Section 16-13-30 and Section 16-13-31). The manufacture, distribution or possession with intent to distribute any controlled substance or marijuana within 1,000 feet of an elementary or secondary school, park, playground, recreation center, housing project or drug-free commercial zone can result in up to 40 years in prison with a fine of up to \$40,000 (see O.C.G.A. Section 16-13-32.4, 16-13-32.5 and 16-13-32.6). A detailed chart outlining the state penalties for crimes involving various controlled substances is available in the Student Affairs office.

FEDERAL LAWS

1. The Federal drug laws, The Controlled Substances Act, 21 U.S.C. 801 et seq., are similar to the Pennsylvania Controlled Substance, Drug, Device, and Cosmetic Act, but contain, for the most part, more severe penalties. Schedules of controlled substance are established, and it is made unlawful knowingly or intentionally to manufacture, distribute, dispense, or possess with intent to distribute or dispense a controlled substance. If the quantity of controlled substance is large (e.g., 1,000 kg of a mixture or substance containing marijuana), the

maximum penalties are life imprisonment, a \$4,000,000 fine, or both. Lesser quantities of controlled substance (e.g., 100 kg of a mixture or substance containing marijuana) result in maximum penalties of life imprisonment, a \$2,000,000 fine, or both. The distribution of small amounts of marijuana for no remuneration or simple possession of a controlled substance carries a maximum of one year's imprisonment, a \$5,000 fine, or both, with the penalties for the second offense doubling. Probation without conviction is possible for first offenders. Distribution to persons under the age of twenty-one by persons eighteen or older carries double or triple penalties. Double penalties also apply to the distribution or manufacture of a controlled substance in or on or within 1,000 feet of the property of a school or college.

2. Students who have been convicted under state or federal law involving the possession or sale of a controlled substance are ineligible for federal student aid for specific periods (ranging from one year to an indefinite period depending on the nature of the offense and whether the student is a repeat offender).

ALCOHOL

1. The Pennsylvania Liquor Code, 47 Pa., C.S.A., 1-101 et seq., controls the possession and sale of alcoholic beverages within the Commonwealth. The Code as well as portions of the Pennsylvania Statutes pertaining to crimes and offenses involving minors, 18 Pa., C.S.A. 6307 et seq., provide the following:
 1. It is a summary offense for a person under the age of twenty-one to attempt to purchase, consume, possess or knowingly and intentionally transport any liquor or malt or brewed beverages. Penalty for a first offense is suspension of driving privileges for 90 days, a fine up to \$300 and imprisonment for up to 90 days; for a second offense, suspension of driving privileges for one year, a fine up to \$500, and imprisonment for up to one year; for subsequent offense, suspension of driving privileges for two years, a fine up to \$500 and imprisonment for up to one year. Multiple sentences involving suspension of driving privileges must be served consecutively.
 1. It is a crime intentionally and knowingly to sell or intentionally and knowingly to furnish or to purchase with the intent to sell or furnish, any liquor or malt or brewed beverages to any minor (under the age of twenty-one). "Furnish" means to supply, give or provide to, or allow a minor to possess on premises or property owned or controlled by the person charged. Penalty for a first violation is \$1,000; \$2,500 for each subsequent violation; imprisonment for up to one year for any violation.
 1. It is a crime for any person under twenty-one years of age to possess an identification card falsely identifying that person as being twenty-one years of age or older, or to obtain or attempt to obtain liquor or malt or brewed beverages by using a false identification card. Penalties are stated in (2) above.
 1. It is a crime intentionally, knowingly or recklessly to manufacture, make, alter, sell or attempt to sell an identification card falsely representing the identity, birth date, or age of another. Minimum fine is \$1,000 for first violation; \$2,500 for subsequent violations; imprisonment for up to one year for any violation.
 1. It is a crime to misrepresent one's age knowingly and falsely to obtain liquor or malt or brewed beverages. Penalties are as stated in (1) above.

1. It is a crime knowingly, willfully and falsely to represent that another is of legal age to obtain liquor or malt or brewed beverages. Penalty is a minimum fine of \$300 and imprisonment for up to one year.
2. It is a crime to hire, request or induce any minor to purchase liquor or malt or beverages. Penalty is a minimum fine of \$300 and imprisonment for up to one year.
3. Sales without a license or purchases from an unlicensed source of liquor or malt or brewed beverages are prohibited.
 1. It is unlawful to possess or transport liquor or alcohol within the Commonwealth unless it has been purchased from a State Store or in accordance with Liquor Control Board regulations. The University will cooperate with the appropriate law enforcement authorities for violations of any of the above-mentioned laws by an employee in the workplace or student.
 2. The use in any advertisement of alcoholic beverages of any subject matter, language or slogan directed to minors to promote consumption of alcoholic beverages is prohibited.
 1. No advertisement of alcoholic beverages shall be permitted, either directly or indirectly, in any booklet, program, book, yearbook, magazine, newspaper, periodical, brochure, circular, or other similar publication, published by, for, or on behalf of any educational institution.

FINANCIAL AID ELIGIBILITY AND DRUG CONVICTIONS Substance Abuse Question on the Free Application for Federal Student Aid

(FAFSA)

The FAFSA form asks if the student has ever been convicted of a drug-related offense. Failure to answer this question will automatically disqualify the student from receiving federal aid. Falsely answering this question, if discovered, could result in fines up to \$20,000, imprisonment, or both.

Under the Higher Education Act, a student may become ineligible for federal student aid upon conviction of any offense involving the possession or sale of illegal drugs while receiving Title IV federal financial aid. Federal aid includes Federal Direct Loans, Federal Direct Graduate PLUS Loans, and Federal Work Study.

FEDERAL FINANCIAL AID PENALTIES FOR DRUG CONVICTIONS

Possession of Illegal Drugs

First Offense: 1 year ineligibility from the date of conviction Second

Offense: 2 years' ineligibility from the date of conviction

Third and Subsequent Offenses: Indefinite ineligibility from the date of conviction

Sale of Illegal Drugs

First Offense: 2 years' ineligibility from the date of conviction

Second and Subsequent Offenses: Indefinite ineligibility from the date of conviction

CONVICTIONS DURING ENROLLMENT

According to the United States Department of Education, if a student is convicted of a drug offense after receiving federal aid, he or she must

notify the Financial Aid Department immediately and that student will be ineligible for further aid and required to pay back all aid received after the conviction.

REGAINING FINANCIAL AID ELIGIBILITY

A student can regain eligibility for federal student aid funds by successfully completing a drug rehabilitation program. To be sufficient to reinstate financial aid eligibility, the program must include at least 2 unannounced drug tests **and** be recognized as a federal, state, or local government agency program. A student will regain eligibility on the date of successfully completing the program.

The full Substance Abuse Policy can be found on MyPCOM, Resources Section.

Drugs

PENNSYLVANIA STATE LAW

1. The Controlled Substance, Drug, Device and Cosmetic Act, 35 Pa. C.S.A. 780-101 et seq., sets up five schedules of controlled substances based on dangerousness and medical uses. It prohibits the manufacture, distribution, sale or acquisition by misrepresentation or forgery of controlled substances except in accordance with the Act as well as the knowing possession of controlled substances unlawfully acquired. Penalties for first-time violators of the Act range from thirty days' imprisonment, \$500 fine, or both for possession or distribution of a small amount of marijuana or hashish, not for sale, to fifteen years or \$250,000 or both for the manufacture or delivery of a Schedule I or II narcotic. A person over eighteen years of age who is convicted for violating The Controlled Substance, Drug, Device and Cosmetic Act shall be sentenced to a minimum of at least one-year total confinement if the delivery or possession with intent to deliver of the controlled substance was to a minor. If the offense is committed within 1,000 feet of the real property on which a university is located, the person shall be sentenced to an additional minimum sentence of at least two years' total confinement.

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4. It is a crime for any person under twenty-one years of age to possess an identification card falsely identifying that person as being twenty-one years of age or older, or to obtain or attempt to obtain liquor or malt or brewed beverages by using a false identification card. Penalties are stated in (2) above.

5. It is a crime intentionally, knowingly or recklessly to manufacture, make, alter, sell or attempt to sell an identification card falsely representing the identity, birth date, or age of another. Minimum fine is \$1,000 for first violation; \$2,500 for subsequent violations; imprisonment for up to one year for any violation.

6. It is a crime to misrepresent one's age knowingly and falsely to obtain liquor or malt or brewed beverages. Penalties are as stated in (1) above.

7. It is a crime knowingly, willfully and falsely to represent that another is of legal age to obtain liquor or malt or brewed beverages. Penalty is a minimum fine of \$300 and imprisonment for up to one year.

8. It is a crime to hire, request or induce any minor to purchase liquor or malt or beverages. Penalty is a minimum fine of \$300 and imprisonment for up to one year.

9. Sales without a license or purchases from an unlicensed source of liquor or malt or brewed beverages are prohibited.

10. It is unlawful to possess or transport liquor or alcohol within the Commonwealth unless it has been purchased from a State Store or in accordance with Liquor Control Board regulations. The University will cooperate with the appropriate law enforcement authorities for violations of any of the above-mentioned laws by an employee in the workplace or student.

11. The use in any advertisement of alcoholic beverages of any subject matter, language or slogan directed to minors to promote consumption of alcoholic beverages is prohibited.

12. No advertisement of alcoholic beverages shall be permitted, either directly or indirectly, in any booklet, program, book, yearbook, magazine, newspaper, periodical, brochure, circular, or other similar publication, published by, for, or on behalf of any educational institution.

Financial Aid Eligibility and Drug Convictions

Substance Abuse Question on the Free Application for Federal Student Aid (FAFSA)

The FAFSA form asks if the student has ever been convicted of a drug-related offense. Failure to answer this question will automatically disqualify the student from receiving federal aid. Falsely answering this question, if discovered, could result in fines up to \$20,000, imprisonment, or both.

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Sale of Illegal Drugs

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Second and Subsequent Offenses: Indefinite ineligibility from the date of conviction

CONVICTIONS DURING ENROLLMENT

According to the United States Department of Education, if a student is convicted of a drug offense after receiving federal aid, he or she must notify the Financial Aid Department immediately and that student will be ineligible for further aid and required to pay back all aid received after the conviction.

REGAINING FINANCIAL AID ELIGIBILITY

A student can regain eligibility for federal student aid funds by successfully completing a drug rehabilitation program. To be sufficient to reinstate financial aid eligibility, the program must include at least 2 unannounced drug tests and be recognized as a federal, state, or local government agency program. A student will regain eligibility on the date of successfully completing the program.

Violation of the Policy on Possession of Dangerous Articles

An individual who violates this policy should be reported to the security department on their campus. Violators will be subject to immediate dismissal and/or civil or criminal action.

PCOM's Possession of Dangerous Articles Policy can be found on the Resources Section of MyPCOM

Academic Integrity Violations and Sanctions

LEVELS OF VIOLATION AND RECOMMENDED SANCTIONS

Any violation of academic integrity is a serious offense and is therefore subject to an appropriate penalty or sanction. Academic integrity violations at PCOM are classified into four levels according to the nature of the violation.

The student's academic program director will determine the level of violation. For each level of violation, a corresponding set of sanctions is recommended. Levels One and Two are administered by the faculty in the academic program. Level Three and Level Four violations are administered by the Student Professional Conduct Committee and could result in temporary or permanent separation from the College. Please note that separation is a possible sanction for repeat violations at Level One or Level Two.

The recommended sanctions at each level are not binding but are intended as general guidelines for the academic community. Moreover, due to mitigating circumstances, a standard sanction is not always imposed, even when a student is found responsible for a given violation. Culpability may be assessed, and sanctions imposed differentially for those with more or with less experience as members of the academic community.

Examples are cited below for each level of violation. These examples are meant to be illustrations and should not be considered all-inclusive.

Note: Rutgers, The State University of New Jersey is acknowledged for the work of its faculty in forming the foundation of this policy, as adapted by PCOM.

Level One Violations

Level One violations may occur because of inexperience or lack of knowledge of the principles of academic integrity and are often characterized by the absence of dishonest intent on the part of the student committing the violation. These violations generally are quite limited in extent (e.g., 1–2 sentences), occur on a minor assignment, and represent a small fraction of the total course work.

Examples include:

1. Working with another student on a minor laboratory exercise or homework assignment when such collaboration is prohibited.
2. Failure to footnote or give proper acknowledgment in a very limited section of an assignment.

Sanctions for Level One Violations

May include one or more of the following, although this list is not all-inclusive:

1. Required participation in a noncredit workshop or seminar on ethics or academic integrity.
2. An assigned paper or research project related to ethics or academic integrity.
3. A make-up assignment that is more difficult than the original assignment.
4. No credit for the original assignment.
5. Disciplinary warning.

Level Two Violations

Level Two violations are breaches of academic integrity that are more serious or that affect a more significant aspect or portion of the course work compared with Level One violations (e.g., more than a few sentences).

Examples include:

1. Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.
2. Submitting the same work, or major portions thereof, to satisfy the requirements of more than one course without permission from the instructor to whom the work is submitted for the second or subsequent time.
3. Using data or interpretative material for a laboratory report without acknowledging the sources or the collaborators. All contributors to the acquisition of data and/or to the writing of the report must be acknowledged.

SANCTIONS FOR LEVEL TWO VIOLATIONS

May be referred to the Student Professional Conduct Committee and may include one or more of the following:

1. A failing grade on the assignment.
2. A failing grade for the course.

Level Three Violations

Level Three violations are breaches of academic integrity that are more serious in nature or that affect a more significant aspect or portion of the course work compared with Level Two violations.

Examples include:

1. Repeat Level Two violations.
2. Presenting the work of another as one's own.
3. Copying work on exams.
4. Plagiarizing portions of a written assignment.
5. Acting to facilitate copying during an exam.
6. Using prohibited materials, such as books, notes, or calculators, during an examination.
7. Conspiring before an exam to develop methods of illicitly exchanging information during the exam.
8. Altering examinations for the purposes of re-grading.
9. Acquiring or distributing copies of an examination from an unauthorized source prior to the examination period.
10. Submitting purchased materials such as a term paper.
11. Fabricating data by inventing or deliberately altering material. Fabrication includes citing "sources" that are not, in fact, sources.
12. Falsifying information to receive an extension or other modification for an exam adjustment.

SANCTIONS FOR LEVEL THREE VIOLATIONS

May include an F for the course and probation for one or more terms or permanent dismissal, depending on the seriousness of the violation.

Level Four Violations

Level Four violations represent the most serious breaches of academic integrity.

Examples include:

1. Committing a violation of academic integrity after returning from suspension for a previous violation of academic integrity.
2. Committing a violation of academic integrity that breaks the law or resembles criminal activity (such as forging a grade form, stealing an examination from a professor or from a College office, buying a stolen

examination, falsifying a transcript to gain access to the College or its resources, or altering the record of work done at the College).

3. Having a substitute take an examination or taking an examination for someone else.
4. Fabricating evidence, falsifying data, quoting directly or paraphrasing without acknowledging the source, and/or presenting the ideas of another as one's own in a senior thesis, a master's thesis, a doctoral dissertation, a scholarly article submitted for publication, or any other work represented as his or her own by a graduate or professional student.
5. Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.

SANCTION FOR LEVEL FOUR VIOLATIONS

May result in permanent dismissal from the College.

Repeat Violations

A repeat violation at Level One will ordinarily be treated as a Level Two violation, although it may, under certain circumstances, be treated as a Level Three violation. A repeat violation at Level Two may be treated as a Level Three, and hence a separable violation. Any violation committed after completing probation for a Level Three violation will be treated as a Level Four violation.

College Disciplinary Process

Categories of Discipline for Violations of Conduct Policies

Breaches of appropriate professional behavior and violations of College policy will be subject to, but not limited to, warning, probation, suspension and dismissal. Reports of violations of these policies may be made by an administrator or the Student Professional Conduct Committee to the Provost.

Copies of the violations will be submitted to the Registrar.

Warning: A written admonition to a student for behavior that is found to have constituted a relatively minor offense.

Probation: Disciplinary probation applies when there are findings of unprofessional behavior and/or infractions of the student conduct policy, as indicated by the Student Professional Conduct Committee, and where further infractions or unprofessional behavior will make the student liable for disciplinary dismissal. The provisions of this probation will be decided by the Student Professional Conduct Committee. Such provisions may include a requirement that the student obtain medical and/or psychiatric consultation and treatment, or other terms designed to remedy the behavior being reviewed and to prevent its recurrence.

Suspension: Represents temporary separation from the College. The duration of a suspension shall be determined by the Student Professional Conduct Committee but shall not exceed one academic year. The Committee may also place conditions on the student's return to the College. Such conditions may include being placed on probation, the student's obtaining medical and/or psychiatric consultation and treatment, or other appropriate conditions.

Dismissal: Represents permanent separation from the College.

Recommendations/Requirements for Psychiatric Consultation or Medical Treatment

Where medical or psychiatric consultation and treatment are recommended or required, the confidentiality of the physician/patient relationship shall be preserved, and no report shall be made by the consulting physician to the Student Professional Conduct Committee without the consent of the affected student. However, the Student Professional Conduct Committee may condition a student's ability to continue as a PCOM student upon a satisfactory evaluation by a physician, psychiatrist, or psychologist appointed by the Provost.

Disciplinary Procedures

Upon the Provost's initiative, or at the request of any member of the faculty or administration of the College, the Provost may designate a representative to act on their behalf to conduct an investigation. If a member of the faculty or administration orally requests that disciplinary proceedings be initiated, the oral request must be confirmed in writing within 72 hours.

The Provost will initiate disciplinary proceedings against a student(s) if there is reasonable probability to believe that a violation has occurred based upon the information received.

In determining whether disciplinary action is warranted, the Provost or their representative may conduct an informal investigation of the matter, which may include interviewing the affected student(s) or the student(s) against whom disciplinary proceedings have been recommended.

The Provost will notify the Chair of the Student Professional Conduct Committee if it is determined that disciplinary actions are warranted.

If the Provost determines that the presence of the alleged offender would be disruptive to the College or would endanger the College or affiliated training sites or any involved personnel, they may immediately suspend the student(s) in question from the College.

Notice of Hearing

The Chair of the Student Professional Conduct Committee shall give written notice of the behavior in question to the alleged offender, at least 7 business days prior to the date of the proceedings, unless an earlier hearing date is agreed to in writing by the student or an attorney acting on his or her behalf.

The notice shall also set forth:

- 1) The time and date of the hearing.
- 2) A clear and concise statement of the behavior that is alleged to violate professional standards.
- 3) A list of witnesses that are expected to appear.

The student shall reply to the charges against him/her no later than two business days prior to the hearing. The student must also provide a list of any witnesses he or she plans to call on his or her behalf. The student must indicate in the response if he or she intends to use an attorney or other advisor.

Please Note: The College has the right to supplement the list of witnesses it expects to appear, up to two business days before the hearing. The time for the hearing may be changed for good cause.

Conduct of Hearing

To ensure a fair process, the protocol is as follows:

- 1) The hearing shall be conducted by the Chair of the Student Professional Conduct Committee, or in their absence, by a member of the Committee they have designated. The Committee shall have the right, in those instances when it deems it appropriate, to appoint a Hearing Officer to preside over and conduct the hearing.
- 2) The Committee shall not be bound by strict rules of evidence and may admit such evidence and testimony as the Chair or their designee (or the Hearing Officer) shall deem relevant to the proceedings.
- 3) Members of the Student Professional Conduct Committee present at the hearing will disclose any information that points to a possible bias against the charged student. Members of the Student Professional Conduct Committee present at the hearing shall disqualify themselves from hearing a case if they believe in good faith that their capacity for making an objective judgment is reasonably impaired. If a member of the Committee does not disqualify themselves but a majority of the Committee believes such bias exists, the majority may vote to excuse that member from hearing the case.
- 4) The Committee shall ensure that all those involved have full opportunity to present relevant and material oral or documentary evidence at the hearing.
- 5) The hearing shall be confidential unless the charged student elects otherwise in writing at least 5 business days prior to the hearing. The Provost's designated representative shall represent the College at the hearing. This individual may be the same one who conducted the informal investigation.
- 6) The charged student shall have the right to confront any witnesses testifying against him or her, to testify on his/her own behalf (if he/she so chooses) and to present witnesses. Absent exceptional circumstances, affidavits are not an acceptable substitute for testimony.
- 7) The charged student shall have the right to be represented by an attorney or other advisor of the student's choosing (who shall be retained at the student's expense).
- 8) The charged student may remain silent or may testify. The hearing may be conducted in the absence of the charged student but only if the student has been properly notified and fails to appear.
- 9) Minutes of the proceedings shall be maintained. Only upon the request of the student, the Committee Chair or their designated representative or the Provost shall recording of the proceeding be made.

Findings

The Committee shall render a written recommendation to the appropriate Dean or Program Director within 10 business days of the conclusion of the hearing.

The Committee may make a recommendation for sanctions. The appropriate officer will notify the student and/or advisor of the decision.

Right to Appeal

The student who has been dismissed has a right of appeal to the Provost.

The Provost must receive the appeal within 5 business days. The Provost has discretionary power to affirm, modify or remand within 10 business days from receipt of the appeal.

Student Status

Note: The policies in this section are general PCOM policies pertaining to all students. Be sure to become familiar with your academic program's handbook, which will provide you with additional policies and procedures specific to your academic program. The full Leave of Absence, Withdraw, Change in Status Policy (7.004) can be found on MyPCOM, Resources section.

Student Status

There are five student status categories at PCOM:

1. Active
2. Leave of Absence (LOA)
3. Withdrawal (WD)
4. Dismissal
5. Graduated

Active Status

A student is considered active if they are enrolled or have the ability to enroll in coursework. Students who are registered for audit coursework or who are in a non-degree program will only be considered enrolled at the institutional level and not for federal or state reporting purposes. There are 3 types of enrolled statuses: Less than half-time, half-time, and full-time. These are defined as:

Less than half-time= 2.99 credit hours or less

Half-time= 3 to 5.99 credit hours

Full-time= 6 credit hours or more

It is expected that students will be continuously enrolled (excluding summer for some programs). As a result, students who are in an "active status" will be moved to a "withdrawn status" after two consecutive terms of non-enrollment. Students should always seek a leave of absence if they believe they will not be able to complete their program of study as listed in the catalog.

Leave of Absence Status

A Leave of Absence indicates a temporary separation from the student's academic program with the intention to return. There are two types of leaves of absence: College Mandated and Student Voluntary.

College Mandated Leave of Absence

The academic program can also require a student to take leave if the student does not meet academic standards. More information regarding this required leave can be found in the program handbooks.

The academic program/provost office will send an email notification to the student if they are required to take a mandatory leave. The student is not required to complete any paperwork for this leave.

Student Voluntary Leave of Absence

A voluntary Leave of Absence (LOA) indicates a student's desire to temporarily separate from their academic program with the intention to return. A LOA is granted for a maximum of one year from the date the LOA is approved. The LOA may be granted for medical, military, jury duty, personal, or other reasons such as academic enrichment. Information on the implications and process of requesting a Student Voluntary LOA is provided in this section of the handbook. LOA implications that may be specific to an academic program are provided in the academic program handbook.

Implications of a Leave of Absence

Academic Progress

The academic program will discuss with the student how taking a leave will impact the completion of their program of study. However, it should be assumed that any leave from the program will extend the time it takes the student to complete their degree program. This could result in the student being asked to retake additional previously passed coursework or new coursework added to the academic program of study. The student should reach out to their academic program for details.

Financial Aid

A student who is on a leave of absence is considered withdrawn for financial aid purposes. Please be aware that a financial aid withdrawal status may affect the following:

- If the leave occurs during a term, it is possible that partial or full financial aid will be returned resulting in a balance owed to the institution. See the Title IV return of funds policy for more information: <https://www.pcom.edu/about/departments/financial-aid/return-of-funds.html>
- If the leave occurs during a term, it is possible that a partial or full tuition refund will be issued to the student. See PCOM's tuition refund policy for more information: <https://www.pcom.edu/about/departments/bursar/refund-policy.html>
- Depending on the length of the leave, it is possible for the student to be required to start repayment on their previously borrowed student loans. The student will not be charged tuition or receive financial aid disbursements during their leave.
- For more information about LOA and its impact on financial aid, please visit <https://courseleaf.pcom.edu/the-college/fin-aid/> (p. 16)

Registration and Grades

Students on a leave are considered withdrawn and are reported as such to various federal and third party agencies such as the National Student Loan Database System and the National Student Clearinghouse. Once the student returns to the program and is registered for coursework those same agencies will be notified of the updated enrollment status.

Those students requesting a leave during a term will receive a grade for their coursework. At minimum the student will receive a W (withdrawal), WF (withdrawal failing), WP (withdrawal passing), or a number/letter grade depending on their program's specific policies as listed in their programmatic handbook. If awarded a W/WF/WP grade, that grade will show on the academic transcript but will not impact the student's grade point average. Students should review their program's handbook for more specific information.

Student Resources

While on a LOA, the student will retain access to their PCOM email, library, student affairs, and mental health and counseling services <https://www.pcom.edu/student-life/student-affairs/counseling/>

How to Request a Student Voluntary Leave of Absence (LOA)

Please refer to the Registrar's website at <https://www.pcom.edu/about/departments/registrar/leave.html> for instructions on how to request a Leave of Absence.

If the decision is made to take a Leave of Absence, the student must complete the PCOM Leave of Absence Form, which includes receiving the appropriate programmatic and administrative approvals with the final approval from the Dean. The LOA is not approved without the Dean's final approval. The online form to request the leave is available at the link above. The effective date of the LOA is discussed and determined during the process.

Upon approval of the Leave of Absence form, the Office of the Registrar will send the student a final email confirming the leave is approved as well as a similar notice is sent out to the administration and the academic program.

PLEASE NOTE:

A student who does not re-enroll in coursework at the end of their approved leave of absence will be subjected to Academic Policy 7.004- "Leave of absence, withdrawal, and change of status" which requires a student to be enrolled or be on an approved leave of absence. After two consecutive terms of non-enrollment or not being on an approved leave, the student will be administratively withdrawn from their program.

Returning from a Leave of Absence (LOA)

A student who is on a leave of absence will be allowed to return to PCOM at the end of the LOA and will not be required to apply for readmission to their program. If a student is not prepared to return after the year, they must contact their program director to request an extension. Please note the Dean of their school must approve the requested extension beyond a year and such extensions are usually only made for extreme events that are out of the control of the student.

The student must email the Senior Program Manager in the Provost's Office stating their intention to return, no later than one month prior to their intended date of return. PCOM may require professional documentation of fitness to return from a leave of absence.

Withdrawal Status

The withdrawal status represents a separation from the degree program with no intention to return. A student who is withdrawn from their program will be required to be readmitted into the program and could be required to complete all previously taken coursework. There are two types of withdrawal status: Administrative and Student Voluntary.

Administrative withdrawal is also processed when a student has stopped attending their academic program for two or more academic terms without being on an approved leave of absence. Both the student and the Program Director will be notified prior to the administrative withdrawal process and the student will have two weeks from the date of the withdrawal notification to speak with their program director about re-enrolling into the program or requesting a leave of absence.

Student Voluntary withdrawal is a request from the student to withdraw from their academic program. To do so, the student would need to complete the withdraw form (<https://app.smartsheet.com/b/form/61f2e5e509f246a0b93890b71b62e78d/>)

at <https://app.smartsheet.com/b/form/61f2e5e509f246a0b93890b71b62e78d> (<https://app.smartsheet.com/b/form/61f2e5e509f246a0b93890b71b62e78d>), Once the form is submitted, it will be sent to student affairs as well as the student's program director who might reach out to the student to discuss their request. It should be noted that the option of leave of absence should always be considered before withdrawing from the program as the withdrawal results in the student needing to reapply through the admission process and likely having to repeat some or all of the coursework for the program.

Please note that an academic dismissal takes priority over a student's request to withdraw or take a leave of absence.

Dismissal Status

Dismissal represents permanent separation from the College. A student who is dismissed from their academic program must wait one year before re-applying to the same academic program. There are two types of dismissals:

Academic Dismissal is a separation from the College based upon the student's failure to fulfill the academic requirements of their program. Information on this process is provided in the Academic Standing section of this handbook, and online (<https://www.pcom.edu/about/departments/registrar/academic-standing.html>).

Please note that an academic dismissal takes priority over a student's request to withdraw or take a leave of absence.

Disciplinary Dismissal is a separation from the College based upon the student's violation of a standard of conduct policy and recommended to the Provost by the Student Professional Conduct Committee. Information on the disciplinary process is provided in the Violation of College Policies and Disciplinary Processes section of this handbook, and online (<https://www.pcom.edu/disclosures/pdfs/summary-of-profesional-policies.pdf>).

Graduated Status

The graduated status represents a student who has met all degree requirements as listed in their program of study and their degree has been conferred.

Verification of Enrollment/Good Standing

All requests by students or graduates for verification of their enrollment, academic standing or graduation must be made in writing to the Office of the Registrar. The enrollment verification form can be obtained from the Registrar's website at pcom.edu/about/departments/registrar/ (<https://catalog.pcom.edu/gsh/enrollment-loa-procedures/verification-enrollment-good-standing/pcom.edu/about/departments/registrar/>). Requests are typically processed within five business days of receipt.

If the verification letter must be mailed with additional third-party forms or any other supporting documentation, those materials should be included with the enrollment verification request. If an account or reference number is required, this must be stated on the request.

College's Right to Separate Students

The College reserves the right, and the student, by the act of matriculation, concedes to the College the right, to separate a student from the College at any time deemed necessary to safeguard PCOM standards of scholarship, safety, conduct and compliance with regulations, or for such other reasons deemed appropriate by the

College. For more information, please visit the College's Right to Separate Students section in the handbook.

Academic Standing

Each academic program maintains specific policies related to academic standing, promotion and dismissal. The academic standing policies for each degree program are explained in the respective program's academic policy handbook.

At the end of each term, student scholastic achievement is first reviewed by each academic program's evaluation committee, which is a standing committee that may consist of program faculty, staff, and Student Affairs administrators. Each program's evaluation committee makes academic standing recommendations to the senior academic officer as listed below.

The committees may consider prior academic deficiencies/failures when making recommendations on the academic status of any student. The recommendations are based upon the specific academic promotion policies of their academic program. Academic standing recommendations are made to the following senior program administrators:

Philadelphia Campus:

Osteopathic Medical Program: Dean & Chief Academic Officer for Osteopathic Medicine

Psychology Programs: Dean for Psychology Programs

Health Sciences: Dean for Health Science Programs

PCOM Georgia Campus:

Osteopathic Medical Program: Dean & Chief Academic Officer for Osteopathic Medical Program

Health Science Programs: Dean for Health Science Programs

School of Pharmacy: Dean and Chief Academic Officer School of Pharmacy

PCOM South Georgia Campus:

Osteopathic Medical Program: Senior Associate Dean & Chief Academic Officer for Osteopathic Medical Program

Health Science Program: Dean for Health Science Programs

The appropriate senior academic officer, in consultation with the Provost, will determine if the recommendation will be accepted, modified, or remanded. The student will receive written notice of the action.

The full Academic Standing Policy (7.005) can be found on MyPCOM, Resources section.

Financial Aid Satisfactory Academic Progress Policy

The United States Department of Education requires every postsecondary institution receiving Title IV federal funds to have an academic progress policy that is used to determine eligibility for and continued receipt of federal funds. A review of each student's satisfactory academic progress will be conducted annually at the end of the spring term, regardless of when a student enrolls. For more information, please refer to our webpage at pcom.edu/sap.

Academic Probation

A student may be placed on probationary status by action of the respective Senior Academic Officer. Academic probation applies to students who have demonstrated a marginal level of performance to the degree that any additional academic deficiencies will make the student liable for dismissal. The duration and conditions of probation will be specified by the respective Senior Academic Officer.

Academic Dismissal

By action of the Student Academic Officer, students may be dismissed from PCOM for academic deficiency in accordance with criteria set forth in their program's student handbook. Written notice of the dismissal action will be sent to the student, which will include information about eligibility to appeal the dismissal (see Appealing an Academic Dismissal Decision, below).

Please note that an academic dismissal takes priority over a student's request to withdraw or take a leave of absence.

Dismissal for reasons other than academic deficiency is governed by policies and procedures for non-academic dismissals set forth elsewhere in this handbook and individual program student handbooks. Examples include but are not limited to violation of the College's Standards of Conduct, violations of local, state or federal law, unprofessional behavior, and criminal activity, or other reasons as set forth in the College Standards of Conduct and Ethics Code, which appear in this handbook.

Appealing an Academic Dismissal Decision

Students who are dismissed for academic deficiency may be eligible to appeal the decision. The request for appeal must be made to the Office of Student Affairs within 5 business days after the student has been notified of the dismissal decision. The policy for appealing an academic dismissal is included in the full Academic Appeals policy (#7.003) may be found in the resources section of MyPCOM.

The full Appeals Policy (7.003) can be found on MyPCOM, Resources section.

The Appeals Hearing

Any student appealing a dismissal will be entitled to a hearing before the Faculty Committee on Academic Appeals. The scope of the review shall not include a review of the components of a specific grade or grades.

1. Students may not bring before the Faculty Committee on Academic Appeals any requests other than an appeal of a permanent dismissal action.
2. At the hearing, the student may present relevant evidence on his or her behalf, and with prior notice may be represented by an attorney or another. Such notice **must be provided to the Chief Student Affairs Officer at least 10 days prior to the scheduled date for the hearing.**

The full Academic Appeals policy (#7.003) may be found in the resources section of MyPCOM.

The Appeals Decision

The Faculty Committee on Academic Appeals makes the final decision. The student shall be notified in writing by the Provost of the final decision.

The full Academic Appeals policy (#7.003) may be found in the resources section of MyPCOM.

Re-Applying to PCOM After Dismissal

Students who have been dismissed may re-apply to PCOM. Students may not apply for readmission for the academic year immediately following their dismissal. A formal petition by the student must be made in writing to the Provost. A special ad hoc admissions subcommittee will convene to consider the request.

The student may be required to complete a new application to the program, provide updated information and furnish a personal statement and/or evidence of additional academic work and/or medical or psychological care.

Where appropriate, the subcommittee may also require a recommendation from the director of the respective professional or graduate program and an interview with the student. All prior college-related data is available to the ad hoc committee.

The subcommittee may recommend that conditions be placed on any approval for readmission. All reinstatements are probationary for the re-entry year.

The recommendation of the subcommittee is subject to approval by the senior academic officer of the student's academic program in consultation with the Provost.

Please Note: Re-enrollment following a dismissal may affect federal financial aid eligibility.

Tuition Payment and Refund Policies

The Tuition Bill

Tuition at PCOM is billed electronically. An E-bill will be sent to your PCOM email address approximately 30 days prior to the start of the term. Tuition is charged each enrolled term. A paper invoice will only be mailed upon a student's request to the Bursar's Office.

Tuition Payment Policy

The College expects all tuition bills to be paid by the date stated on the tuition bill. A check that is not honored by the bank on which it is drawn will be subject to a \$50 fee. Below is a schedule of important milestones for tuition payment:

Deferment of Payment:

The College will allow a student to defer payment on those tuition amounts that will be paid from the proceeds of loans to be received by the College. The student:

- Must have completed all paperwork pertinent to those loans, and all materials must have been sent to the respective lending agency prior to the due date.

Please Note: Students who have applied for loans to pay part of their obligation and will pay the remaining balance from personal sources must pay that balance as of the tuition due date.

Below is a listed schedule of important milestones for tuition payment at PCOM:

- Approximately 30 days prior to the start of the term — Bursar will send out the e-bill.
- 14 days prior to the start of the student’s program’s term — tuition is due.
- 14 days after the tuition due date — late penalties to be assessed (i.e.: late fee, hold and inactivate badge). Late penalties will be assessed every 28 days after the tuition due date listed on your e-bill.

At ECSI, a series of four increasingly urgent letters and a phone call are completed at 30 day intervals. At the end of that series of letters the student will be placed in collection with one of the two collection companies. A warning letter is sent to each student prior to the submission of their account to collections. All collection fees related to the collection of past due accounts are the responsibility of the student.

Allowances will be made for those students that are accepted just prior to the start of the term.

Tuition Refund Policy

Refunds are determined based on the proration of tuition and percentage of program completed at withdrawal, up to 50% of the program.

Refund Process

If a student withdraws from classes within seven weeks from the start of the term, a pro-rata refund or tuition credit may be authorized. In the case of full withdrawals, the effective date of the withdrawal is the date on which the student filed with the Provost or Registrar a written notification of withdrawal or a request for a leave of absence.

Clinical rotation students

Students taking part in an off campus clinical assignment who take a leave of absence after completing one or more rotations for a term will not receive a tuition refund. Rather, when the student returns from their leave of absence, the student will not be charged additional tuition beyond the full tuition required for completion of their programs. However, if the student decides to withdraw from the program after completing one or more rotations, the student will receive a prorated tuition refund based on the number of rotations completed compared to the number of rotations required as part of their program of study. Those students impacted by this include, but are not limited to, 3rd and 4th year Doctor of Osteopathic Medicine, 4th year Pharmacy, 2nd year Physician Assistant, and 3rd year Physical Therapy.

Refund Schedule

Withdrawal Within:	Tuition
Owed	Credit
<hr/>	
1st week of class (up to 5% of instructional time)	
0%	100%

2nd week of class (>5% but <=10% of Instructional time)	
10%	90%
3rd and 4th week of class (>10% but <=25% of Instructional time)	
25%	75%
5th through 7th week of class (>10% but <=25% of Instructional time)	
50%	50%
After 7th week of class	
100%	0%

No fee or portion of a fee is refundable. The refund policy is subject to change at the discretion of the Board of Trustees, but in no instance will such a change become retroactive.

All federal financial aid funds are credited or returned in compliance with the Federal Return Policy schedule.

If a student is required by their academic program to take a mandatory leave or is academically dismissed while currently enrolled in courses for the term, a 100% tuition refund will be issued for those course/courses for that term. If the student has financial aid, the return of Title IV aid process (<https://www.pcom.edu/about/departments/financial-aid/return-of-funds.html>) will be completed. If the amount PCOM is required to be returned in financial aid exceeds the tuition refunded, the student will be required to make payment of the balance before returning to PCOM.

If the academic program or academic advisor recommends repeating a previously passed and graded course for audit credit, the student will not be charged an additional tuition fee for the audit course.

Removal from Classes for Non-Payment

The Bursar’s Office is charged with the responsibility of notifying the Registrar’s Office of those students to be dropped from classes or training assignments for non-payment of tuition. The registrar will then drop the student from their current classes if they have not satisfied their financial obligations with the College.

Outstanding Balances and Graduation

If, for any reason, a graduating student has a balance on his/her account at the end of his/her final class year, that student will not be permitted to graduate and will not receive a diploma.

Transcripts will not be sent from the Registrar’s Office for that student until the tuition account is satisfied. Any exceptions to this policy must be discussed with the Chief Student Services Officer. Students must also comply with any other fees, deadlines, or financial policies required by their specific program.

Late Fees

The Registrar’s Office will charge a late fee to those students who have not completed their registration by the published deadline.

The Bursar’s Office will charge a late fee to those students who have not completed their financial obligations. A late fee will be placed on each delinquent account 14 days after the due date and every 28 days after the tuition due date listed on your bill, until your account is paid in full.

If proceeds from loans are received by the Bursar and a student does not appear to endorse the check(s) within the authorized time period, a late fee on the balance payable by the loan will be applied retroactively.

In the event that a student receives and accepts a late admission to the first year of study, an exception to the above policy will be considered if the appropriate loan applications are filed immediately in the expectation of making full tuition payment. This exception is for the first payment period of the first year of study only. Any exceptions beyond the first payment period must be discussed with the Chief Student Services Officer.

Disbursement of Refunds

Refund checks or direct deposits will be produced every Tuesday. Cutoff times for processing refunds are end of day Monday. The exceptions to the refund schedule are the following:

- Banking or school holidays: Refunds will be processed the next business day.
- Philadelphia Campus is closed: Refunds will be processed the business day the campus reopens.
- First disbursement date of each term: Refunds will be processed 7 to 10 days following the disbursement of loans.

It is strongly recommended that students sign up for direct deposit for their refunds. This process is safer and a more convenient way for students to receive funds. Direct deposit of student refunds is available by completing an authorization form. The initial setup for direct deposit will take approximately one week. The funds will be electronically posted to your bank account within two days. For example, if your refund is processed on Tuesday, then the funds will be posted to your bank account on Wednesday or Thursday.

Disability Accommodation Policy

Disability Accommodation Request Policy

Philadelphia College of Osteopathic Medicine is committed to complying with Section 504 of the Rehabilitation Act of 1973 as amended, interpreted and strengthened by the Americans with Disabilities Act, and with the Pennsylvania Human Relations Act (PHRA), by meeting the needs of students who have disabilities under the law. The Americans with Disabilities Act of 1990 (ADA) and accompanying regulations define a person with a disability as someone with a physical or mental impairment that substantially limits one or more major life activities such as walking, seeing, hearing, or learning as compared to most people in the general population. Functional limitation refers to the behavioral manifestations of the disability that impede the individual's ability to function, i.e., what someone cannot do on a regular and continuing basis as a result of the disability.

It is the College's policy to provide reasonable accommodation for students who, through a documented assessment performed within three years of requesting the accommodation at PCOM, qualify for an accommodation(s) under the ADA. As per the ADA, the documentation must confirm that the student "has a physical or mental impairment that substantially limits one or more major life activities" and that the disability supports the accommodation(s) requested.

Please Note: Problems such as test anxiety and English as a second language (in and of itself) are not learning disabilities and therefore are not covered under the Americans with Disabilities Act, the Rehabilitation Act, or the PHRA.

Additional information regarding disability accommodations can be found on *MyPCOM*.

Accommodations for Licensing Examinations:

Students should note that many licensing agencies have a separate process for applying for accommodations for license exams. Students should check with the licensing agency affiliated with their intended graduate or professional school program for their process and requirements.

Disability Accommodation Request Process

A student with a documented disability may request reasonable accommodations. This request must be accompanied by appropriate documentation that establishes that the student has a specific disability that supports the accommodation(s) requested. All requests for information should be emailed to the Equity and Title IX Coordinator at disabilityservices@pcom.edu.

The Equity and Title IX Coordinator will provide the student with the PCOM Guide to Disability Services as well as instructions for the accommodation request process. Once all required documentation is submitted, the review process will begin. The Equity and Title IX Coordinator will notify the student of the outcome of the accommodation request, and a plan for implementing any approved accommodations will be set in motion.

Once accommodations are approved, they are no retroactive. They are enacted within a reasonable timeframe going forward from the date of the accommodation approval.

The Equity and Title IX Coordinator facilitates the interactive process for disability accommodations at PCOM. For more information, please email: disabilityservices@pcom.edu.

Exams and Assessments: No-Show, Lateness, or Cancellation

A student with accommodations who misses an examination or assessment for a no-show, lateness, or cancellation must be prepared to take a make-up examination or assessment immediately upon their return to campus, unless other arrangements are made with Student Affairs or the department contact administering the testing. It is the student's responsibility to reschedule a make-up exam by contacting a Student Affairs staff member on your campus or the department contact administering the test.

Policy and Procedure for Requesting Absences and Modifications for Religious Reasons

Policy statement

PCOM does not tolerate discrimination on the basis of age, race, sex, color, gender, gender identity and expression, national origin, ethnicity,

ancestry, sexual orientation, religion, creed, disability, genetic information, marital status or any other legally protected class.

PCOM respects the religious diversity of its students and will attempt to grant absences and make reasonable modifications that honor the primacy of a commitment to patient care and do not unduly burden faculty, students, or others involved in the affected educational activity.

Purpose of the policy

The purpose of this policy is to acknowledge respect for the religious diversity of PCOM students by providing, where possible, excused absences and reasonable modifications in cases where genuine conflicts exist between students' religious beliefs/practices and educational activities. Such modifications must honor the primacy of a commitment to patient care, not unduly burden faculty, staff, students, or others, and must not fundamentally alter curriculum requirements.

Procedure for Requesting Absence and/or Modification during the Didactic Portion(s) of the Curriculum

Procedures for Requesting Absences and/or Reasonable Modifications during the Didactic Portion(s) of the Curriculum

1. Requests for absences or reasonable modifications due to religious observance can be requested by using the Request for Religious Accommodation Form found on *MyPCOM*. The request must be made in writing. Student Affairs will review absences for one to two days, the Equity and Title IX Coordinator will review all other requests.
2. Students must submit the completed form and you will receive a response from either the Student Affairs representative on their respective campus or the Equity and Title IX Coordinator.
3. If the request is approved, Student Affairs or the Equity and Title IX Coordinator will notify the student in writing and set up a plan of action.

Failure to follow the procedures set forth in this policy with regard to a request for an absence will result in an unexcused absence. The consequences of unexcused absences will be determined by each Course Director.

Please Note: Students should be aware of the requirements for particular classes and programs in which they are enrolled that may restrict or otherwise limit PCOM's ability to grant absences and modifications

Decisions Regarding Requests

The following factors will be considered when determining requests for absence or modification due to religious belief/practice.

Factors being considered will include but not be limited to:

- Sincerely held religious belief;
- Whether granting the absence or modification will unduly burden faculty, staff, or others;
- Whether granting the absence or modification will unacceptably compromise the nature and/or rigor of the educational requirements.

Appealing a Decision

When a request for an absence or modification during the didactic portion of the curriculum is denied, the student may submit a written appeal of the decision to the Provost.

Procedure for Requesting Absence and/or Modification during the Clinical/Experiential Portion(s) of the Curriculum

Students should contact the Equity and Title IX Coordinator for any requests for absences and/or reasonable modifications during their clinical, internship, practicum, and/or experiential portion of their curriculum. The Equity and Title IX Coordinator can be contacted at titleixcoordinator@pcom.edu. (titleixcoordinator@pcom.edu)

Security and Public Safety Security

PUBLIC SAFETY

The safety of members of the campus community is a priority. Public safety personnel ensure the safety and security of each campus by regulating building access, patrolling campus property and monitoring parking areas. Emergency Blue Light Stations are accessible on each campus. PCOM students should request a safety escort if there is a concern.

In compliance with the Clery Act, Philadelphia College of Osteopathic Medicine, Department of Public Safety maintains a daily log that contains specific information pertaining to any crimes that occur within the College's jurisdiction that is reported. The daily crime log may be viewed online at <https://www.pcom.edu/about/departments/security/daily-crime-logs.html> (<https://catalog.pcom.edu/gsh/security-safety/security/www.pcom.edu/about/departments/security/daily-crime-logs.html/>). More information is posted on <https://www.pcom.edu/about/departments/security/> (<https://catalog.pcom.edu/www.pcom.edu/about/departments/security/>)

Philadelphia College of Osteopathic Medicine, Department of Security and Public Safety maintains a daily crime log that contains specific information pertaining to any and all crimes that occur within the College jurisdiction that are reported. The daily crime log may be viewed on the Philadelphia Campus at Rowland Hall, Suite #232, on the Georgia Campus at the Security front desk or on the South Georgia Campus at the Security front desk.

Certain information may be withheld from the crime log under specified circumstances, primarily information that would be jeopardizing the success of an investigation or the safety of a person in the investigation. The Security and Public Safety Department makes the crime log for the most recent 60-day period open to public inspection. While crime logs containing material more than 60 days old are retained for seven years for public inspection upon two days' notice.

More information is posted on <https://www.pcom.edu/about/departments/security/> (<https://catalog.pcom.edu/www.pcom.edu/about/departments/security/>)

PCOM Emergency Notification System (P.E.N.S.)

PCOM has implemented an emergency notification system (P.E.N.S.) that will inform students, faculty and staff in the event of an emergency through phone text-messaging or email.

The system uses Omnilert, a web-based mass notification system that allows College administrators to send alerts to all users who are enrolled in the service, ensuring timely notification in the event of an emergency. All students, faculty and staff are encouraged to enroll in the P.E.N.S. system by visiting <https://pcom.omnilert.net/subscriber.php>. Please contact the ITS Service Desk at 215-871-6110 or support@pcom.edu if you have any questions.

Emergency School Closing

Philadelphia Campus Day Students

Emergency closings and delayed openings are posted on the PCOM website home page, P.E.N.S. and at the top of the page on PCOM's portal. Closings and delayed openings are also announced on the radio (KYW 1060 AM). The PCOM code number is 224. Students can also call the PCOM Weather Hotline at 215-871-6699. Please do not call PCOM's main number.

Evening Students

Emergency closings and delayed openings are announced on the radio (KYW 1060 AM). PCOM's evening class code number is 2224.

Georgia Campus

In the event of an emergency closing of the Georgia campus, announcements will be made on P.E.N.S., WSB Radio (750 AM) and WSB TV. Students can also call the Georgia campus Hotline at 678-225-7555 for tape-recorded emergency closing information. Announcements will also be placed at the top of the page on PCOM's portal. Do not call the main switchboard for closing information.

South Georgia Campus

In the event of an emergency closing of the South Georgia campus, announcements will be made on P.E.N.S., WNUQ, Nash Icon 102.1 FM and WALB TV. Students can also call the South Georgia campus Hotline for tape-recorded emergency closing information at 229-668-3111. Announcements will also be placed at the top of the page on PCOM's portal. Do not call the main switchboard for closing information.

STUDENTS ON CLINICAL ROTATIONS OR INTERNSHIPS:

If a PCOM campus is closed or delayed, this does not mean that your site is closed or delayed. Contact the site directly to see if there are any delays or cancellations.

Emergency Phones and Security Escort

Emergency Blue Light Stations are installed in strategic locations throughout each campus. Students should familiarize themselves with these locations. Each phone has an emergency button that when pressed automatically contacts Public Safety. An open line on any emergency phone will activate a priority response, and a security officer will be sent to check the area. Cooperation is essential to help maintain the

integrity of the emergency phone systems, which should be used only for emergency situations.

In addition, public safety can provide an escort or transport when requested, contact the Security Desk for this service.

Security Cameras

An extensive network of video cameras covers most locations on the campuses and in parking facilities. Video is maintained based on area activity.

Campus Emergency Exit Plans

Exit plans are clearly marked on signs posted on each campus. Students should acquaint themselves with posted evacuation procedures.

FIRE DRILLS

As a part of our continuing safety program, fire drills are held at regular intervals. All students are expected to cooperate fully during fire drills. When the fire alarm is sounded, exit quickly and calmly using the nearest emergency escape routes and marked exits. Proceed to the designated evacuation areas; **always leave immediately**. Everyone must remain outside until signaled to return. No one is to congregate in the lobby areas or in the area outside of the doors to the buildings. Assist persons requiring evacuation assistance to get to designated areas. Be alert for trapped, injured, or other persons needing assistance.

Elevators are not to be used. Fire stairs are fire-rated for several hours and may be used as a temporary safe haven for anyone trapped on an upper floor.

CONTACT PHONE NUMBERS

Police/Fire/Ambulance: dial 911

Philadelphia Campus: 215-871-6351 or 6351 from a campus phone

PCOM Georgia Campus: 678-225-7451 or 7451 from a campus phone

PCOM South Georgia: 229-668-3290 or 3290 from a campus phone

Fire Drills

As a part of our continuing safety program, fire drills are held at regular intervals. All students are expected to cooperate fully during fire drills. When the fire alarm is sounded, exit quickly and calmly using the nearest emergency escape routes and marked exits. Proceed to the designated evacuation areas; always leave immediately. Everyone must remain outside until signaled to return. No one is to congregate in the lobby areas or in the area outside of the doors to the buildings. Assist persons requiring evacuation assistance to get to designated areas. Be alert for trapped, injured, or other persons needing assistance.

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Contact Telephone Numbers

Philadelphia Campus: 215-871-6351 or 6351 from a campus phone

PCOM Georgia Campus: 678-225-7451 or 7451 from a campus phone

PCOM South Georgia: 229-668-3290 or 3290 from a campus phone

Police/Fire/Ambulance: dial 911

Additional College Policies and Procedures

Additional Procedures

Name and Address Changes

Name Change: Notification for a name change must be accompanied by supporting legal documentation (i.e., marriage certificate, divorce decree, legal name change certificate).

To officially notify PCOM of your official name change, download the form from the Registrar's website: www.pcom.edu/registrar. Either mail or fax the completed form and supporting documentation to the Registrar at 215-871-6649.

Address Change: Address changes must be submitted in writing to the Registrar's Office. Access the forms through the Administrative Services channel under the Registration section on PCOM's portal or download the form from the Registrar's website: www.pcom.edu/registrar.

Preferred First Name: PCOM recognizes that there are members of our faculty, staff, and students that may use names other than their legal name to identify themselves. Access the form through the Administrative Services channel under the Registration section on PCOM's portal or download the form from the Registrar's website: www.pcom.edu/registrar.

Transcript Requests

Requests for transcripts must come from the student or alumnus and cannot be taken from a third party. Requests cannot not be taken over the phone.

Electronic Transcripts (PDF)

Rapid delivery electronic transcripts are now available through the National Student Clearinghouse (NSC) (<https://tsorder.studentclearinghouse.org/school/select/>) for students and alumni who graduated 1998 and later.

Please be aware there is a \$3 service fee associated with the delivery of electronic transcripts.

Paper Transcripts

Mailing information

When submitting a transcript request, either online or via the internet transcript request form, please ensure that mailing information is complete in order to avoid any delays in processing. If a transcript is to be issued to another office at PCOM, please be sure to include the office's name in the "Issue To" line.

Questions

Contact the Office of the Registrar at 215-871-6704 or registrar@pcom.edu.

International Students

International Students Information

PCOM has been approved to process F-1 visas. International students' paperwork is processed through the DSO.

Prior to the start of their first term, international students must submit tuition for the duration of the program. These funds will be placed in a PCOM escrow account. International students are not eligible for federal financial aid.

International students must process their I-20 form with the Registrar's Office. If the student attended another school in the United States prior to PCOM, that school can transfer the I-20 form to PCOM. However if the student has not attended another school in the United States, the Registrar's Office will create the I-20 form and mail it to the student's address in their country of origin. The student then must process the I-20 form at the embassy in their country of origin.

International students must be enrolled full time each term and continue to make academic progress.

Many International students are restricted from completing online courses in the United States, depending on the regulations in their country of origin.

Veterans Services

Veteran Information

- Covered individuals are allowed to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

PCOM will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Application for benefits at PCOM is generally initiated by filing a "Change of Place of Training" form upon separation from the Armed Forces, and by submitting a "Certificate of Eligibility" form to the School Certifying Official for their campus.

Veteran students must notify their School Certifying Official regarding any changes in enrollment or registration status.

Veterans must provide transcripts when seeking to transfer credit to the institution.

Compliance with Title 38 US Code 3679(e) for students utilizing Veterans Education Benefits

In accordance with Title 38 US Code 3679(e), Philadelphia College of Osteopathic Medicine-Georgia (PCOM-GA) adopts the following additional provisions for any students using U.S. Department of Veterans

Affairs (VA) Post-9/11 G.I. Bill (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31), and Dependents' Educational Assistance (Ch. 35) benefits, while payment to the institution is pending from VA. PCOM-GA will not:

- Prevent student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Contact with the Veterans Administration and negotiation of problems related to veterans benefits are handled by the School Certifying Official for each campus, as well as the Financial Aid Office.

PCOM (Philadelphia)

Phil Heywood

Associate Registrar of Academic Records
Philadelphia College of Osteopathic Medicine
PhilipHe@pcom.edu
Phone: (215) 871-6704 | Fax (215) 871-6649

PCOM Georgia

Ajima Witter

Associate Registrar
Philadelphia College of Osteopathic Medicine-Georgia
625 Old Peachtree Road NW Suwanee, GA 30024
office 678-225-7558 | fax 678-225-7526

PCOM South Georgia

Tiffany M. Coker, M.Ed.

Assistant Director, Student Services

VA School Certifying Official

PCOM South Georgia
2050 Tallokas Road
Moultrie, GA 31768
Contact Number: 229-668-3132

For Appointments: [https://ca \(https://calendly.com/tiffanyco1\)/lendlly.com/tiffanyco1](https://ca (https://calendly.com/tiffanyco1)/lendlly.com/tiffanyco1) (<https://calendly.com/tiffanyco1/>)

Pronouns: she | her | hers

Alcoholic Beverages

Alcoholic beverages may not be served or consumed on the campuses of PCOM.

The full Alcohol Service on PCOM Campuses Policy (2.85) can be found on MyPCOM, Resources section.

Background Check Policies

The College requires a criminal background check for all entering students. The results of the criminal background check may affect the student's enrollment status. It is the student's responsibility to determine the effect of an entry on their licensure or potential to practice.

Building Hours

Building hours are subject to change at any time. All changes will be announced in advance, unless required by unforeseen circumstances. Security officers will begin clearing buildings 15 minutes prior to closing time. All students must leave the building at closing time.

Philadelphia Campus

Evans Hall is open daily from 6 AM to 11 PM. All PCOM students are required to sign in and out at the Security Desk, Monday through Friday from 8 PM to 6 AM and all day on the weekends and holidays.

Rowland Hall is open daily from 7 AM to 11 PM Monday through Saturday. The building is closed on Sunday. All PCOM students are required to sign in from 6 PM to 7 AM Monday through Saturday.

Georgia Campus The Old Peachtree building is open 24 hours and the Northlake Building from 6 AM to 6PM, Monday through Friday. All PCOM students are required to sign in and out at the Public Safety Desk, Monday through Friday from 8 PM to 6 AM and all day on the weekends and holidays when entering the Old Peachtree building.

South Georgia Campus The Campus building is open 24 hours. All PCOM students are required to sign in and out at the Public Safety Desk, Monday through Friday from 8 PM to 6 AM and all day on the weekends and holidays.

Cell Phone Policy

Cell phones are generally not to be turned on/or used while in any classroom, lecture hall, laboratory or library, however cell phone use is at the discretion of the instructor/course director.

College Affiliated Apartments in Philadelphia

PCOM is thrilled to provide our students with a new on-campus housing option. Meta Christy House Apartments, managed by Altman Management Company, provides PCOM students the opportunity to live in one of the 224 fully furnished studio or one-bedroom apartment homes steps away from everywhere they need to be each day. Meta Christy House is the epitome of convenience with everything (ALL utilities included, no laundry charges, free off-street/gated parking, free Wi-Fi/cable), 24/7 lobby security, online EVERYTHING, and much more. This apartment community was designed with PCOM Students in mind. The friendly, professional Altman Staff will care for you from start to finish, including 24/7 emergency maintenance and a direct link to PCOM's financial aid office if your housing payment is linked. The Meta Christy House is apartment living on the PCOM campus. To learn more about the Meta Christy House, visit the linked PCOM page at <https://www.pcom.edu/campuses/philadelphia-campus/meta-christy-house.html> or go directly to the Altman page at www.altmanco.com/metachistyhouse (<http://www.altmanco.com/metachistyhouse/>).

Health Insurance Policy

In order to ensure that each student has access to adequate healthcare services both on and off campus, the Philadelphia College of Osteopathic Medicine has adopted the following policy:

All registered students are required to maintain an active healthcare insurance plan. If students cannot provide proof that they have an active healthcare insurance plan that meets the Affordable Healthcare Act guidelines they will be automatically enrolled in the school's student health insurance plan through UnitedHealthcare.

Information will be emailed out prior to the Fall term each year for students to either waive out of the student health insurance or to enroll. If there is no waiver or enrollment action taken, students will be automatically enrolled.

The enrollment in the student healthcare insurance is for one year and students are not able to opt out of the plan mid year for any reason.

Health Services

Students choosing to use any of PCOM's affiliated healthcare services (either located on or off campus) must follow the same payment-for-service policies that are required of patients from the external community who utilize PCOM healthcare services. Additional information on PCOM Health Services may be found on MyPCOM.

Injury During Training Assignments

In the event of an accident, injury, or other incident during a training assignment, the accident report procedure for the institution where the student is training must be followed. Without this record keeping, the student's own health insurance coverage and/or PCOM's professional liability could be placed in jeopardy.

In the event of an injury in a clinical or other training setting, such as a needlestick or splash, the student should refer to the PCOM Bloodborne Pathogen Injury Procedure for Students and the Report of Needlestick/Sharp on the MyPCOM, Student Resources tab in the Student & Resident Medical Records Forms.

Malpractice Insurance Coverage Policy

Students are fully covered by Philadelphia College of Osteopathic Medicine's professional malpractice insurance while on all officially assigned hospital and healthcare center clerkships, preceptorships, and electives approved by the College.

First- and second-year students participating in clinical opportunities outside of the regular curriculum are covered by PCOM's malpractice insurance provided the clinical opportunity has the approval of the Director of Clinical Education and/or Senior Vice President for Academic Affairs.

Missing Student Notification Policy

This policy outlines the Philadelphia College of Osteopathic Medicine's ("PCOM" or "College") official notification process for missing students who reside in on-campus housing - in accordance with the requirements of the Higher Education Act as amended by the Higher Education

Opportunities Act, effective 2010. The full policy is available on the Student Resources Page on MyPCOM.

Parking Policies

PHILADELPHIA CAMPUS

A yearly parking fee is charged to park in the Monument Road Lot or in the PCOM Garage, weekdays from 7:00 AM until 5:00 PM. The fee runs from August 1 through July 31.

Payment is due on a per term basis and may be charged to the tuition account. Parking fees and instructions for payment of fees will be posted on the Access Control Department website. **(Note: The information above is last year's policy, and updated parking information will be reflected here (<https://www.pcom.edu/about/departments/access-control/parking.html>) sometime in April 2022)**

There is no charge for students to park in the Garage or in the Monument Road lot between the hours of 5:00 PM and 7:00 AM Monday through Friday, and on weekends.

When choosing the parking plan with the Access Control, students will be registering the car(s) they will be driving. This ensures that the student's ID and car "match."

How to Access Parking Lots

Students access the parking areas by swiping their **own ID badge** at the entrance to the garage or lot, both at the time of entry **and** upon exiting. You must swipe regardless if the gates are up or down. If you fail to swipe on entrance or exit anti-pass back will prevent you from leaving or entering on your next swipe.

Please Note: Following another car out of the lot or garage without having used your own ID is a violation of PCOM's parking policy and may result in the loss of parking privileges.

Parking on Campus During Rotations, Clinical Experiences

Students may apply for garage parking privileges that coincide with their clerkship schedule. The charge is \$25 per clerkship, which must be paid directly to the Bursar at the time of application. Students can also elect to pay a \$5 per day usage fee, payable upon exiting from the garage.

GEORGIA CAMPUS

There is no charge for students to park in the designated lots. These lots are monitored by Security via camera and by a roving security patrol, and there are emergency phones around the grounds of the campus. Do not park in any spot that is "Reserved."

SOUTH GEORGIA CAMPUS

There is no charge for students to park in the lots. These lots are monitored by Security via camera and by a roving security patrol, and there are emergency phones around the grounds of the campus. Do not park in any spot that is "Reserved."

Parking During Internships, Rotations, Clinical Experiences - Off CAMPUS

During the course of study at PCOM, students may be asked to visit, work and/or reside at locations off campus. PCOM has no control over the safety and security procedures at these offsite locations. Be mindful of your safety and security, and become familiar with the parking policies, practices and procedures regarding safety and security at these off-site locations.

PARKING ACCOMMODATIONS - ALL CAMPUSES

If you require special parking accommodations due to a disability or short-term injury, please contact Disability Services at disabilityservices@pcom.edu.

Students attending PCOM's Philadelphia campus may sign up for one of several parking plans through the Access Control Office:

Parking Options and Vehicle Registration

Philadelphia campus students can elect 24/7 parking for an additional fee in either the Parking Garage or the Outdoor Monument Avenue Lot.

Parking Garage

Only annual periods can be purchased at \$300 per year. The annual period is from August 1 through July 31. Please note that there are limited spaces available and spaces will be assigned on a first come basis.

Outdoor Monument Avenue Lot

Parking is available at a monthly fee of \$10 and you can purchase as many months as needed.

Apply for parking options

Complete our **Student Parking Application** to apply for parking options and view instructions on how to pay the appropriate fees.

Please allow one to two business days for your parking to be activated.

Register your vehicle

All Philadelphia campus students must register their vehicles with the Access Control Office. Register your vehicle in PCOM's **OneCard portal** (you will need to log in with your myPCOM credentials).

Limited free parking

One in - one out

The Philadelphia campus parking utilizes an anti-pass back system. **Parking works on a "one in - one out" policy.**

It is important to always swipe in at the entrance, and out at the exit, regardless if the gates are up or down. If you do not follow this procedure it is likely you may be denied your next entry or exit.

Refunds

There are no refunds for the monthly Monument Parking options.

Refunds for yearly garage parking are granted only when on leave and will be prorated starting the first of the month after your leave begins.

GEORGIA CAMPUS

There is no charge for students to park in the designated lots. These lots are monitored by Security via camera and by a roving security patrol, and there are emergency phones around the grounds of the campus. Do not park in any spot that is "Reserved."

SOUTH GEORGIA CAMPUS

There is no charge for students to park in the lots. These lots are monitored by Security via camera and by a roving security patrol, and there are emergency phones around the grounds of the campus. Do not park in any spot that is "Reserved."

Photo Identification Badge Policy

All Philadelphia College of Osteopathic Medicine employees and students are furnished with a photo identification badge. This is for security purposes and shows visitors and co-workers that you are a Philadelphia College of Osteopathic Medicine employee or student. The badge is also used to gain access to the parking garage and certain restricted areas of the campus. ID badges (including replacement ID badges) are managed by PCOM's Access Department.

The full Photo Identification Policy (1.60) can be found on MyPCOM, Resources section.

Political Activities

PCOM Community Members are encouraged to participate in community and political activities, and to express their political opinions and views. However, unless specifically authorized in advance to speak on PCOM's behalf, Members must engage in political activities only on their own time and at their own expense, and must never act or speak, or give the appearance that they are acting or speaking, as a representative of the College. Under such circumstances, it is imperative that Members disclose that any comments are their personal opinion and do not represent the views of PCOM. When activities (such as lobbying activities relating to issues of importance to the College's purpose or mission) are undertaken by PCOM, such activities must be authorized in advance by the President and Chief Executive Officer of PCOM and comply with all applicable laws and regulations. Unless approved in writing, no representation of affiliation with PCOM will constitute endorsement by the College.

PCOM's Political Activities Policy can be found on the Resources Section of MyPCOM.

Printing Policy

PCOM Information Technology Services (ITS) resources are provided to students to enhance their learning experience. Utilization of these resources for personal gain or illegal or inappropriate activities is prohibited.

The following are examples of prohibited activity:

- Accessing (e.g., read, write, modify, delete, copy, move) another user's files or electronic mail without the College's approval
- Abuse of network or computer resources
- Attempts to circumvent information security protocols or exploit security loopholes (e.g. bypassing browser configurations; network data capture, etc.)
- Use of the PCOM network for entertainment purposes.
- Violation of College policies and State, Federal, and local laws

The use of the PCOM computer network is for educational and informational purposes. Abuse or inappropriate use of the PCOM Network will be subject to disciplinary action. All students are responsible for using the PCOM computer labs in a professional, efficient, ethical and lawful manner.

Use of the network and PCOM systems is a privilege, which may be revoked at any time for misuse.

PCOM information systems are to be used only for assigned purposes and are not to be used for commercial purposes or non-College-related activities. Fraudulent, harassing or obscene messages and/or materials are not to be sent, printed, requested, or stored.

All software is licensed to PCOM and may not be copied or distributed. The ITS Department should be contacted regarding licensing, distribution, and installation of non-standard software necessary for the support of special projects. Contact the PCOM ITS Department at 215-871-6110 or by email at support@pcom.edu with questions about PCOM's information technology policies.

Service and Emotional Support Animals on Campus

PCOM's Service Animal policy can be found on the Student Resources tab in the College Policies section MyPCOM.

Smoking Policy

Philadelphia College of Osteopathic Medicine maintains smoke-free campuses.

PCOM's Tobacco Free Campus Policy can be found on the Student Resources tab in the College Policies section of MyPCOM.

Solicitation Policy

Students (either as individuals or through club affiliation) are not permitted to bring any for-profit organization onto PCOM campuses. Please contact the Student Affairs department on your campus with any questions regarding this policy.

Study Space Policy

Student study areas on PCOM campuses, including study carrel rooms and rooms for group study, are available for use by students during normal operating hours of the College. Students are expected to use study space on a "transient" basis — personal items left in a study carrel or on a study table when not accompanied by the owner may be removed to allow another student to utilize the area. Study space cannot be reserved.

In addition to the policy stated above, small group rooms utilized by an academic program may be available when a program is not utilizing them..

Vaccinations

All students are required to complete all necessary health/physical examination forms and to have all immunizations and health-related records completed by the deadlines set by the Office of Student Wellness. Vaccinations are required, upon initial enrollment, for all students who have contact with patients, clients, or school students or whose program requires laboratory instruction. Psychology students must document immunizations prior to the clinical component of the academic program. Students in the Organizational Development and Leadership programs are not required to document immunizations.

Required Documentation of Vaccinations

Measles — two doses live virus vaccine after 1967

Tetanus — within past ten years

Rubella — two doses

Tuberculin Skin Test — within past 6-12 months

2-step PPD — required of pharmacy students only

Polio — four doses

Diphtheria/Pertussis — within past ten years

Mumps — two doses mumps vaccine

Hepatitis B — three doses plus titer (can be waived in writing)

Visitor and Guest Policy

PCOM's Campus Visitor and Protection of Child Visitors Policies can be found on the Resources Section of MyPCOM.

The full Campus Visitors Policy (2.00) and Protection of Child Visitors Policy (2.01) can be found on MyPCOM, Resources section.

Library Visitor Policy

Library resources and study space are reserved for the exclusive use of PCOM, students, faculty, staff and alumni. Members of the public are not allowed to use Library resources or study space with the exception of sanctioned PCOM high school or college students doing research. Others, such as scholars may physically access the Library's special collections and archives by making an appointment request with a Special Collections Librarian. .

Individuals with a current PCOM ID may escort guests to tour the Library. Guests may not stay and occupy limited seating; those who do will be asked to leave. Hosts must remain with guests at all times and are responsible for their guests' behavior.

Important Phone Numbers

Philadelphia Campus

PCOM Georgia Campus

PCOM South Georgia Campus

COURSES

A

- Applied Behavior Analysis (ABA) (p. 139)
- Applied Positive Psychology (<https://catalog.pcom.edu/courses/app/>)

B

- Biomed Sci Medical Simulation (BMMS) (p. 141)
- Biomedical Science (BIOM) (p. 141)

C

- Clinical Psychology (CPSY) (p. 148)

F

- Forensic Medicine (FMED) (p. 155)

I

- Interdisciplinary (INDP) (p. 156)

M

- Medical Laboratory Sciences (<https://catalog.pcom.edu/courses/mls/>)
- Mental Health Counseling (COUN) (<https://catalog.pcom.edu/courses/coun/>)

N

- Non-Profit Leadership & Population Health Management (NPLP) (<https://catalog.pcom.edu/courses/nplp/>)

O

- Organizational Development & Leadership (ODL) (p. 158)
- Osteopathic Medicine (DO) (p. 161)

P

- Pharmacy (PHAR) (p. 170)
- Physical Therapy (PT) (p. 179)
- Physician Assistant (PHYA) (p. 185)
- Public Health Management & Administration (PHMA) (p. 194)

S

- School Educational Psychology (SEDP) (p. 195)
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Applied Behavior Analysis (ABA)

ABA 522 — Developmental Psychology & Childhood Disorders

At the conclusion of this course, students will have an understanding of developmental considerations, risk and resilience factors, empirical research, and educational implications for the major psychological disorders relevant to children and adolescents. The roles of physical, motor, and cognitive growth, as well as social and affective behavior will be explored as it relates to abnormal psychological behavior. In addition, multicultural and socioeconomic factors will be discussed in relation to developmental issues. Students will be able to understand the DSM-5 and its framework in addressing issues in child and adolescent psychopathology as well as educational classifications. Active learning will occur through role playing, classroom activities, and group discussions.

3 credits

Hybrid

ABA 523 — Pediatric Behavioral & Pharmacological Interventions

This course is designed to introduce students to the philosophy and practice of behavior therapy as well as Pharmacological interventions. One of the main goals of this course is to teach students to effectively learn and utilize basic behavioral therapy techniques. They will also gain exposure to manualized treatment protocols to treat common pediatric disorders. Emphasis will be placed on students demonstrating knowledge of how learning principles inform the application of behavioral techniques and demonstrating the ability to link assessment data to an appropriate evidence-based intervention plan. Students will gain experience in numerous behavioral intervention strategies (e.g., contingency management, relaxation training, systematic desensitization, exposure, response prevention, acceptance, and commitment therapy). Behavior Analysts working with children adolescents receiving medication must also be knowledgeable about the main effects, side effects, and synergistic effects of psychotropic drugs. Students will also learn how to integrate this information into their assessment process, interventions, and overall case conceptualizations. This course will also introduce the student to the rationale and choices of psychotropic drugs used in medical practice and best practices in collaborating with medical professionals for progress monitoring of behavioral concerns. It is not intended that participants in this course will gain extensive clinical experience with behavioral procedures. However, it is expected that with the background resulting from the course, participants—with appropriate supervision and training—will be able to conceptualize and apply these behavioral techniques flexibly and effectively within idiographic case conceptualizations and in the actual conduct of therapy.

3 credits

In-Person

ABA 524 — Basic Principles in Applied Behavior Analysis

This course is an introductory course, which provides an overview of the basic principles of behavior as they relate to Applied Behavior Analysis (ABA). Students will be provided with an overview of the philosophical and theoretical foundations of ABA, essential characteristics of ABA, and the history of basic and applied principles, processes, and concepts that inform the professional practice of ABA. This course will also provide an overview of measurement concepts.

3 credits

OnLine

ABA 525 — Behavior Change & Systems Support

This course provides a review of behavioral assessment, behavior change procedures, generalization programming and systems supports. Students will be expected to conduct a variety of behavior change procedures, as well as demonstrate an understanding of system concerns and system change procedures in the educational setting. Topics focusing on consultation with teachers and parents, as well as ethical principles in behavior change will be reviewed.

3 credits

OnLine

ABA 526 — Single Case Experimental Design

This course will review single case experimental design, with specific emphasis on the use of single case designs for evaluating behavior assessment and treatment procedures in applied settings. Further emphasis will be placed on developing skills to select appropriate measurement procedures and single case experimental designs to evaluate the relation between context and behavior in applied settings.

3 credits

Prerequisites: ABA 524

OnLine

ABA 527 — Ethics, Law, and Professional Practice

This course will provide instruction on the Behavior Analyst Certification Board (BACB) ethical practice guidelines, and standards. Ethical professional practice standards relevant to legal and professional practice standards will be addressed. Relevant issues in the supervision of behavior analysts and behavior analysts in training will also be discussed.

3 credits

OnLine

ABA 528 — Behavior Assessment

This course will provide students with an overview of assessment strategies developed to inform behavioral programming in applied settings. Upon completion of this course, students will be able to describe a variety of assessment strategies to assist with developing interventions for increasing and decreasing socially important behaviors.

3 credits

OnLine

ABA 531 — Theories of Learning and Behavior

This course provides an overview of learning and behavior, as well as the philosophical underpinnings of behavior and applied behavior analysis. Emphasis will be placed on behavioral learning theory and the philosophical assumptions underlying learning theory and the science of behavior analysis. Topics related to learning and behavior such as reinforcement, punishment, operant and respondent learning, evolutionary perspectives, translational research and language development will be reviewed. Lectures, article discussion board posts, live synchronous meetings, midterm and final exams and small group activities are used to meet instructional goals.

3 credits

OnLine

ABA 535 — Clinical Supervision, Management & Training

This course will provide an overview of an applied behavior analytic approach to personnel supervision, management, and training. Emphasis will be placed on behavior assessment of personnel performance and the use of empirically-derived interventions for improving personnel performance. Additionally, students will be introduced to the application of behavior measurement and evaluation strategies to determine the effectiveness of personnel performance interventions. Students will also be introduced to training strategies that establish and maintain the professional repertoire of behavior analyst trainees.

3 credits

OnLine

ABA 536 — Experimental Analysis of Behavior

This course will review basic research (animal research and human operant research) in learning and behavior analysis. Students will become familiar with the basic principles of learning and behavior analysis by reading and discussing original laboratory research that lead to basic learning theories. Students will become familiar with basic research strategies and methods and replicate simulated laboratory experiments.

3 credits

In-Person

ABA 652 — Practicum: Supervised ABA Experience

This course will provide the student with supervised experience in the implementation of assessment and intervention with individuals, based in applied behavior analysis (ABA). The goals of this practicum are to obtain experiential training within the field of ABA by a nationally credentialed behavior analyst, qualified to supervise trainees. These experience hours should be obtained in a way that meets all national standards for board certification in behavior analysis, and activities should be in line with the BACB current Task List. The experiences sought will be designed to enhance the student's practical knowledge of the concepts of behavior analysis learned during coursework taken during their degree program in ABA.

1 credits

ABA 680 — Comprehensive Exam (Practice Board Exam)

0 credits

ABA 683 — Applied Research Project I

This course is designed to give students experience in the research process associated with being a knowledgeable consumer of research and evaluating the effectiveness of interventions they use as a clinician. Students will participate in research by selecting a research topic, developing a research question, conducting a literature review, designing a research study, conduct research conditions following a pre-planned protocol, collecting and/or analyzing research data, reporting results or projected results, and discussing appropriate conclusions and relevance to the field.

1 credits

ABA 684 — Applied Research Project II

This course is designed to give students experience in the research process associated with being a knowledgeable consumer of research and evaluating the effectiveness of interventions they use as a clinician. Students will participate in research by selecting a research topic, developing a research question, conducting a literature review, designing a research study, conduct research conditions following a pre-planned protocol, collecting and/or analyzing research data, reporting results or projected results, and discussing appropriate conclusions and relevance to the field.

2 credits

Biomed Sci Medical Simulation (BMMS)

BMMS 506G — Medical Simulation for Pre-Clinical Training

During this course, students will focus on building simulations for student based training. Using their simulation knowledge, students will work all phases of simulation development for paramedic programs, nursing programs, medical school programs, and resident programs. Students are required to design, develop, and run 5 to 10 simulations each while assisting and helping fellow students. During the course, students will complete training and become certified by AHA (American Heart Association) BLS Instructors (if applicable and complete their NREMT), and Train the trainers in Stop the Bleed. This course is extensive in running simulations and learning new hands-on skills, like suturing, central lines, and intubation.

3 credits

Lecture

BMMS 507G — Medical Simulation for Advanced Clinical Training

Students are tasked to work with area hospitals and medical centers to build their knowledge of hospital based simulation programs. This class will teach the students how to interact and prep simulation for crisis resource management, patient safety, team based training, and multidiscipline simulations. Final project is a full student run Trauma Day. For this Trauma day, the instructors step back and the students take over. During the course, students are required to develop, run, and debrief over 10 simulation. By the end of this course, students will have become independent among all mannequin manufacturers and have built 20-25 cases from meeting with the clients, developments, dry runs, to the day of the event, moulage, and running the scenarios.

3 credits

Lecture

Biomedical Science (BIOM)

BIOM 100 — Graduate Biomedical Science PA

0 credits

BIOM 500M — Medical Cell Biology and Biochemistry

Students receive fundamental information regarding the structure and function of cells, how cells are organized into tissues and how molecular mechanisms within the cell drive its replication and function, as well as nutrients and biochemical pathways within cells that drive metabolism, energy usage and generation in cellular and homeostatic processes within humans.

5 credits

In-Person

BIOM 501 — Molecular Basis of Medicine

The course presents fundamental information regarding biochemistry, molecular biology and medical genetics in a way that is highly practical in today's clinical and/or research setting. This overview course includes discussions of molecular biology and genetics, metabolism and the body's production and use of energy, and blood-related issues such as blood proteins, lipoproteins and hemostasis.

7 credits

In-Person

BIOM 502 — The Infectious Process

This course introduces graduate students to fundamental principles of immunology and microbiology. This overview includes discussions of the interplay between the microbial pathogen and the host immune response during the infectious process. Representative microorganisms belonging to each class of pathogen (bacterial, viral, fungal and parasite) are discussed. After the introductory lectures, the focus will be on current topics of interest in infectious disease and public health, including vaccines, cancers with an infectious etiology, and eradication of disease.

3 credits

In-Person

BIOM 503 — Human Anatomy

This course provides a comprehensive consideration of the human anatomy as it relates to function in order to provide the anatomical component of diagnosis and treatment. Course objectives include the demonstration of anatomical structural knowledge of all systems in the human body, including musculoskeletal, neuronal, lymphatic, respiratory, cardiovascular, digestive, urinary and reproductive. Emphasis is placed on structural relationships and functional correlations. Learning is facilitated through lecture and group study of anatomical dissections.

6 credits

In-Person

BIOM 503M — Medical Microbiology and Immunology

This course introduces graduate students to fundamental principles of immunology and microbiology. This overview includes discussions of the interplay between the microbial pathogen and the host immune response during the infectious process. Representative microorganisms belonging to each class of pathogen (bacterial, viral, fungal and parasite) are discussed.

4 credits

In-Person

BIOM 504 — Histology

Students receive fundamental information regarding the structure and function of cells, how cells are organized into tissues and how tissues are organized into organs. In the histology laboratory, students learn to identify cells, tissues and organs through a microscope.

4 credits

In-Person, Lecture

BIOM 504M — Ethics and Professionalism

The student interacts with faculty in discussions and presentations regarding scientific/medical ethics, professional development and career advancement.

1 credits

In-Person

BIOM 505 — Neurosciences

This course provides a broad introduction to the basic and clinical neurosciences, including motor function, cerebrovascular blood supply, sensory receptors, higher cortical functions, the limbic system, neurometabolism, and nervous system structure and function.

3 credits

In-Person, Lecture

BIOM 505M — Medical Anatomy

This course provides a comprehensive consideration of the human anatomy as it relates to function in order to provide the anatomical component of diagnosis and treatment. Course objectives include the demonstration of anatomical structural knowledge of all systems in the human body, including musculoskeletal, neuronal, lymphatic, respiratory, cardiovascular, digestive, urinary and reproductive. Emphasis is placed on structural relationships and functional correlations.

5 credits

In-Person

BIOM 506 — Medical Pharmacology

This course presents an introduction to the basic concepts and principles of pharmacology. Specific lectures are presented in the areas of pharmacokinetics, autonomic pharmacology, cardiovascular pharmacology, CNS pharmacology and the control of pain.

3 credits

In-Person, Lecture

BIOM 506M — Medical Physiology

The Medical Physiology course introduces students to the foundational physiological mechanisms underlying the normal function of the human body and thus provides the basis for understanding disease processes. The course covers concepts in normal physiology, as well as selected diseases in the following body systems: Neural, Muscular, Cardiovascular, Respiratory, Renal, Gastrointestinal, Endocrine and Reproductive. The goal of the course is to provide the student with an understanding of the fundamental mechanisms of human physiology.

4 credits

In-Person

BIOM 507 — Physiology

This introductory course focused on medical physiology correlates the principles of basic functional mechanisms to practical methods for clinical assessment. Students receive hands-on instruction in methods to evaluate physiological mechanisms in a laboratory setting. Classroom and laboratory instruction are correlated to enhance understanding of cardiac, skeletal, and smooth muscle physiology, gastrointestinal, respiratory, cardiovascular, and renal physiology.

3 credits

In-Person, Lecture

BIOM 507M — Medical Terminology

Students are taught the meaning of Latin and Greek word roots, suffixes, and prefixes. With the knowledge of these elements, a student is able to interpret and understand a multitude of complex medical terms.

1 credits

OnLine

BIOM 508M — Biomedical Anatomy Lab

This course provides a hands on consideration of the human anatomy as it relates to function. Course objectives include the demonstration of systems in the human body in a laboratory setting. Learning is facilitated through group study of anatomical dissections.

2 credits

In-Person

BIOM 509M — Biostatistics

Students will learn, review and demonstrate knowledge of statistical concepts through the use of numerous real-life data sets and case studies. Students will have opportunities to practice through in-class discussions, homework exercises and class projects.

3 credits

OnLine

BIOM 510M — Neurophysiology

Students will learn a range of neuroscience related information including development, cell structure, function and signaling, and associated sensory and executive functions. Emphasis will be placed on broad concepts of structure and physiologic function.

3 credits

OnLine

BIOM 511M — Journal Club

The student gives a multimedia presentation that includes appropriate background, methodology, results, interpretations and conclusions of an original study drawn from the recent peer-reviewed literature. Emphasis is placed on developing skills in critical review and in communicating scientific studies in seminar format.

1 credits

In-Person

BIOM 512M — Medical Anatomy II

This course provides a consideration of the human skull, face, head and basic brain anatomy. Course objectives include the demonstration of anatomical structural knowledge. Emphasis is placed on structural relationships and functional correlations.

1 credits

In-Person

BIOM 549G — Scientific Communication Skills

This course is designed to teach basic scientific communications skills that are crucial to the success of graduate students in the biomedical sciences. Various communication topics and strategies will be addressed in class. Students will be trained to read, interpret and use various formats to communicate scientific information from primary scientific literature. Practice opportunities and critiques will be provided.

2 credits

In-Person

BIOM 550G — Research Survey Seminar

The goal of this course is for the student to gain a view into cutting-edge research by surveying current research from the perspectives of basic scientific thinking, hypothesis development and testing, and interpretation of data. Students are trained in research approaches to relevant problems and consider which experiments might best address the question. Topics include: how a hypothesis is developed from existing data, how experiments are chosen to address specific hypotheses, and how the data are interpreted.

0 credits

In-Person

BIOM 552G — Basic Concepts Biostatistics & Epidemiology

3 credits

In-Person

BIOM 553G — Basic Concepts Biomedical Model

This course is designed to assist the student with developing a functional understanding of basic biochemical, cellular and systems physiologic processes through application of basic physical and chemical principles. The course builds on principles with which students are familiar from prerequisite coursework. Students examine and analyze how these principles have been modified to model cellular and human physiologic systems. Practical examples are used to both explain and test student competency. Students are expected to apply literature and database search techniques to identify specific research examples and to develop an appropriate project proposal. Additionally, public presentation, written assignments and testing are used to assess student academic performance.

2 credits

In-Person

BIOM 554G — Neuroscience

This course introduces the student to the field of medical neurosciences including cognition, the senses and the neuromuscular junctions. Emphasis is placed on structural organization and design of the nervous system, supported by the lecture and laboratory approach employed in the Human Gross Anatomy course that precedes this neuroscience experience. Understanding of basic physiologic principles and nervous system design is tested using timed exams that require students to apply their basic knowledge to an analysis of a variety of medically based scenarios.

3, 4 credits

In-Person

BIOM 557G — Micro Anatomy and Embryology

The histology component of this course covers basic structure and function of eukaryotic cells, how these cells are organized into four tissue types, and how tissues are organized into organs to support the various systems of the body. The embryology component focuses on gametogenesis through fetal development and explores embryogenesis for each organ system.

4 credits

In-Person

BIOM 558G — Biochemistry, Cell, & Molecular Biology

This course provides the basis for understanding concepts of molecular medicine relevant in subsequent coursework in the biomedical sciences. Areas of concentration include biochemistry cell and molecular biology and genetics. Topics include studies of cellular organization; signaling and replication; gene expression and regulation; carbohydrate, lipid, protein and nucleic acid metabolism; enzymes; and mechanisms of inheritance and genetic engineering.

5 credits

In-Person

BIOM 559G — Biostatistics

This course introduces the student to basic principles of statistical methods as applied to biomedical research, design and critical reading of the scientific literature. The student is expected to develop ability to use these basic principles to perform simple research data analysis and to interpret data reported in the current scientific research literature. This course in sequence with the new second year course Epidemiology replaces the 3 credit course BIOM 609G — Biostatistics and Epidemiology (formerly BIOM 552G).

2 credits

OnLine

BIOM 560G — Human Anatomy and Physiology I

5 credits

In-Person

BIOM 562G — Biomedical Anatomy

Students will be introduced to the structures of the human body by a regional approach that will stress the connections between systems. The course will explore the relationships between form and function of the various systems and structures to develop a more complete foundational understanding of the body. Systems to be explored and integrated include musculoskeletal, neural, respiratory, cardiovascular, digestive, urinary, and reproductive. A laboratory component utilizing cadaveric specimens will assist with integration of structural relationships from a 3D perspective.

5 credits

In-Person

BIOM 563G — Biomedical Physiology

The study of human physiology is guided by organ systems and the essential knowledge base required for understanding their functions and their interactions. The organ systems covered include but not limited to the Cardiovascular, Pulmonary, Renal, Gastrointestinal, Endocrine, and Female and Male Reproductive System. Study of each organ system may incorporate the most common diseases or challenges to homeostasis for that system. The integration of the Physiology and Pathophysiology of human organ systems is presented such that the factual and conceptual aspects of normal functions and diseased states are learned as a unified narrative to better understand the major challenges to homeostasis identified for each organ system.

5 credits

In-Person

BIOM 567G — Honors Micro Anatomy and Embryology

4 credits

In-Person

BIOM 600G — Critical Analysis of Research

This course is designed to enhance and promote critical analysis and communication of scientific findings. Students enrolled in the thesis track will meet on a bimonthly basis for one hour. In the first part of the year, students will present and carefully analyze the results of a scientific article. In the later part of the year, students will present the results from their individual research projects. All students are expected to attend and participate in presentations and discussions of research findings. The purpose of this experience is to augment the student's skills and competencies specific to the successful completion and presentation of their thesis research requirement for completion of the MS Degree.

0 credits

Hybrid

BIOM 600M — Critical Analysis of Research

0 credits

Hybrid

BIOM 601G — Basic Concepts in Biostatistics and Epidemiology

3 credits

In-Person

BIOM 601M — Introduction to Pathology

The course provides a systematic approach to the pathological basis of medicine. The course begins with an overview of cell injury, death, adaptation, repair and regeneration. It continues with a survey of the dermatological, skeletal, neurological, endocrine, immunological, cardiorespiratory, vascular, gastrointestinal, renal, urological and reproductive systems.

3 credits

OnLine

BIOM 602G — Infection and Immunity

5 credits

In-Person

BIOM 602M — Introduction to Pharmacology

This course provides students with a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of action, toxicities and interactions of specific drugs and drug classes.

3 credits
In-Person

BIOM 603G — Concepts in Pharmacology Toxicology

This course introduces the student to major concepts used in the study of pharmacology and toxicology. It focuses on drugs used in autonomic and cardiovascular pharmacology and toxicology. The course utilizes a lecture format and several laboratory sessions, one of which involves the use of the patient simulator in the clinical learning laboratory.

3 credits
In-Person

BIOM 604G — Nutritional Biochemistry

This course introduces the student to the foundation of nutrition as it impacts biochemical pathways within the body. This course applies a competency-based approach in which an emphasis is placed on student presentation and active participation in the classroom. Final course evaluation is based on the effectiveness of the student's classroom participation, prior preparation based on classroom outcomes and a final project that requires the student to design an experimental investigation of a topic of his or her own interest and then to apply his/her knowledge base by developing and generating an appropriate NIH-style grant proposal.

3 credits
In-Person

BIOM 606G — Analytical Reading, Molecular Reading

The focus of this course is on the elaboration of molecular mechanisms in the current literature. This course requires directed readings and presentations of the current literature, exposing students to high-impact areas of the biomedical sciences and enhancing critical reading and public speaking skills.

1 credits
Hybrid

BIOM 607G — Independent Study/Scientific Composition

This course is a graded three term sequence that is a guided independent study in which the student explores the biomedical science basis for health/medical conditions and syndromes that present in the clinic. Under the supervision of a graduate faculty member, the student is required to read and compile current scientific literature on the clinical condition chosen and write a major review article. Students will be required to present their topic in a formal presentation to the program faculty and their class peers. In addition to the presentation, the student must complete a written manuscript that adheres to scientific publication standards. Enrollment in this course requires approval of the program director and identification of a faculty mentor. Course may be substituted for BIOM 650G.

1-5 credits

BIOM 608G — Advanced Topics in Molecular Biology

1-4 credits
In-Person

BIOM 609G — Biostatistics & Epidemiology

3 credits

BIOM 610G — Medical Microbiology

The course is designed to provide the student with an understanding of the cellular and molecular basis of the immune response, and the role of the immune system in health and disease. Additional topics will cover immune-mediated pathological processes, tumor immunology and autoimmunity.

3 credits
In-Person

BIOM 611G — Medical Microbiology

This course is designed to provide the student with the basic principles of medical microbiology and infectious disease. Emphasis will be placed on the identification, recognition and pathogenesis of the major medically relevant microorganisms including bacteria, viruses, fungi and parasites. Additional topics will include physiological and epidemiological factors contributing to human infectious disease and an introduction to antimicrobial agents. Note: Medical Immunology and Medical Microbiology as a sequence replace the former second year first term course Immunity and Infection BIOM 602G.

3 credits
In-Person

BIOM 612G — Historical Development of Current Themes in Biomedical Research

The focus of this course is the historical development of current and important research trends through the tracking of an idea or concept from its origins in the original scientific literature to the current applications in cutting edge research. The purpose is for the student to gain an appreciation of how the development of ideas and concepts is essential to the investigation and better understanding across different areas of science. This course requires directed readings and presentations of the current literature, exposing students to high impact areas of the biomedical sciences and enhancing critical reading and interpretation of scientific literature as well as public speaking skills.

1 credits
Hybrid

BIOM 613G — Molecular Genetics

The goal of this course is for the student to develop a deeper understanding of the molecular biology techniques introduced in earlier courses. The material will focus on understanding the molecular genetic tools that are having a tremendous impact on medicine. Specific topics will include various types of cloning, gene transfer, methods to study gene expression at the mRNA and protein levels, microRNAs and other recent developments. Prerequisite: BIOM 558G

3 credits
Prerequisites: BIOM 558G
In-Person

BIOM 614G — Developmental Neuroscience

This course has the goal of providing students with a solid foundation in developmental neuroscience. The student is required to integrate findings from anatomical, cellular, molecular and genetic approaches. Topics covered will include neural induction, regionalization of the neural plate and neural tube, neurogenesis, gliogenesis, cellular determination and differentiation, migration, growth cones and axon pathfinding, dendrite formation, programmed cell death, synapse formation and elimination, critical periods and developmental plasticity. Students are required to have a basic knowledge of cell biology and neuroscience before attempting this course.

3 credits
In-Person

BIOM 615G — Biomedical Bases of Medicine

This course is an advanced graduate-level study of problem-based physiology. 8 clinical cases will be presented and discussed which will provide an interdisciplinary and integrated understanding of some common disease states by exploring not only the important physiological concepts, but also the pathophysiology that leads to the development of specific clinical presentations and progression of the disease process. In addition, appropriate clinical and therapeutic interventions will be discussed as a means to introduce students to the theory and practice of clinical medicine. After successful completion of this course, the student will be able to appreciate the complexity of clinical scenarios and as well interpret information across multiple organ systems.

3 credits

In-Person

BIOM 616G — Experimental Design and Data Analysis in Biomedical Research

This course is intended to provide basic training to students about how to start a biological research study with a reasonable experimental design and to apply best practices in data analysis at the end. This course will use examples from molecular biology, electrophysiology and imaging studies to explain how to adopt most currently accepted methods in experimental design and data analysis. Students enrolled in this course are required to have a prerequisite understanding of basic statistics.

2 credits

In-Person

BIOM 617G — Human Virology Biology

This course is a discussion- and debate-based review of current topics in stem cell biology and the uses of stem cells in medicine and biotechnology. Topics include review and discussion of cell biology, developmental biology, molecular biology and genetics; stem cell characteristics and preparation; clinical applications and therapeutic uses of stem cells and tissue engineering; and regulatory and ethical issues. Current peer-reviewed literature provides up-to-date information for classroom discussion.

3 credits

In-Person

BIOM 618G — Epidemiology

This course introduces the student to basic principles of epidemiology as applied to biomedical research, design and critical reading of the scientific literature. The student is expected to develop ability to use these basic principles to perform simple epidemiologic analysis and to interpret studies reported in the current scientific research literature. The students are required to identify measures of disease frequency and excess risk and apply these in the context of epidemiologic questions and problems. Students are also asked to interpret and apply the calculation and application of screening test utilities. Students are expected to master concepts including, but not limited to, morbidity and mortality measures, incidence, prevalence, attack rate, relative risk, odds ratio, positive and negative predictive value, sensitivity and specificity. This course, in sequence with the new first year course Biostatistics (BIOM 559G), replaces the 3 credit course BIOM 609G — Biostatistics and Epidemiology (formerly BIOM 552G)

1 credits

In-Person

BIOM 619G — Medical Microbiology Method Practicum

This course covers basic concepts of microbiology with emphasis on sterile techniques, staining, antibiotic susceptibility testing, isolation and identification of pathogenic microorganisms. As a final learning outcome, students are required to apply his/her acquired knowledge and skills to successfully identify a mixture of two unknowns. This course is the competency-based section of BIOM 611G Microbiology and BIOM 610G Medical Immunology course sequence, and students are registered in conjunction with BIOM 611G. Registration for this course as a separate component or registration for BIOM 611G without this competency-based component requires the approval of the program director.

1 credits

In-Person

BIOM 620G — Human Viruses Vaccines and Infectious Diseases

This course is designed to build upon basic molecular genetics principles in order to familiarize the students with the related principles of virology, including structure, biology, replication, pathogenesis and host-cell interactions. The mechanisms of viral adaptation will be utilized as real-time applications of mutation to see how these can be exploited to predict the severity of viral outbreaks and the development of drug resistance. Students will gain an appreciation for the population genetics of infectious diseases, while the control and prevention of infection is a theme that will be discussed throughout the course. Finally, the development of the host innate immune system and viral counterstrategies will be examined. This course is designed to complement the fundamental concepts introduced in Molecular Genetics (BIOM 613G) and Epidemiology (BIOM 618G). Students should successfully both BIOM 613 G and BIOM 618 G before enrolling in this course. Student who have not completed Molecular Genetics and Epidemiology can only register for BIOM XXX G with the prior approval on the course director and program director.

3 credits

In-Person

BIOM 621G — Computational Neuroscience

This course is designed to provide advanced training to students in the study of neuroscience and electrophysiology using a computational approach. Computational neuroscience is an important method in understanding the information content of neural signals by modeling the nervous system at many different levels. This course will review systemic and cellular neurobiology, basic concepts in biophysics, computer languages. Students will be required to perform electrophysiological recordings, construct biological realistic single neuron or network models using popular simulators, and present their models in both writing and speech. Completion of the course requirements will augment important professional skill sets and competencies for students completing the MS Degree and seeking to continue in many areas of scientific research and diagnostics. Basic knowledge in physics and neurobiology is prerequisite. This course is paired with Advanced Cardiovascular, Pulmonary and Renal Physiology.

3 credits

Hybrid

BIOM 622G — Advanced Cardio Pulmonary Renal Physiology

This course provides advanced training to students in the study cardiac, cardiovascular, pulmonary and renal physiology elaborating on the ideas of how neural/hormonal feedback mechanisms and local control balance the parameters of pressure volume and cardiac output to adequate insure local and systemic blood flow for the purpose of nutrient delivery and waste removal. Students will explore the complexities of this balance through the examination of physical performance and pathophysiologic scenarios as well as analysis of laboratory research data and evidence base medicine cases. Students will be required to present and explain their analyses using both classic physiologic illustration tools and literature graphics. This course is paired with Computational Neuroscience.

3 credits

In-Person

BIOM 623G — Integrative Anatomical Skills

3-4 credits

In-Person

BIOM 624G — Embryological Basis of Disease

This course is designed to provide advanced comprehension of the underlying embryological mechanisms in human development. Students will examine the genetic, cellular, molecular, and environmental mechanisms that contribute to medically relevant malformations, anomalies, defects, and syndrome of major anatomical systems that occur during embryological/fetal life which impact the cardiovascular, neurological, gastrointestinal, urogenital, and head/neck formation. Students will be assigned specific developmental disorders/diseases/malformations and be responsible for discussing and presenting their findings on the assigned topics as individuals and in groups. Over the term, the topics assigned will progress through the major anatomical systems and increase in complexity. The course assumes students have acquired basic knowledge of cell biology and human embryology. Successful completion of Human Embryology is a prerequisite. Enrollment limited to 12 students.

3 credits

In-Person

BIOM 625G — Current Challenges in Infectious Diseases

In today's increasingly intertwined world, the epidemiology of infectious diseases is dynamic and challenging. This course will introduce students to the theory of identifying and controlling infectious diseases through a study of various pathogens such as Ebola, HIV, Avian Influenza, SARS, MERS, Zika and COVID-19 (among others). Using examples, students will develop an appreciation of disease transmission, epidemiology, the importance of surveillance and outbreak investigation in prevention and control, along with a range of disease control strategies implementable at the individual, local and national levels. Topics of particular note will be those diseases of pandemic potential and an analysis of the factors and activities necessary to reduce their occurrence. A student who has not completed BIOM 618G Epidemiology can only register for this course with prior approval of both the course and program directors.

3 credits

Prerequisites: BIOM 618G

In-Person

BIOM 626G — Neurobiology of Disease

3 credits

OnLine

BIOM 628G — Topics in Global Health

This course will give students an overview of major causes of global morbidity and mortality, particularly in third world countries. The course will consist of a combination of lectures and student group presentations. Lecture topics may include: Major Causes of Morbidity and Mortality in Third World Countries, Societal and Economic Impact of HIV/AIDS in Third World Countries, Global Aspects of Malnutrition and Infant Mortality, Global Impact of Malaria and TB, Health Challenges in Refugee Camps, Health Impacts of War and Natural Disasters, Emerging Infectious Diseases.

3 credits

In-Person

BIOM 629G — Advanced Gastrointestinal and Endocrine Physiology

This course provides advanced training to students in the study gastrointestinal and endocrine physiology comprehensively elaborating on the basic information presented in the first year to establish an application-based understanding of the relationship between structural and secretory defects and their effects on nutrition and health. The gastrointestinal section of the course focuses on ideas of how neural/hormonal feedback mechanisms and local control balance gastrointestinal function for the purpose of nutrient delivery and waste removal. Students will explore the complexities of this balance through the examination of diet and pathophysiologic scenarios as well as analysis of laboratory research data and evidence base medicine cases. For the endocrine portion of the course, focus is placed on the relationship of hormonal function and control as they apply to both the treatment of and life impact of a variety of classic endocrine disorders. Students will be required to present and explain their analyses using both classic physiologic illustration tools and literature graphics. This course while independent in its own right the second course in a two part series covering advanced topics in classic medical physiology.

3 credits

In-Person

BIOM 650G — Special Topics in Biomedical Science Research and Methods

This course is a graded three term sequence that is a guided independent study in which the student explores an area of interest in either Biomedical Sciences Research or Methods. The course requires a topic selection to be approved by a mentor/instructor. Students are expected to complete a thesis-style paper of twenty-five pages or more which can be a review, project proposal, grant application, etc. (any proposals require paperwork for appropriate regulatory committees); minimum of 75 citations/references, graded presentation, scheduled weekly meetings with faculty mentor; and competency-based testing and assignment completion. Students may enroll in this course only through the approval of the Program Director. Course may be substituted for BIOM 607G.

1-4 credits

In-Person

BIOM 678 — Scientific Communication Skills

1 credits

In-Person

BIOM 681 — Research Proposal

This course introduces the student to literature review, hypothesis generation, and research design. The student will form a partnership with a research mentor and thesis committee. Working with the mentor, the student develops a written research plan which must be approved by the committee and program director. If the project requires clearance by any regulatory board (IRB, IACUC, etc.), this course is considered "in progress," and no grade is issued until such authorization is secured.

0-1 credits

BIOM 682G — Research Proposal

1 credits

In-Person

BIOM 682M — Research Proposal

1 credits

BIOM 683 — Thesis Manuscript Development

The student demonstrates mastery of his or her area of research by writing a viable draft of the thesis manuscript comprising abstract, introduction, background, materials and methods, results, discussion and literature cited. The draft is submitted to and approved by the thesis committee, who schedules the thesis defense in conjunction with the program director. Prerequisites/Corequisites: BIOM 681, BIOM 682, BIOM 693.

0-2 credits

Prerequisites: BIOM 681, BIOM 691

In-Person

BIOM 683G — Thesis Manuscript Development

1 credits

In-Person

BIOM 683M — Thesis Manuscript Development

0-1 credits

In-Person

BIOM 685 — Thesis Defense

The candidate demonstrates mastery of his or her area of research, and biomedical research in general, by delivering a public, seminar-format presentation before the faculty and College community. The audience may question the candidate on matters pertaining to the project and related studies. After the public session, the defense continues with the thesis committee discussing both with the candidate and in private matters that may need to be resolved before the final thesis can be submitted. Prerequisites/Corequisites: BIOM 683, BIOM 693.

0-2 credits

Prerequisites: BIOM 692**BIOM 687 — Thesis Completion**

The candidate revises the written thesis as required by the thesis committee and library guidelines, secures committee approval, and submits the thesis in its final form to the program director, who will then recommend the candidate for degree conferral. This course is considered "in progress" and no grade issued until the final thesis is submitted. At the end of each term that the thesis is not submitted, the candidate must develop an action plan in consultation with the thesis committee and program director; additional fees may be incurred. Thesis status cannot be registered after thesis has been defended. Prerequisite/Corequisite: BIOM 685.

1 credits

Prerequisites: BIOM 692

In-Person

BIOM 687G — Thesis Completion

0 credits

In-Person

BIOM 690 — Research Methods

This course introduces students to fundamental concepts of epidemiology and research design in health and disease. Principles of evidence-based medicine are discussed as they relate to key areas of disease prevention, health promotion and therapy discussed. Community-based issues, problems and solutions are addressed. Students who complete the course will be able to understand and apply basic statistical terms and applications as well as various research design models that appear in current medical literature. Students learn to assess the quality of medical literature research designs to study commonly encountered clinical and community issues. Students will learn to describe the relationship between the medical literature and evidence-based medicine.

1-2 credits

Prerequisites: BIOM 691

In-Person

BIOM 690G — Research Methods Practical Experience in Biomedical Science

This course is intended to provide students with a basic understanding and practical experience in research and experimental principles and methods. Students are given the opportunity to conduct experiments related to cell and molecular biology and keep a written record of all research experiments performed. Experiments complement the existing curriculum taught in cell and molecular biology and as such, should help the student gain additional understanding of the material and the techniques used to address questions in basic science research. Complementary to their laboratory-based assignments, students are provided with the requisite background information they will need in order to understand the purpose of each experiment.

4 credits

BIOM 691 — Biomedical Research

The student undertakes mentored research leading to the degree of Master of Science in Biomedical Sciences. Students learn lab techniques and review the relevant literature with the goal of understanding not only the "how" but the "why" of their project. If the project has met all regulatory requirements, data collection may commence. This course may be taken in one or more terms for up to seven total credits, and includes at minimum one meeting of the full thesis committee per term.

1-8 credits

Prerequisites: BIOM 501, BIOM 502, BIOM 503, BIOM 504, BIOM 505, BIOM 506, BIOM 507**BIOM 691G — Biomedical Science Research**

Supervised individual research projects undertaken by students in the program leading to the degree of Master of Science in Biomedical Sciences.

1-8 credits

In-Person

BIOM 691M — Biomedical Research

1-8 credits

In-Person

BIOM 692 — Biomedical Research

The student continues mentored research leading to the degree of Master of Science in Biomedical Sciences. This course may be taken in one or more terms for up to nine total credits, and includes at minimum one meeting of the full thesis committee per term. Prerequisites: BIOM 501, 502, 503, 504, 505, 506, 507, 681, 690, 691.

1-8 credits

Prerequisites: BIOM 681, BIOM 690, BIOM 691

BIOM 692G — Biomedical Research

Supervised individual research projects undertaken by students in the program leading to the degree of Master of Science in Biomedical Sciences.

1-8 credits

In-Person

BIOM 692M — Biomedical Research

1-8 credits

In-Person

BIOM 693 — Biomedical Research

Mentored research that brings the project to a conclusion as approved by the thesis committee, such that it may be presented in written and oral form. This course may be taken in one or more terms for up to nine credits per term, and includes at minimum one meeting of the full thesis committee per term. Prerequisite: BIOM 692.

1-10 credits

Prerequisites: BIOM 692

BIOM 693G — Biomedical Research

Supervised individual research projects undertaken by students in the program leading to the degree of Master of Science in Biomedical Sciences.

1-8 credits

In-Person

BIOM 693M — Biomedical Research

1-8 credits

In-Person

BIOM 694 — Biomedical Research

1-9 credits

BIOM 697G — Capstone Continuation

1 credits

BIOM 698G — Independent Study

1-6 credits

BIOM 698M — Directed Studies**BIOM 699G — Biostatistics Epidemiology**

This course is designed to allow students who have not completed their thesis during the normally allotted time to register and complete their thesis.

3 credits

In-Person

Clinical Psychology (CPSY)

CPSY 102 — Doctoral Writing Skills Seminar

(Part 1) This course is designed to provide structure for scientific and doctoral-level writing. These writing skills are deemed critical to successful communication in the PsyD program and the field of professional psychology.

0 credits

In-Person

CPSY 103 — Doctoral Writing Skills Seminar

(Part 2) This course is designed to provide structure for scientific and doctoral-level writing. These writing skills are deemed critical to successful communication in the PsyD program and the field of professional psychology.

0 credits

In-Person

CPSY 104 — Doctoral Writing Skills Seminar

(Part 3) This course is designed to provide structure for scientific and doctoral-level writing. These writing skills are deemed critical to successful communication in the PsyD program and the field of professional psychology.

0 credits

In-Person

CPSY 601 — Learning Theories

This course is designed to provide an overview of theories of learning and critical concepts and constructs related to human learning. Consideration is given to basic principles and laws of learning and how they apply to understanding and predicting human behavior. Clinical applications of learning theory and research are reviewed.

3 credits

In-Person

CPSY 602 — Comparative and Integrative Psychotherapy

This course familiarizes students with different empirically supported treatment approaches and their clinical application and integration in clinical practice. Students review primary elements of Psychodynamic and Existential Psychotherapy, Structural Family Systems Therapy, Acceptance Commitment Therapy (ACT), Dialectical Behavior Therapy (DBT), Cognitive Behavioral Therapy (CBT) and Motivational Interviewing (MI). The course focuses on clinical application of these treatment approaches and the process of integrating these interventions in clinical practice.

2 credits

In-Person

CPSY 603 — Behavioral Medicine

This course is designed to provide an overview of essential content for the preparation of clinical psychologists practicing in primary care and other related medical settings. Particular emphasis is placed upon the clinical psychologist as a practitioner, consultant, teacher, researcher, administrator and role model in the medical setting.

3 credits

In-Person

CPSY 605 — History and Systems

This course is designed as an overview of the history of psychology in the Western world. The historical approaches to this task will include a historical developmental approach to origins and changes of ideas over time, the study of great persons and schools of thought, and a look at the Zeitgeist of each.

3 credits

In-Person

CPSY 607 — Cognitive & Affective Bases of Behavior

This course emphasizes theoretical, conceptual, empirical and clinical issues to better understand the cognitive-affective-behavioral interaction. Areas of concern will include modes of thinking, sensation and visual and other sensory perception, motivation, emotion, concept formation, construction of reality and the self.

3 credits

In-Person

CPSY 608 — Social Psychology

This course is designed to help the student understand basic principles and concepts of psychology related to the behavior of individuals in social contexts. Special emphasis is placed upon the social-clinical psychology interface and the role of the clinical psychologist as an applied social psychologist.

3 credits

In-Person

CPSY 616 — Lifespan Development

This course offers a multifaceted approach to learning about human development. It provides both an empirical and theoretical examination of human development across the lifespan. It is the intention of this course to acquaint the student with essential concepts and models of development. Psychological principles and historical and recent research in the areas of prenatal, cognitive, language, socio-emotional and physical development will be explored, and cultural considerations will be incorporated. Overall, this course is aimed at providing a comprehensive, clinically oriented overview of lifespan development.

3 credits

In-Person

CPSY 620 — Psychopathology

The goal of this course will be to familiarize students with the current diagnostic nosology as well as prominent features associated with psychological disorders across the lifespan.

3 credits

In-Person

CPSY 622 — Ethics in Psychology

This course familiarizes the student with the APA Code of Ethics, the Pennsylvania Licensing Law for Psychologists and the Specialty Guidelines for the Delivery of Services. It will also discuss the difference between legal and ethical issues and a variety of professional issues.

3 credits

In-Person

CPSY 623 — Human Diversity: Multiculturalism and Individual Differences

The intent of this course is to present an overview of issues and methods that will serve as a guide to developing multicultural competence, i.e., the knowledge, skills and attitudes necessary to understand, communicate with and treat a culturally diverse patient population.

3 credits

In-Person

CPSY 624 — Research I: Research Design and Methodology

Course objectives are to understand the basic research designs in clinical psychology and the methodological issues in formulating, planning, designing, implementing, analyzing and interpreting the results of research investigations. Prerequisite: Undergraduate or graduate statistics course.

3 credits

In-Person

CPSY 625 — Research II: Univariate and Multivariate + Lab

This course has three major goals. The first goal is to teach doctoral students fundamental and advanced theory principles and essential concepts in measurement applied to psychological phenomena (commonly referred to as Test Theory or Psychological Measurement). The second major goal is to teach doctoral students fundamental and advanced principles and essential concepts in planning, selecting, conducting, and interpreting statistical analyses of empirical research studies in clinical psychology. The third major goal is to help students develop basic proficiency in the use of SPSS as a tool for analyzing data sets.

4 credits

Prerequisites: CPSY 624

In-Person

CPSY 626 — Assessment I: Assessing Cognitive Ability

This course identifies the relevant issues/criticisms related to intelligence and intelligence testing. Students will be able to administer, score and interpret the most current edition of the WISC and WAIS, analyze data and organize it in a meaningful way to communicate to the client and prepare complete comprehensive written reports.

3 credits

In-Person

CPSY 627 — Assessment II: Objective Personality + Lab

This course covers the definition, identification and assessment of a variety of personality functions through the use of objective assessment instruments. Prerequisite: CPSY 626 completed with a grade of B- or better.

3 credits

Prerequisites: CPSY 626

In-Person

CPSY 628 — Assessment III: Advanced Topics + Lab

This course identifies the relevant issues/criticisms related to intelligence theories and intelligence testing. Students will be exposed to and achieve competency in the administering, scoring, and interpretation practices of a wide variety of accepted instruments in psychological testing. Students will be able to administer, score and interpret the most current edition of the Wechsler Memory Scale (WMS-IV) and The Wechsler Individual Achievement Test, Fourth Edition (WIAT-4). Use and abuse issues will be discussed along with their level of sensitivity and validity with special populations.

3 credits

Prerequisites: (PSY 626 or CPSY 626), (PSY 627 or CPSY 627)

In-Person

CPSY 629 — Physiological Basis of Behavior

This course introduces the student to the structures and functions of the brain and central nervous system. In addition, the interrelationship between biochemical, physiological and neurological influences on human behavior will be explored.

3 credits

In-Person

CPSY 630 — Cognitive Therapy

The two primary goals of this course are to introduce the student to the history, philosophy and conceptual model of cognitive therapy and to address the practice issues revolving around models of treatment, standards of care and the importance of empirically validated treatment.

3 credits

In-Person

CPSY 630E — LGBT: Cultural Competency Therapy

This course provides an informative and useful introduction to understanding and working more effectively with lesbian, gay, bisexual, and transgender clients. A CBT lens will be applied to understand the developmental and ongoing experiences of LGBT people, how these can affect their psychological functioning, and what issues to be most aware of when treating them. Students will become more aware of some of the stressors that can affect the psychological vulnerability of LGBT persons, and identify ways to speak and relate to these clients to facilitate greater honesty and openness. The course will clarify characteristics of good and bad psychotherapeutic practice in working with these clients.

1, 3 credits

In-Person

CPSY 634 — Pediatric Psychology

This course provides students with an overview of the relationship between children's physical health and their mental health, academic functioning and socio-emotional wellbeing. A systems approach emphasizes strategies to collaborate with the family, school and health care system. Prevention and wellness promotion programming are discussed. Culturally responsive assessment and intervention strategies to address chronic medical conditions are taught. Legal issues, ethical practice and professional development pertaining to children with health-related issues are also emphasized.

1, 3 credits

In-Person

CPSY 638 — Private Practice: How to Build a Viable Practice

This course consists of a comprehensive description of everything practitioners need to know if they plan to start a private clinical practice, including marketing, developing referral sources, advertising, brochure designing, picking the best location, providing office amenities, selecting phone systems and billing software and hiring of staff. The history of mental health managed care will be discussed, and students will gain knowledge of various insurance vehicles. The advantages of insurance-free practice, general versus specialty practice, sole proprietor versus partnerships or corporations, and child-focused services versus adult and geriatric services will be presented. All issues concerning fees, such as setting fees, collections, dealing with no-shows and responding to late cancellations, will be described. Malpractice insurance, risk management, and quality management will be discussed in depth, as will the advantages of being a cognitive-behavioral therapist in the private sector. Ethical issues related to the development of a private practice will also be addressed.

1-3 credits

In-Person

CPSY 639 — Sleep Disorders

The content of this course follows a progression from basic sleep issues, circadian rhythms and sleep function to methods of evaluating sleep disorders. Common sleep disorders and their treatment will be presented along with sleep issues unique to children and the elderly. Sleep disturbances associated with mood, anxiety and other psychological disorders will also be presented.

1-3 credits

In-Person

CPSY 643 — Therapy with Couples

This course focuses on the treatment of dyadic relationships. Various theoretical and technical models of couple-based therapy will be discussed and demonstrated. Prerequisites: CPSY 602, CPSY 603, and CPSY 630.

1-3 credits

Prerequisites: CPSY 602, CPSY 603, CPSY 611, CPSY 613, CPSY 630, CPSY 614

In-Person

CPSY 650 — Psychopharmacology

The psychologist working with the physician must be knowledgeable about the main effects, side effects and synergistic effects of both psychopharmacologically specific and other medically prescribed drugs. This course introduces the student to the rationale and choices of drugs used in medical practice. Prerequisite: CPSY 607.

1, 3 credits

Prerequisites: CPSY 607

In-Person

CPSY 651 — Pain Management

The purpose of this course is to provide an overview of the assessment and treatment of acute and chronic pain. Topics include but are not limited to historical foundations, the biopsychosocial model, psychological factors, assessment and treatment strategies including cognitive-behavioral approaches, special populations and future directions. Prerequisites: CPSY 603, CPSY 607 and CPSY 630.

2 credits

Prerequisites: CPSY 603, CPSY 607, CPSY 630

In-Person

CPSY 652 — Practicum I

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course material includes teaching, modeling and practice with a work sample demonstrating a manually informed, empirically supported approach to treatment, identifying factors in patients' readiness to change, describing how to form a working therapeutic alliance with diverse clients and populations, and applying motivational interviewing techniques in order to maximize treatment participation. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.

1.5 credits

Prerequisites: CPSY 102, CPSY 601, CPSY 603, CPSY 605, CPSY 607, CPSY 608, CPSY 616, CPSY 620, CPSY 622, CPSY 623, CPSY 624, CPSY 625, CPSY 626, CPSY 627, CPSY 628, CPSY 629, CPSY 630, CPSY 662, CPSY 695A, CPSY 695B, CPSY 695C

In-Person

CPSY 653 — Practicum II

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/ psychotherapy and other work appropriate to the role of a beginning psychologist.. Additional elective practicum hours are an option. Course material includes teaching, modeling and practice with work samples demonstrating skills for forming a working alliance with clients with a variety of individual and culturally diverse characteristics; describing the components of Persons's model of cognitive case conceptualization and practicing the application of the Persons's model to cases seen on practicum, practicing selected cognitive therapy techniques, and critically evaluating a faculty STEPPS video in terms of case formulation, intervention strategies, and social context factors including issues of power and privilege. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues. Prerequisite: CPSY 652.

1.5-2 credits

Prerequisites: CPSY 698A, CPSY 698B

In-Person

CPSY 654 — Practicum III

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course material builds upon skills learned in Practicum I and II, and includes describing and practicing the application of the functional analytic model of case conceptualization and treatment planning, practice applying selected behavioral techniques and providing a strategic rationale for using each technique, and using the Psychotherapy Skills Inventory in evaluating psychotherapy sessions as a form of self-evaluation and peer consultation of psychotherapy skill. Prerequisites: CPSY 652 and CPSY 653.

1.5 credits

In-Person

CPSY 655 — Practicum IV

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course material builds upon skills learned in Practicum I, II and III, and includes describing principles of collaborative assessment and integrative psychological test report writing, strategies for integrating psychological test data that tap different dimensions of cognitive processing, affective functioning, and personality functioning into a coherent description of the whole person, and proving jargon-free strategies for providing feedback of standard psychological test and assessment results to diverse individuals and groups that accounts for health literacy and enhances treatment adherence. Students view a video of a faculty providing assessment feedback and provide critical feedback. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues. Prerequisites: CPSY 652, CPSY 653 and CPSY 654.

1.5 credits

In-Person

CPSY 657 — Group Therapy

Group psychotherapy will examine the unique strengths and “curative” factors associated with this modality. Boundaries, group composition and other critical aspects of group dynamics will be examined. Various group models including cognitive-behavioral, problem solving and other behavioral approaches, interpersonal and developmental models will be reviewed. Prerequisites: CPSY 603 and CPSY 630.

1-3 credits

Prerequisites: (PSY 603 or CPSY 603), (PSY 630 or CPSY 630)

Lecture

CPSY 660 — Practicum Elective

This practicum is designed for doctoral students interested in obtaining additional practicum experience and includes a seminar at PCOM and 8 hours/week at a practicum site doing evaluation, psychological assessment, psychotherapy and other work appropriate to the role of a psychologist. Each credit represents 84 hours of work.

0-2 credits

CPSY 661 — Administration, Consultation and Supervision: Behavioral Health Care

This course is designed to provide students with the skills for conducting clinical supervision, mental health consultation, and the management of mental health services associated with a variety of administrative and clinical supervisory positions. Prerequisites: CPSY 652 and CPSY 653.

3 credits

Prerequisites: CPSY 652, CPSY 653

In-Person

CPSY 662 — Behavior Therapy

This course is designed to introduce students to the philosophy and practice of behavior therapy. A major goal of this course is to help students effectively utilize basic behavioral techniques. Emphasis will be placed on understanding how learning principles inform the application of these techniques and the importance of implementing these techniques within the context of a carefully considered behavioral case conceptualization. Students will gain experience in a functional behavioral assessment and numerous behavioral intervention strategies (e.g., contingency management, relaxation training, systematic desensitization, exposure, response prevention). Prerequisite: CPSY 601 with a grade of B- or better.

3 credits

In-Person

CPSY 666 — Evidence-Based Treatment of OCD, PTSD, and Anxiety

Students will learn fundamental concepts and skills related to assessment and treatment of anxiety-related disorders, including OCD, PTSD, social anxiety disorder, specific phobias, panic disorder, and generalized anxiety disorder. CBT-informed assessments of these disorders will be a focus of this course. Manualized cognitive and behavioral treatments, with an emphasis on exposure-based therapies, will be covered. Prerequisites: CPSY 630 and CPSY 662.

2 credits

In-Person

CPSY 667 — Internship

PsyD students must register for each academic term in which the internship is served.

0-1 credits

Prerequisites: CPSY 681, CPSY 698A, CPSY 698B, CPSY 698C

In-Person

CPSY 670 — Problem Solving Therapy for Medical Patients

This course is designed to provide an in-depth survey of problem-solving therapy and its applications. The course focuses on training students to conduct this empirically supported, manually driven approach, and also teaches students to adopt a problem solving approach to clinical decision-making. Emphasis is on problem-solving therapy for persons with medical conditions such as cancer, irritable bowel syndrome and multiple sclerosis; discussion and examples of problem-solving therapy's application to treatment of anxiety and depression are also highlighted. Prerequisites: CPSY 603, CPSY 630 and CPSY 662.

1, 3 credits

In-Person

CPSY 674 — Research III: Dissertation Development Seminar

This course teaches students the step-by-step processes involved in the dissertation process from beginning to end. Students develop a research question, secure a dissertation chair, and compile an extensive bibliography related to their doctoral dissertation research project.

Prerequisites: CPSY 624 and CPSY 625 completed with a grade of B- or better; CPSY 681, CPSY 682 (2020 entering cohorts and earlier only)
0-3 credits

Prerequisites: CPSY 682, CPSY 624, CPSY 625

In-Person

CPSY 674A — Research IV: Method Development and Strategic Planning

Students begin the process of completing the literature review based on their outlines and bibliographies that were developed in Research III. Furthermore, students develop specific hypotheses to be tested based on their research questions. Finally, students develop the method for completing their dissertation research project. Issues such as selection of an appropriate design model and subject recruitment and assignment are covered.

1.5 credits

Prerequisites: CPSY 674

In-Person

CPSY 674B — Research V: Manuscript Development and Defense Planning

During this course, students select the proper data analytic models, complete their dissertation proposals, secure all three members of their dissertation committee, and schedule. Finally, they conduct a practice run of the defense of their dissertation proposals which includes an oral presentation of their research project in a PowerPoint presentation.

1.5 credits

Prerequisites: CPSY 674A

In-Person

CPSY 675 — Dissertation Advisement

After students have completed Research V, they continue to work on the completion of their doctoral thesis and meet with dissertation committee members and work on their own to complete all the steps through final approval. Students register for this course each and every term in which they are enrolled until they have successfully defended their final dissertation thesis. Prerequisites: CPSY 674, CPSY 674A and CPSY 674B.

1 credits

In-Person

CPSY 675E — Acceptance Commitment Therapy

This course introduces the student to ACT and related mindfulness-based practices and its application to clinical psychology. This course is designed as a graduate-level introduction to the knowledge and skills associated with ACT, including conceptualizing cases from an ACT perspective, applying the six core processes to cases, and developing an understanding regarding ACT interventions. This hands-on course involves practicing skills, such as mindfulness exercises and the use of metaphor, as a major component of learning ACT. In addition to these skills, this course emphasizes an advanced understanding of the current research on ACT and its impact on a clinician's decision to utilize ACT when working with specific individuals or groups. Prerequisites: CPSY 630 and CPSY 662.

1-3 credits

In-Person

CPSY 678 — Assessment and Treat of Addictive Behavior

This course provides an overview of the epidemiology, etiology, and assessment and treatment of addictive behaviors, including substance abuse, gambling and excessive sexual behavior. The focus is on research-based understanding of addictive behaviors and on current theoretical and technical knowledge and controversy in the field. Prerequisites: CPSY 630 and CPSY 662.

1, 3 credits

In-Person

CPSY 681 — Essay Comprehensive Exam

Students register for this portion of the comprehensive exam during the first term in which the exam is offered upon students' eligibility.

0 credits

CPSY 682E — Complex Trauma

This course is an introduction to the assessment and treatment of complex traumatic stress and dissociative disorders in adults. The etiology of chronic trauma, major features of complex traumatic stress and dissociative disorders, its clinical picture, tools of assessment, and core components of effective treatment will be reviewed. The emphasis throughout the course will be on a strengths- based perspective, incorporated within the tri-phasic model of treatment. The focus will be on cognitive-behavioral strategies, while highlighting the critical importance of the therapeutic relationship. Additionally, the risks of chronic exposure to traumatic material, vicarious traumatization, and ways to mitigate it will be discussed.

2 credits

In-Person

CPSY 687E — Cognitive Habilitation and Rehabilitation

3 credits

In-Person

CPSY 688A — Integrative Health Care I

This course expands upon principles learned in earlier foundation courses through case based learning. Students approach clinical case discussions in mixed-discipline student groups including Physician Assistant Studies, Doctor of Osteopathic Medicine, School Psychology, Mental Health Counseling, and Organizational Developmental Leadership Program students that will be facilitated by a clinical psychologist, physician assistants, and physicians, among other guestprofessionals. The purpose of the course is to further develop an appreciation and understanding for collaborative and integrative health care. Prerequisite: CPSY 603.

.5 credits

In-Person

CPSY 688B — Integrative Health Care II

This course expands upon principles learned in earlier foundation courses through case based learning. Students approach clinical case discussions in mixed-discipline student groups including Physician Assistant Studies, Doctor of Osteopathic Medicine, School Psychology, Mental Health Counseling, and Organizational Developmental Leadership Program students that will be facilitated by a clinical psychologist, physician assistants, and physicians, among other guestprofessionals. The purpose of the course is to further develop an appreciation and understanding for collaborative and integrative health care. Prerequisite: CPSY 603.

.5 credits

In-Person

CPSY 688C — Integrative Health Care III

This course expands upon principles learned in earlier foundation courses through case based learning. Students approach clinical case discussions in mixed-discipline student groups including Physician Assistant Studies, Doctor of Osteopathic Medicine, School Psychology, Mental Health Counseling, and Organizational Developmental Leadership Program students that will be facilitated by a clinical psychologist, physician assistants, and physicians, among other guest professionals. The purpose of the course is to further develop an appreciation and understanding for collaborative and integrative health care. Prerequisite: CPSY 603.

.5 credits

In-Person

CPSY 695A — Professional Development Seminar I

Each term of a 1 credit Professional Development Seminar is designed to expose students to focused topics relating to competencies of clinical psychologists that will prepare them to function in a multitude of practice settings. Topics may include leadership, diversity and individual differences as pertaining to current concerns in psychology, interprofessional collaboration and integrated health care, leading health and psychosocial problems, advocacy, trends in evidence-based practice, business practices in psychology, self-care, and others.

1 credits

In-Person

CPSY 695B — Professional Development Seminar II

Each term of a 1 credit Professional Development Seminar is designed to expose students to focused topics relating to competencies of clinical psychologists that will prepare them to function in a multitude of practice settings. Topics may include leadership, diversity and individual differences as pertaining to current concerns in psychology, interprofessional collaboration and integrated health care, leading health and psychosocial problems, advocacy, trends in evidence-based practice, business practices in psychology, self-care, and others.

1 credits

In-Person

CPSY 695C — Professional Development Seminar III

Each term of a 1 credit Professional Development Seminar is designed to expose students to focused topics relating to competencies of clinical psychologists that will prepare them to function in a multitude of practice settings. Topics may include leadership, diversity and individual differences as pertaining to current concerns in psychology, interprofessional collaboration and integrated health care, leading health and psychosocial problems, advocacy, trends in evidence-based practice, business practices in psychology, self-care, and others

1 credits

In-Person

CPSY 696E — Traumatic Degenerative Brain Disorder

This course offers a survey of clinical research as it relates to behavioral recovery following damage in the central nervous system. Recent theories and literature are stressed. Case studies and direct application to clinical work will be emphasized.

3 credits

In-Person

CPSY 698A — STEPPS Comprehensive Exam A

0 credits

CPSY 698B — STEPPS Comprehensive Exam B

0 credits

Prerequisites: CPSY 698A

CPSY 698C — STEPPS Comprehensive Exam C

0 credits

Prerequisites: CPSY 698A, CPSY 698B

CPSY 703 — Clinical Research Practicum

The Clinical Research Practicum is designed to instruct students in the process of research development, data collection, data management and analysis, and data reporting of applied clinical research designed and led by core faculty. Students will often have opportunity and responsibility for direct client/patient contact, learning about empirically supported treatments or development of empirical testing of treatments, grant submission, and administering and scoring clinical measures that can be used for research and practice. Student participation and advisement/instruction may be individual or in groups.

1-3 credits

CPSY 706E — Mindfulness

This course is designed to prepare and inform clinical work using mindfulness as an intervention. Students will learn the historical context, and receive guidance for their own personal practice as a foundation for building competency in this area. While this elective course may not qualify participants as experts in the field at its conclusion, it will provide individuals the ability to select and apply mindfulness interventions effectively in a clinical setting with a broad variety of clients/patients.

1 credits

In-Person

CPSY 707E — Working with Military Veterans

Working with military veterans is a specialized area of psychological practice which depends on knowledge of the structure and culture of the military, the characteristics of those who serve, and the impact of the experience of service. This course provides an introduction to the extensive research literature regarding the experiences of those who have served, as well as their families, the psychological consequences of service, and the evidence base for treatment approaches which will be valuable for any psychologist who provides services to veterans or members of their families.

2 credits

In-Person

CPSY 710 — Practicum V

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course material builds upon skills learned in Practicum I, II, III, and IV, and includes practice with applying selected standard behavioral and cognitive techniques designed to defuse resistance and improve motivation for change, and the rationale for using each technique; discussing the theoretical bases for understanding therapeutic resistance, and a variety of perspectives and methods for improving treatment participation and successful outcomes; and describing the Nezu and Nezu Problem Solving Model for formulating case conceptualizations and applying it to cases seen on practicum. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues. Prerequisites: CPSY 652, CPSY 653, CPSY 654, and CPSY 655.

1.5-2 credits

CPSY 711 — Practicum VI

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course materials build upon Practicum I through V, and includes being able to describe and apply Needleman's cognitive case conceptualization model to cases seen on practicum; describing the salient features of Recovery-oriented clinical supervision; and practice applying a cognitive behavioral model of supervision with a junior colleague or trainee by making effective use of agenda-setting, formative feedback, and case conceptualization, while encouraging self-reflection and discovery. Crisis management will also be addressed, and an interprofessional educational experience simulation will enrich the learning. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues. Prerequisites: CPSY 652, CPSY 653, CPSY 654, CPSY 655, and CPSY 710.

1.5, 2 credits

CPSY 712 — Practicum VII

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course material builds upon skills learned in Practicum I through VI and includes describing the roles and methods of consultation and education in seeking resolution of problems within the medical, psychological and social contexts, describing a cognitive-behavioral model of patient-centered case consultation, and relevant concepts and theories of consultation and education based upon the scientific literature, including foundational knowledge of systemic conceptualizations while taking into account taking into contextual and diversity variables; engaging in a collaborative consultative relationship with others within psychology and other disciplines; and conducting an inservice on a clinical topic of interest to staff at the practicum site, including a PowerPoint of an in-service training session led by the student, with evaluations from participants. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues. Prerequisites: CPSY 652, CPSY 653, CPSY 654, CPSY 655, CPSY 710, and CPSY 711.

1.5 credits

CPSY 713 — Practicum VIII

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist.. Additional elective practicum hours are an option and includes explaining the legal and ethical considerations in handling special situations (e.g., homicidality, suicidality, abuse, neglect, ethical challenges), and the need for supervision in handling them; analyzing and discussing one's responses to therapeutic interventions or ethical dilemmas in a variety of settings, with supervision; developing a plan addressing the need for self-care in professional practice, and a commitment to maintaining a regular program of self-care as part of life-long learning; developing a personal self-care plan with components that involve regular practice and anticipate and plan for how to overcome potential barriers to regular practice; and discussing the development of a commitment to understanding and incorporating Individual and Cultural Diversity into personal ethical values and into ethical principles in all professional activities. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues. Prerequisites: CPSY 652, CPSY 653, CPSY 654, CPSY 655, CPSY 710, CPSY 711, and CPSY 712.

1.5 credits

In-Person

CPSY 730E — Special Topics in Psychology

This course will explore a broad range of topics related to psychology that are often missing from both foundational and content-specific courses. A response to the narrowness that accompanies hyper-specialization, which can thwart scientific progress, while celebrating multiple, diverse lines of psychological inquiry, this course is for those curious about all things psychology. Some topics include: The Sociopolitical History of the DSM and Consequences for Practitioners, An Evolutionary Perspective on Suicide and Implications on Predictability, The Hidden Culture and Science of Bisexuality, and The Psychology of Secrets, among other topics. Special Topics in Psychology is designed to expose students to underappreciated pockets of the scientific literature as well as the contexts from which they emerge. Cultural and ethnic diversity issues will be discussed as they pertain to these topics.

2 credits

OnLine

CPSY 731 — Leadership and Ethics Across Continuous Care

This course is designed to engage the student in the investigation of the principles of ethics and their implementation is addressing decision-making and management of challenging issues.

1 credits

In-Person

CPSY 788A — Integrative Behavioral Health Seminar I

The Integrative Behavioral Health Seminar is a clinical seminar focused on increasing knowledge, skills, and attitudes related to clinical psychologists taking an interprofessional approach to patient care. This course reinforces the IPEC principles introduced in Behavioral Medicine and reinforced in Integrative Behavioral Healthcare. The emphasis in this higher-level course is on the integration of scientific knowledge from core courses (i.e., physiological bases of behavior, cognitive, social, or developmental psychology) as they contribute to the development and maintenance of common clinical problems, such as suicidal ideation/behavior, sleep disorders, substance use/misuse, maladaptive eating behaviors, pain, and trauma. Social determinants of health and health literacy are key social components to the assessment and treatment of these conditions. Given the prevalence of the clinical symptoms presenting in primary care and other medical settings, interprofessional educational case discussions, simulations, and role-plays will be incorporated.

1 credits

In-Person

CPSY 788B — Integrative Behavioral Health Seminar II

The Integrative Behavioral Health Seminar is a clinical seminar focused on increasing knowledge, skills, and attitudes related to clinical psychologists taking an interprofessional approach to patient care. This course reinforces the IPEC principles introduced in Behavioral Medicine and reinforced in Integrative Behavioral Healthcare. The emphasis in this higher-level course is on the integration of scientific knowledge from core courses (i.e., physiological bases of behavior, cognitive, social, or developmental psychology) as they contribute to the development and maintenance of common clinical problems, such as suicidal ideation/behavior, sleep disorders, substance use/misuse, maladaptive eating behaviors, pain, and trauma. Social determinants of health and health literacy are key social components to the assessment and treatment of these conditions. Given the prevalence of the clinical symptoms presenting in primary care and other medical settings, interprofessional educational case discussions, simulations, and role-plays will be incorporated.

1 credits

In-Person

CPSY 788C — Integrative Behavioral Health Seminar III

The Integrative Behavioral Health Seminar is a clinical seminar focused on increasing knowledge, skills, and attitudes related to clinical psychologists taking an interprofessional approach to patient care. This course reinforces the IPEC principles introduced in Behavioral Medicine and reinforced in Integrative Behavioral Healthcare. The emphasis in this higher-level course is on the integration of scientific knowledge from core courses (i.e., physiological bases of behavior, cognitive, social, or developmental psychology) as they contribute to the development and maintenance of common clinical problems, such as suicidal ideation/behavior, sleep disorders, substance use/misuse, maladaptive eating behaviors, pain, and trauma. Social determinants of health and health literacy are key social components to the assessment and treatment of these conditions. Given the prevalence of the clinical symptoms presenting in primary care and other medical settings, interprofessional educational case discussions, simulations, and role-plays will be incorporated.

1 credits

In-Person

CPSY 795 — Dissertation Editing

1 credits

CPSY 799 — Independent Study

.5-3 credits

CPSY 861 — Clinical Foundation of Neuropsychology

This course introduces the current state of the field and well-recognized and commonly used approaches in the clinical understanding of the human brain in behavior relationships.

3 credits

In-Person

CPSY 862 — Advanced Ethics, Healthcare Policy and Multidisciplinary Settings

This course focuses on the application of the APA Code of Ethics, the Pennsylvania Licensing Law for Psychologists and the Specialty Guidelines for the Delivery of Services to delivery in multidisciplinary health care settings and in care of medical patients. The difference between legal and ethical issues and a variety of professional issues will be addressed. Emphasis will be placed on ethical decision making often encountered in working with clinical health and neuropsychology/rehabilitation populations.

3 credits

In-Person

CPSY 863 — Behavior and Healthcare Psychological Assessment

This advanced course familiarizes students with diagnostic techniques and clinical assessment tools and skills necessary for practice in various medical, surgical, and multidisciplinary health care settings. Measures used for clinical practice and research investigations will be covered. Students will be guided to adopt appropriate clinical decision-making skills for selection of assessment approaches, and will gain practice in the use of appropriate instruments in these settings. Students are required to have had clinical psychology assessment courses prior to enrolling in this course.

3 credits

In-Person

Forensic Medicine (FMED)

FMED 499 — Basic Human Biology in Forensic Medicine

This course is for students enrolled in the Pathway program for the MS Forensic Medicine degree. The course is designed for non-biomedical bachelor degree students as a preparatory course preceding the forensic medicine curriculum. Part one of this course is an overview of general biology that is pertinent to forensic medicine, and part two is human anatomy and physiology. Basic medical histology will be incorporated into the later part of this course. This course is graded on a pass/fail basis. *Note: Students enrolled in this course must successfully complete the course with a passing grade of > 80% to continue in the Forensic Medicine program. The grade of "P" earned in this course once successfully completed is not calculated in the student's cumulative grade point average.

3 credits

OnLine

FMED 500 — Pathology for Forensic Medicine

The course provides a systematic approach to the pathological basis of the principles of forensic medicine. The course begins with an overview of cell injury, death, adaptation, repair and regeneration. It continues with a survey of the dermatological, skeletal, neurological, endocrine, immunological, cardiorespiratory, vascular, gastrointestinal, renal, urological and reproductive systems. Special emphasis is given to conditions of the cardiovascular, cardiorespiratory and central nervous systems that cause death.

4 credits

OnLine

FMED 501 — Principles of Forensic Medicine I

The course begins with an overview of the field of Forensic Medicine. This includes discussion of the history of forensic science and medicine. Also discussed are the roles of medical examiners, coroners and non-physician medicolegal death investigators. General principles of crime scene investigation are introduced. Instruction then moves to the science behind Forensic Medicine. Topics in this section include: post-mortem changes, Fingerprinting, blood spatter and odontology. Also taught here are: Entomology, Ritualistic Crimes, Anthropology and Firearms.

6 credits

Prerequisites: FMED 500

In-Person

FMED 502 — Principles of Forensic Medicine II

This course continues the overview of the field of Forensic Medicine. Topics covered in this course include forensic study of toxicology, shotgun and shotgun wounds, blunt and sharp force trauma, asphyxiation, arson, drug death and narcotics. Students also learn about forensic medicine aspects of motor vehicle accidents, clandestine graves, explosions and bombs, bioterrorism, and mass fatalities. This course covers trace evidence analysis and DNA analysis in conducting medicolegal investigations. Students will be given an outline of criminal law and of considerations in preparing and delivering court testimony. The course also includes investigation of special crimes including child abuse, sexual assault, arson, and deaths of persons in custody. Finally, this course covers techniques of providing grief assistance.

6 credits

Prerequisites: FMED 501, FMED 500

In-Person

FMED 504 — Research Design & Methodology

This course provides a foundation in research design, concepts and methodology with an emphasis on epidemiology. Students will evaluate the relationship of research design frameworks and research outcomes. The application of biostatistics and epidemiology concepts to the interpretation of the medical literature is also discussed.

4 credits

Prerequisites: FMED 500, FMED 501, FMED 502

OnLine

FMED 505 — Bioethics in Professional Practice

This course introduces students to the field of biomedical ethics and related medico-legal concepts. Material is presented to provide students with a basic understanding of the legal obligations and ethical responsibilities of the health care provider. Topics include research involving human participants and animals, medical and health care ethics, and the implications of applied genetics and biotechnology.

4 credits

Prerequisites: FMED 500, FMED 501, FMED 502, FMED 504, FMED 506

OnLine

FMED 506 — Evidence-Based Approach to Forensic Medicine

This course introduces students to the emerging field of evidence-based medicine. It begins with a history of the field. Students learn how to ask a clinically relevant question so that it may be answered. Next, they learn how to use that question to formulate an effective literature search to find the best answer to the question. In the next phase, students learn how to evaluate the importance and validity of the evidence. Finally, they learn how to use the evidence-supported answer in a manner that matches the values and views of their patients

4 credits

Prerequisites: FMED 500, FMED 501, FMED 502, FMED 504

OnLine

FMED 508 — Capstone: Integrative Experience

The capstone integrative experience project is a project that could involve field experience and/or research in the area of forensic medicine. The objective is to afford students the opportunity to apply the knowledge and skills they have acquired through their academic course work in a real life setting in an area of personal interest within the scope of forensic medicine. This project will culminate in a final paper at the conclusion of the experience.

8 credits

Prerequisites: FMED 500, FMED 501, FMED 502, FMED 504, FMED 506, FMED 505, FMED 513

Hybrid

FMED 513 — Law and Evidentiary Procedure

This course introduces students to the field of law and jurisprudence as it relates to the forensic field. Cases are utilized to highlight and address points. Topics studied are as follows: introduction the law, sociological jurisprudence, legal sociology, procedural law, constitutional law, criminal & civil law, equal protection under the law, courts, jurisdiction, rules of evidence, legal system, constitutional rights, legislation, judicial decision, mootness, statute of limitations, immunity, common law, criminal procedures/proceedings, contracts, law of torts, administrative federal/state/municipal agencies, and forensic science as it related to evidence. Cases are utilized regarding: hair analysis, fiber analysis, ballistics, tool marks, Soil/glass/paint evidence, footprints/tire impressions, fingerprints, blood splatter analysis, DNA analysis, forensic anthropology and forensic entomology.

4 credits

Prerequisites: FMED 500, FMED 501, FMED 502, FMED 504, FMED 506, FMED 505

OnLine

FMED 599 — Independent Study

1-3 credits

Interdisciplinary (INDP)

INDP 100 — Inter Professional Appreciation and Caring Communities

0-1 credits

In-Person

INDP 100A — Inter Professional Education

The Interprofessional Education course is a 4-year longitudinal program that affords medical learners the opportunity to gain an understanding of how to function as a future physician and as a member of a healthcare team. In the first academic year, through a variety of interprofessional education events, medical learners will work with other healthcare professional disciplines to gain a better understanding of the roles, functions, overlap, and differences of each of these professions. Likewise, through this course, learners will gain experience to aid in working in a team environment, while developing shared values for patient-centered care with other professionals.

.5 credits

In-Person

INDP 100B — Inter Professional Education

The Interprofessional Education course is a 4-year longitudinal program that affords medical learners the opportunity to gain an understanding of how to function as a future physician and as a member of a healthcare team. In the first academic year, through a variety of interprofessional education events, medical learners will work with other healthcare professional disciplines to gain a better understanding of the roles, functions, overlap, and differences of each of these professions. Likewise, through this course, learners will gain experience to aid in working in a team environment, while developing shared values for patient-centered care with other professionals.

.5 credits

In-Person

INDP 100C — Inter Professional Education

The Interprofessional Education course is a 4-year longitudinal program that affords medical learners the opportunity to gain an understanding of how to function as a future physician and as a member of a healthcare team. In the first academic year, through a variety of interprofessional education events, medical learners will work with other healthcare professional disciplines to gain a better understanding of the roles, functions, overlap, and differences of each of these professions. Likewise, through this course, learners will gain experience to aid in working in a team environment, while developing shared values for patient-centered care with other professionals.

.5 credits

In-Person

INDP 100G — Inter Professional Approach to Caring for the Communities

In this course, students from various health care professional programs work together to discuss and investigate approaches to solving health care-related issues as an interprofessional, collaborative team. The course consists of six 2-hour sessions spread over a single academic year. Students meet in the lecture hall, as well as in small groups with a faculty facilitator to discuss issues including medical ethics, team-work and leadership in health care delivery, cultural/religious competency, medical errors and prescription and non-prescription drug abuse and opioid addiction.

0-1 credits

In-Person

INDP 100M — Inter Professional Appreciation and Caring Communities

0-1 credits

In-Person

INDP 102 — Patient Safety

0 credits

In-Person

INDP 106 — Business of Healthcare

0, 0 credits

INDP 109 — Self Care

0, 0 credits

In-Person

INDP 112 — Financial Disability and Underprivileged Populations

0 credits

INDP 116 — Caregiving

0 credits

INDP 117 — Palliative Care

0 credits

INDP 120 — Disaster Planning and Management

0 credits

In-Person

INDP 122 — Postpartum Health

0 credits

In-Person

INDP 200A — Inter Professional Education

This course is provided in the second year of the Interprofessional Education curriculum, which is a 4-year longitudinal program that affords medical learners the opportunity to gain an understanding of how to function as a future physician and as a member of a healthcare team. This course sequence reinforces principles introduced in INDP 100ABC, and emphasizes the development of skills in clinical knowledge, communication skills, teamwork, ethical decision making, and cultural competency.

.5 credits

In-Person

INDP 200B — Inter Professional Education

This course is provided in the second year of the Interprofessional Education curriculum, which is a 4-year longitudinal program that affords medical learners the opportunity to gain an understanding of how to function as a future physician and as a member of a healthcare team. This course sequence reinforces principles introduced in INDP 100ABC, and emphasizes the development of skills in clinical knowledge, communication skills, teamwork, ethical decision making, and cultural competency.

.5 credits

In-Person

INDP 200C — Inter Professional Education

This course is provided in the second year of the Interprofessional Education curriculum, which is a 4-year longitudinal program that affords medical learners the opportunity to gain an understanding of how to function as a future physician and as a member of a healthcare team. This course sequence reinforces principles introduced in INDP 100ABC, and emphasizes the development of skills in clinical knowledge, communication skills, teamwork, ethical decision making, and cultural competency.

.5 credits

In-Person

INDP 200G — Inter Professional Approach to Caring for the Communities

In this year-long course, second-year Osteopathic Medical students and Pharmacy students work together in patient simulations and general session on special patient populations to discuss and deliver appropriate healthcare. Students meet in small groups to solve health care–related clinical problems. The course utilizes discussion and simulations of clinical situations involving an interprofessional and team approach to clinical problem solving. With assistance from faculty and staff facilitators, students will work in small groups, to resolve simulated clinical problems and cases. These simulations and special patient population cases will give students the opportunity to put into practice skills they learned in INDP -100G and their respective programs. These skills include: clinical knowledge, communication skills, teamwork, ethical decision making, and cultural and religious competency.

0 credits

In-Person

INDP 300 — Inter Professional Education

1 credits

In-Person

INDP 300G — Inter Professional Approach to Caring for the Communities

In this course, third-year Osteopathic Medical students and Pharmacy students work together in general session on patient case to discuss and deliver appropriate healthcare. Students meet in small groups to solve health care–related clinical problems. The course utilizes discussion of clinical situations involving an interprofessional and team approach to clinical problem solving. With assistance from faculty and staff facilitators, students will work in small groups, to resolve clinical problems and cases. These cases will give students the opportunity to put into practice skills they learned in INDP -100G and 200G, and their respective programs. These skills include: clinical knowledge, communication skills, teamwork, ethical decision making, and cultural and religious competency.

0 credits

In-Person

INDP 300M — Inter Professional Education

0 credits

In-Person

INDP 400 — Inter Professional Education

1 credits

In-Person

Organizational Development & Leadership (ODL)

ODL 501 — Foundations and Systems of Organizational Development

This course is an introduction to the ODL program. It describes the genesis of organization development and how it has evolved over the last 50 years. Students address the importance of using themselves as an instrument of change by creating their own development program that they will use throughout the entire ODL program. The course introduces a consulting model and models of organizational change that can be applied immediately to the student's work setting.

3 credits

OnLine

ODL 505 — Team Dynamics

This course provides a broad overview of different types of teams in the workplace; discusses the necessary elements of successful teamwork and how to develop these elements; explores various team roles with a particular focus on team leadership; and exposes students to real-time team dynamics and provides opportunities for practicing diagnosis and intervention skills.

3 credits

Lecture, OnLine

ODL 508 — Leadership for Practitioners

This course describes the theories of leadership with a focus on practitioner models. Effective leadership skills for organizational change in virtual and networked organizations are evaluated using assessment tools. Leadership values (core and peripheral), perceptions, assumptions, expectations and management style are some of the critical issues discussed and evaluated.

3 credits

OnLine

ODL 510 — Capstone: Action Research Project

The Capstone course is taken in the last year of the student's master's degree work. Working with the program director as her/his advisor, the student demonstrates her/his competence in leading organizational change. Students write an action research paper from an actual or theoretical practice perspective describing how they would engage in organizational diagnosis to clarify the current organizational or business challenge, design an intervention(s) appropriately aligned with the organization diagnosis, and practice use of self as an instrument of change to achieve the desired individual and organizational results.

3 credits

OnLine

ODL 515 — Project Management and Strategic Thinking

The purpose of this course is to provide an overview of project management and its role in strategic management. It will cover the history of strategy development at the organizational level and apply department-level project management. Additionally, the course will address the implications of strategic project management for team dynamics and organizational development. A text is offered as a guide for project completion. Selected articles will be provided as supplemental reading as well as tools for discussion. Upon successful completion of the course, students will have a basic understanding of strategy and a practical comprehension of project management.

3 credits

OnLine

ODL 516 — Developing Systems Literacy: Organizational Workshop

The organizational workshop focuses on helping people "see" the systematic conditions in which they live and work. It is a day-long group simulation followed by three days of debriefing. This rich learning experience provides an understanding of what is needed to create powerful human systems – systems with outstanding capacity to perform their functions and carry out their mission. This experience and the related frameworks demonstrate what is now understood about systems. They cast a powerful light on organizations.

3 credits

OnLine

ODL 517 — Communication Skills for Leaders

This course introduces a comprehensive set of communication skills available to leaders including theoretical background, practical applications and on-camera practice sessions delivering critical messages to diverse audiences. Students will examine core components of messaging and powerful presentations in organizational settings, including media applications. Students will learn how to effectively communicate from organizational and individual settings, including creating an organizational communication plan.

3 credits

OnLine

ODL 518 — Ethical Effectiveness

This course explores how one can be effective and ethical while operating within an organization. Students will examine the relationships among personal values, organizational systems, action, control, accountability, ethics, power, political savvy, organizational politics, influence and persuasion, trust and credibility. They will explore the role of missions, values, ethics policies, violation reporting systems, current laws and reporting agencies in the promotion of ethical behavior. The connections to issues of diversity, leadership, teams, decision-making, coaching, mentoring and action research will support and emphasize previous learning.

3 credits

OnLine

ODL 520 — Appreciative Inquiry

Appreciative Inquiry (AI) is a method for discovering, understanding and fostering innovation in systems. AI uses incisive questions to gather positive stories and images, leading to the construction of positive possibilities. AI seeks out the very best of "what is" to help ignite the imagination of "what could be." The aim is to generate knowledge in such a way as to surface important values, expand the "realm of the possible," help the system envision a desired future, and encourage the successful translation of these values into practice and these images into reality. One way the principles and practices of AI will come alive is by students applying the methodology to their own growth and development as leaders of change.

3 credits

OnLine

ODL 522 — Leader as Meeting Designer and Facilitator

Meetings are where collaboration happens. Well-planned, designed and facilitated meetings tap a variety of different perspectives, expand everyone's understanding of the situation, and increase the likelihood of good, effective decisions that benefit the system – the common good. The purpose of the course is to become familiar with basic concepts, to practice the skills and methods, and to develop the habits of mind essential to designing and facilitating task-focused, collaborative meetings.

3 credits

OnLine

ODL 523 — Adventure Leadership

In today's fast-moving global arena, it is vital to develop and sustain an internal atmosphere of trust, personal empowerment, leadership and teamwork. The most powerful and sustainable learning comes from direct, relevant, concrete experiences. Our professional facilitators draw on their time-tested experience in the field of action learning to instruct the student in his/her unique approach to building high-performing teams. Students and their team work through the dynamics of this course, and will discover more effective, sustainable solutions to help them build powerful teams and accomplish greater goals. As learners, the student will experience: 1) Enhanced competency development in self-awareness and reflective practice through the intentional use of self as an instrument for change; 2) Learn and practice what it means to lead individually and in a group experience as he/she discovers his/her leadership stance around collaboration; 3) Learn and practice different coaching and peer mentoring techniques in challenging scenarios; and 4) Practice assessment, diagnosis and intervention design skills necessary to engage as an evolving high-performance team.

3 credits

OnLine

ODL 524 — Coaching Skills for Leaders

This course provides an introduction to coaching for leaders. We will explore the definition and framework for leadership coaching, learn coaching approaches and provide opportunities to practice, utilizing workplace situations. We will emphasize learning how to be fully present when coaching and how to focus attention to maximize the coaching interaction. Course objectives include direct competency development in the following areas: 1) Learn and practice coaching techniques that will improve reflective practice and deliver key learnings to enhance the impact of leaders in their diverse organizational cultures; 2) Develop an in-depth awareness and understanding of managing polarities that surface in an organization's culture that will enable the leader to effectively develop and collaboratively engage others in the process of change; 3) Learn and practice data collection processes through the intentional use of self as a participant/observer to enhance individual and organizational results; and 4) Enhance communication skills by learning and applying non-verbal movement-based approaches as a holistic framework for data collection and intervention design for leaders. No movement or dance experience is necessary.

3 credits

OnLine

ODL 525 — Consulting Skills and Community Engagement

This course provides an opportunity for adult learners to engage in a community consulting project wherein they can advance their consulting and intervention skills and enhance PCOM's presence and commitment to the community. The project will demonstrate the leaders' ability to: think strategically, manage projects, behave ethically, develop self, and build teams employing the following elements: 1) Demonstrate understanding of how to build core inclusion skills critical for building relationships and effective teams to create an environment where all parties feel respected and able to work up to individual potential; 2) Model organizational principles and values to leverage them for creativity, risk taking, decision making, and enhanced organizational performance; 3) Create action steps to identify and build skills that increase the effectiveness of team interactions and overall organizational performance; and 4) Analyze organization culture and see the connection between leadership behavior and the impact on teams and organizational goals.

3 credits

OnLine

ODL 526 — Managing Self and Emotional Systems in the Workplace

This course is an exploration of development from three viewpoints – personal, interpersonal and organization. Students will examine their own preferences, strengths and motivations as well as the role these play in their relationships and leadership style for managing change. Students discover their own patterns of reactivity and identify how they can diffuse a toxic situation by changing their own behavior.

3 credits

OnLine

ODL 527 — Managing Strategic Change: Dialog and Intervention

This course gives students an awareness, understanding, and practice of how to diagnose organizational effectiveness and then plan and implement complex change. Students will explore a range of diagnostic models for evaluating the performance and effectiveness of the organization at the individual, group and system levels. Students will learn tools and approaches for implementing change initiatives that range from developmental to transformational in scope, and will understand what is needed from various constituencies (leaders, change agents, and other stakeholders) for effective realization of results. Students will also learn the importance of: use of self as an instrument for organizational diagnosis and change; engaging the whole system to promote system-wide understanding of the issues; and assessing system change readiness.

3 credits

OnLine

ODL 528 — Diversity Equity Inclusion Leadership Lab

This virtual in-depth leadership learning lab experience will cover the theory and practice of diversity, equity and inclusion (D.E.I.) in a leadership and organizational context. As a learning community, we will explore our experience of systems dynamics at the individual, group, and organizational levels to strengthen our D.E.I. lenses while centering race. Our current experiences of the pandemic and the uprisings and protests about racial injustice will provide a critical arena for discussion and exploration in our work together. In addition, we will examine the historical and current use of power and privilege, the construction of social identities and the tensions within ourselves to manage the dominant and subordinated roles we are born into/step into and manage in our lives. Included in our learning journey together, we will explore what “belonging” means and what it means to “co-construct community” where people with different social identities experience “equity and inclusion” as an everyday practice.

3 credits

OnLine

ODL 529 — Power Leadership Social Networks Perspective

In this course, leaders will gain a greater understanding of how relationships and the network-based opportunities inherent in the interactions we have with everyone we meet is an important part of leading organizations. Leaders will learn that recognizing transactional possibilities in a variety of settings is a competency that can tremendously enrich a leader's capacity to be successful.

3 credits

OnLine

ODL 530 — Special Topics

1-3 credits

ODL 531 — Special Topics

The field of organization development, change and leadership continues to evolve and grow through a spirit of action research inquiry yielding new discovery by global scholar practitioners. This course explores emergent theory and practice in the field of organization development, change and leadership and the implications for improving individual and organizational performance and results. Actual topics will be chosen by the professor(s) and may vary from term to term.

1-3 credits

ODL 533 — Adaptive Leadership Toolkit Lab for Collaboration

Adaptive challenges differ from technical challenges. They are characterized by complexity, ambiguity and require a sustained effort over time. They require shifts in relationships and shifts in mindsets. Leaders need to be equipped with frameworks and practical tools to utilize the thinking, skills, and experiences of others. They need to be able to do this by shaping a culture that fosters learning, self-awareness, and creativity. This lab provides a practice field for cultivating these capabilities. (Given that our own growth and development as leaders is an “adaptive challenge”, this course can also serve as an integrating experience for this leg of your journey.) It is an opportunity to tap into and cultivate your own creativity.

3 credits

OnLine

ODL 535 — Leading with Emotional Intelligence

The purpose of this course is to provide an overview of Emotional Intelligence. You will have the opportunity to learn the neuro- science of emotions that drives your behavior under pressure. As a result of participating in this class, your self-awareness around the four components of Emotional Intelligence and the impact of EQ on leading, influencing and engaging with others will be enhanced. You will learn practical strategies to help you respond more skillfully as pressure, tension and complexity increase as a leader and/or consultant and/or clinician.

3 credits

OnLine

ODL 536 — Dynamics in Practice of Intergenerational Learning

The purpose of this course is to transform thinking and practice about leadership and leadership development across generations. As we learn and experiment together we will engage the skills and talents of multiple generations, delivering enhanced individual and collective results.

3 credits

OnLine

ODL 537 — Leadership Reflections in Education Psychology

The Capstone Project provides an opportunity for students to engage in high-level inquiry focusing on Leadership in Educational Psychology. Capstone projects will be inquiry and practice-centered and will draw upon areas of interest to the student and focus from the program. All capstones aim to bridge theory and practice and are aimed to have an impact on the professional life of students. The aim of the course is to facilitate the development of your Capstone Projects. Students are encouraged to apply and expend knowledge gained on teaching and learning throughout the program as part of this process.

1 credits

OnLine

ODL 599 — Advanced Standing ODL

0, 0, 0 credits

Osteopathic Medicine (DO)

DO 100 — Cellular and Biochemical Foundations of Medicine

Cellular and Biochemical Foundations of Medicine is a 13 week course that presents to first year medical learners the foundational components of cellular processes and biochemical pathways that are vital to understanding and treating disease. During this course, core concepts presented include cell regulation, biochemical processes, histology, nutrition, metabolism, genetics, and development.

6 credits

In-Person

DO 101 — Infection and Immunity

Infection and Immunity is a 13 week course that presents to first year medical learners the foundational components of the immune system and the subsequent interactions with the various microbes that are essential to both preventing and treating human disease. During this course, topics presented include bacterial infection, fungal infections, viral infections, parasitic infections, zoonotic infections, inflammation, the normal immune response to microbial infection, autoimmune conditions, and immunodeficiency.

6 credits

In-Person

DO 104 — Foundations of Cardiovascular and Pulmonary Medicine

Foundations of Cardiovascular and Pulmonary Medicine is a 3 week course that presents to first year medical learners the opportunity to gain an understanding of the essential components of the cardiovascular and pulmonary systems, especially as it relates to normal structure and function. This information is vital to building the foundation to further understand how pathologic disease can then alter these same processes. During this course, learners will be presented with the anatomy, physiology, histology, development, and embryology relevant to the cardiovascular and pulmonary systems.

3.5 credits

In-Person

DO 105 — Foundations of Renal, Endocrine, and Gastrointestinal Medicine

Foundations of Renal/Endocrine/Gastrointestinal Medicine is a 5 week course that presents to first year medical learners the opportunity to gain an understanding of the essential components of the renal, endocrine, and gastrointestinal systems, especially as they relate to normal structure and function. This information is vital to building the foundation to further understand how pathologic disease can then alter these same processes. During this course, learners will be presented with the anatomy, physiology, histology, development, and embryology relevant to the renal, endocrine, and gastrointestinal systems.

3.5 credits

In-Person

DO 106 — Foundations of Research

Foundations of Research is a 13 week course that presents to first year medical learners the opportunity to gain an understanding of the essential components of research, and the ability to apply them to both future research endeavors and their clinical practice. During this course, learners will be exposed to a variety of topics ranging from research design and methodologies, statistical methods, data analysis, literature navigation, and source evaluation.

1 credits

In-Person

DO 107 — Foundations of Reproductive and Genitourinary Medicine

Foundations of Reproductive and Genitourinary Medicine is a 2 week course that presents to first year medical learners the opportunity to gain an understanding of the essential components of the reproductive and genitourinary systems, especially as they relate to normal structure and function. This information is vital to building the foundation to further understand how pathologic disease can then alter these same processes. During this course, learners will be presented with the anatomy, physiology, histology, development, and embryology relevant to the reproductive and genitourinary systems.

2 credits

In-Person, Lecture

DO 108 — Head, Eyes, Ears, Nose, and Throat and Neuroscience

HEENT and Neuroscience I is a 5 week course that presents to first year medical learners the opportunity to gain an understanding of the essential components of the HEENT system and its relation to neuroscience, especially as they relate to normal structure and function. This information is vital to building the foundation to further understand how pathologic disease can then alter these same processes. During this course, learners will be presented with the anatomy, physiology, histology, development, and embryology relevant to the HEENT and nervous systems.

4 credits

In-Person, Lecture

DO 109 — Introduction to Human Disease and Therapeutics

Introduction to Human Disease and Therapeutics is a 6 week course that presents to first year medical learners the opportunity to gain an understanding of how pathological processes can alter normal system functions, as well as the pharmacologic principles governing the effects of drugs used by physicians to treat disease. During this course, learners will be exposed to a variety of topics including cellular injury, cellular repair, inflammation, cellular dysplasia, neoplasia, and a brief introduction to the pathophysiology of the various systems. Additional topics covered include pharmacokinetics, pharmacodynamics, and the pharmacology of select drug classes.

5.5 credits

In-Person, Lecture

DO 112 — Foundations of Physiology and the Musculoskeletal System

Foundations of Physiology and the Musculoskeletal System is a course that presents to first year medical learners the opportunity to gain an understanding of the essential components of the musculoskeletal system, especially as it relates to normal structure and function, while emphasizing the essential components of medical physiology that allow the human body to function and maintain homeostasis. This information is vital to building the foundation to further understand how pathologic disease can then alter these same processes and how some can be treated with osteopathic manipulative medicine. During this course, learners will be presented with the anatomy, histology, development, and embryology relevant to the musculoskeletal system and integument. Likewise, other core concepts presented in this course include homeostasis, nerve conduction, muscle contraction, thermoregulation, and the autonomic nervous system.

4 credits

In-Person

DO 114A — Medical Humanities and Wellness I

The goals of this course are to foster students' development into humanistic and socially-conscious physicians through reflective opportunities and engagement in experiences which will foster an increased understanding of unique patient perspectives, issues of implicit bias in medicine and cultural humility. This course also includes an introduction to Wellness and Lifestyle Medicine to provide the student with a foundation for both self-care and patient care strategies.

.5 credits

In-Person

DO 114B — Medical Humanities and Wellness II

The goals of this course are to foster students' development into humanistic and socially-conscious physicians through reflective opportunities and engagement in experiences which will foster an increased understanding of unique patient perspectives, issues of implicit bias in medicine and cultural humility. This course also includes an introduction to Wellness and Lifestyle Medicine to provide the student with a foundation for both self-care and patient care strategies.

.5 credits

In-Person

DO 114C — Medical Humanities and Wellness III

The goals of this course are to foster students' development into humanistic and socially-conscious physicians through reflective opportunities and engagement in experiences which will foster an increased understanding of unique patient perspectives, issues of implicit bias in medicine and cultural humility. This course also includes an introduction to Wellness and Lifestyle Medicine to provide the student with a foundation for both self-care and patient care strategies.

.5 credits

In-Person

DO 139A — Osteopathic Principles and Practice I

(Part 1) This course introduces concepts and philosophy of osteopathic medicine; fundamentals in the art of clinical patient observation, palpation and evaluation; surface anatomical landmarks identified as foundation for future coursework in manual medicine as well as for primary care skills; physiologic motions of spine; clinical evaluation skills in active and passive motion; regional and intersegmental motion testing. Somatic dysfunction is defined. Common musculoskeletal patient complaints, their osteopathic diagnosis and management are discussed. Therapeutic skills are developed of soft-tissue, myofascial release and counter strain osteopathic manipulative treatments (OMT); differentiating the basis for myofascial techniques and reflex-oriented techniques; physiologic motion of the thoracic spine and rib cage as well as the biomechanical actions of the respiratory muscles; thoracic and costal somatic dysfunction clinical cases; scoliosis defined, osteopathic management of various scoliosis types; regional muscle energy and HVLA; introduction to viscerosomatic, somatic-visceral, somatic-somatic, and psychosomatic reflexes and their relevance to health and disease; pain and referred pain implications and management.

2 credits

In-Person, Lecture/Lab

DO 139B — Osteopathic Principles and Practice II

(Part 2) This course introduces concepts and philosophy of osteopathic medicine; fundamentals in the art of clinical patient observation, palpation and evaluation; surface anatomical landmarks identified as foundation for future coursework in manual medicine as well as for primary care skills; physiologic motions of spine; clinical evaluation skills in active and passive motion; regional and intersegmental motion testing. Somatic dysfunction is defined. Common musculoskeletal patient complaints, their osteopathic diagnosis and management are discussed. Therapeutic skills are developed of soft-tissue, myofascial release and counter strain osteopathic manipulative treatments (OMT); differentiating the basis for myofascial techniques and reflex-oriented techniques; physiologic motion of the thoracic spine and rib cage as well as the biomechanical actions of the respiratory muscles; thoracic and costal somatic dysfunction clinical cases; scoliosis defined, osteopathic management of various scoliosis types; regional muscle energy and HVLA; introduction to viscerosomatic, somatic-visceral, somatic-somatic, and psychosomatic reflexes and their relevance to health and disease; pain and referred pain implications and management.

1.5 credits

In-Person, Lecture/Lab

DO 139C — Osteopathic Principles and Practice III

(Part 3) This course introduces concepts and philosophy of osteopathic medicine; fundamentals in the art of clinical patient observation, palpation and evaluation; surface anatomical landmarks identified as foundation for future coursework in manual medicine as well as for primary care skills; physiologic motions of spine; clinical evaluation skills in active and passive motion; regional and intersegmental motion testing. Somatic dysfunction is defined. Common musculoskeletal patient complaints, their osteopathic diagnosis and management are discussed. Therapeutic skills are developed of soft-tissue, myofascial release and counter strain osteopathic manipulative treatments (OMT); differentiating the basis for myofascial techniques and reflex-oriented techniques; physiologic motion of the thoracic spine and rib cage as well as the biomechanical actions of the respiratory muscles; thoracic and costal somatic dysfunction clinical cases; scoliosis defined, osteopathic management of various scoliosis types; regional muscle energy and HVLA; introduction to viscerosomatic, somatic-visceral, somatic-somatic, and psychosomatic reflexes and their relevance to health and disease; pain and referred pain implications and management.

1.5 credits

In-Person

DO 140A — Primary Care Skills I

(Part 1) The Primary Care Skills I, II, and III course develops knowledge, attitudes, and skills in osteopathic medical students to competently communicate with patients, understand the patient experience, obtain an accurate history, perform a physical examination, and properly document the medical record. Didactic lectures, skills labs, online modules, standardized patient sessions, and a shadowing experience in an ambulatory center are the methods used to teach and evaluate the student competencies.

1 credits

In-Person

DO 140B — Primary Care Skills II

(Part 2) The Primary Care Skills I, II, and III course develops knowledge, attitudes, and skills in osteopathic medical students to competently communicate with patients, understand the patient experience, obtain an accurate history, perform a physical examination, and properly document the medical record. Didactic lectures, skills labs, online modules, standardized patient sessions, and a shadowing experience in an ambulatory center are the methods used to teach and evaluate the student competencies.

1 credits

In-Person

DO 140C — Primary Care Skills III

(Part 3) The Primary Care Skills I, II, and III course develops knowledge, attitudes, and skills in osteopathic medical students to competently communicate with patients, understand the patient experience, obtain an accurate history, perform a physical examination, and properly document the medical record. Didactic lectures, skills labs, online modules, standardized patient sessions, and a shadowing experience in an ambulatory center are the methods used to teach and evaluate the student competencies.

1 credits

In-Person

DO 144A — Clinical Reasoning in Basic Science IA

Clinical Reasoning in Basic Science I is a yearlong longitudinal course that presents medical learners the opportunity to gain a better understanding of the interplay and integration of foundational science material and how to apply it to clinical medicine. Through various active learning modules, learners will develop the critical thought processes that are vital to clinical reasoning and selection of disease treatments, by fostering and applying their understanding of foundational science that is the underpinning of these processes.

1 credits

In-Person

DO 144B — Clinical Reasoning in Basic Science IB

Clinical Reasoning in Basic Science I is a yearlong longitudinal course that presents medical learners the opportunity to gain a better understanding of the interplay and integration of foundational science material and how to apply it to clinical medicine. Through various active learning modules, learners will develop the critical thought processes that are vital to clinical reasoning and selection of disease treatments, by fostering and applying their understanding of foundational science that is the underpinning of these processes.

1 credits

In-Person

DO 144C — Clinical Reasoning in Basic Science IC

Clinical Reasoning in Basic Science I is a yearlong longitudinal course that presents medical learners the opportunity to gain a better understanding of the interplay and integration of foundational science material and how to apply it to clinical medicine. Through various active learning modules, learners will develop the critical thought processes that are vital to clinical reasoning and selection of disease treatments, by fostering and applying their understanding of foundational science that is the underpinning of these processes.

1 credits

In-Person

DO 145 — Clinical Reasoning in Basic Science II

The development of critical reasoning and the integration of basic and clinical science concepts are fostered in students through small group learning activities utilizing written clinical cases. The cases incorporate history and physical findings, laboratory values, imaging, electrophysiology and histopathological images as needed for students to develop an appropriate differential diagnosis. Basic science underpinnings of each case, particularly the pathophysiology of disease are explored by students as guided by specific learning objectives. Student progress in critical thinking and integration of basic and clinical science concepts is assessed by various means as outlined in the respective syllabi for each campus. Assessment tools include an oral examination, a thorough literature search as evidenced in the bibliography, and peer assessment of teammates' interpersonal communication skills and professionalism.

0 credits

OnLine

DO 146A — Comprehensive Basic Science Review and Synthesis IA

The purpose of the CBSRS course is to assist students in their preparation for the COMLEX Level 1 examination, by mandatory and structured usage of question banks, and other formative assessment tools. Student progress is monitored by faculty, and students may be counseled regarding preparation strategies if necessary.

1.5 credits

Hybrid

DO 146B — Comprehensive Basic Science Review and Synthesis IB

The purpose of the CBSRS course is to assist students in their preparation for the COMLEX Level 1 examination, by mandatory and structured usage of question banks, and other formative assessment tools. Student progress is monitored by faculty, and students may be counseled regarding preparation strategies if necessary.

1.5 credits

Hybrid

DO 146C — Comprehensive Basic Science Review and Synthesis IC

The purpose of the CBSRS course is to assist students in their preparation for the COMLEX Level 1 examination, by mandatory and structured usage of question banks, and other formative assessment tools. Student progress is monitored by faculty, and students may be counseled regarding preparation strategies if necessary.

1.5 credits

Hybrid

DO 190E — Culinary Medicine

.5-1 credits

In-Person, Lecture

DO 190EM — Culinary Medicine

1 credits

Lecture

DO 208 — Intermediate Medical Spanish

1 credits

In-Person

DO 215 — Clinical Approach to Psychiatry

The Clinical Approach to Psychiatry course presents to second year osteopathic medical students a multidisciplinary approach to psychiatry. Evaluation of the psychiatrically ill patient and principles of psychiatric diagnosis are presented. The neurobiological basis of psychiatric disease and its treatment is discussed. Topics presented include neuropharmacology, mood disorders, psychosis, substance abuse disorders, and other major psychiatric disorders, with integration of emergency medicine, pediatric medicine, and geriatric medicine when applicable.

2.5 credits

In-Person

DO 217 — Addiction Medicine

1 credits

In-Person

DO 218 — Clinical Approach to Gastroenterology

The Clinical Approach to Gastroenterology course presents to second year osteopathic medical students a multidisciplinary approach to disease states affecting the gastrointestinal tract. The primary focus of the course is the underlying pathophysiology and pathologies of inflammatory, infectious, neoplastic, developmental or traumatic diseases affecting these organs and the differential diagnosis of each. The microbiology of common pathogens affecting this system is presented. The role of medical imaging and other diagnostic tests in diagnosis and management is introduced. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common gastroenterological disease presentations is presented, with integration of emergency medicine, pediatric medicine, geriatric medicine, and surgical intervention when applicable.

3.5 credits

In-Person

DO 226 — Clinical Approach to Hematology and Oncology

The Clinical Approach to Hematology and Oncology course presents to second year osteopathic medical students a multidisciplinary approach to disease states associated with hematology and oncology. The primary focus of the course is the pathophysiology and pathologies underlying disorders such as anemias, lymphomas, leukemias, and blood dyscrasias. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common hematological and oncological disease presentations is presented, with integration of pediatric medicine and geriatric medicine, when applicable.

2 credits

In-Person

DO 228 — Clinical Approach to Cardiovascular and Renal Medicine

The Clinical Approach to Cardiovascular and Renal Medicine course presents to second year osteopathic medical students a multidisciplinary approach to disease states affecting the cardiovascular and renal systems. The primary focus of the course is the underlying pathophysiology and pathologies of inflammatory, infectious, neoplastic, developmental or traumatic diseases affecting these organs, and the differential diagnosis of each, including the crossover issues between these systems. The microbiology of common pathogens affecting these systems is presented. The role of medical imaging and other diagnostic tests in diagnosis and management is introduced. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common cardiovascular and renal disease presentations is presented, with integration of emergency medicine, pediatric medicine, geriatric medicine, and surgical intervention when applicable.

5.5 credits

In-Person

DO 229 — Clinical Approach to Pulmonary Medicine

The Clinical Approach to Pulmonary Medicine course presents to second year osteopathic medical students a multidisciplinary approach to disease states affecting the respiratory system. The primary focus of the course is the underlying pathophysiology and pathologies of inflammatory, infectious, neoplastic, developmental or traumatic diseases affecting this organ system and the differential diagnosis of each. The role of medical imaging and other diagnostic tests in diagnosis and management is introduced. The microbiology of common respiratory pathogens is presented. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common respiratory disease presentations is presented, with integration of emergency medicine, pediatric medicine, geriatric medicine, and surgical intervention when applicable.

3.5 credits

In-Person

DO 230 — Clinical Approach to Neuroscience and Neurology

The Clinical Approach to Neuroscience and Neurology course presents to second year osteopathic medical students a multidisciplinary approach to disease states affecting the nervous system, including the eye. The primary focus of the course is the underlying pathophysiology and pathologies of inflammatory, infectious, neoplastic, degenerative, developmental or traumatic diseases affecting these organs and the differential diagnosis of each. The role of medical imaging and other diagnostic tests in diagnosis and management is introduced. The microbiology of common pathogens affecting this system is presented. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common neurological disease presentations is presented, with integration of emergency medicine, pediatric medicine, geriatric medicine, and surgical intervention when applicable.

5 credits

In-Person

DO 239A — Osteopathic Principles and Practice IV

The Osteopathic Principles and Practice (OPP) IV, V, and VI courses for 2022-2023 teach an osteopathic manipulative medical approach (including diagnosis of somatic dysfunction and treatment with OMT) related to the following topics and areas: Osteopathic cranial manipulative medicine Temporomandibular joint disorder Pediatrics, obstetrics, gynecology, surgery, and physical medicine and rehabilitation Ear, nose and throat Innominate and sacral mechanics Costal mechanics Functional anatomy of the pelvis Leg length discrepancy Low back pain GI, renal, urinary tract, and reproductive systems Hip, knee, ankle, foot, shoulder, elbow, and wrist areas Types of OMT taught include: muscle energy, HVLA, counterstrain, cranial osteopathic manipulative medicine, balanced ligamentous tension, ligamentous articular release, facilitated positional release, and Still Technique, related to the head, spine, pelvis, and extremities.

1.5 credits

In-Person

DO 239B — Osteopathic Principles and Practice V

The Osteopathic Principles and Practice (OPP) IV, V, and VI courses for 2022-2023 teach an osteopathic manipulative medical approach (including diagnosis of somatic dysfunction and treatment with OMT) related to the following topics and areas: Osteopathic cranial manipulative medicine Temporomandibular joint disorder Pediatrics, obstetrics, gynecology, surgery, and physical medicine and rehabilitation Ear, nose and throat Innominate and sacral mechanics Costal mechanics Functional anatomy of the pelvis Leg length discrepancy Low back pain GI, renal, urinary tract, and reproductive systems Hip, knee, ankle, foot, shoulder, elbow, and wrist areas Types of OMT taught include: muscle energy, HVLA, counterstrain, cranial osteopathic manipulative medicine, balanced ligamentous tension, ligamentous articular release, facilitated positional release, and Still Technique, related to the head, spine, pelvis, and extremities.

1 credits

In-Person

DO 239C — Osteopathic Principles and Practice VI

The Osteopathic Principles and Practice (OPP) IV, V, and VI courses for 2022-2023 teach an osteopathic manipulative medical approach (including diagnosis of somatic dysfunction and treatment with OMT) related to the following topics and areas: Osteopathic cranial manipulative medicine Temporomandibular joint disorder Pediatrics, obstetrics, gynecology, surgery, and physical medicine and rehabilitation Ear, nose and throat Innominate and sacral mechanics Costal mechanics Functional anatomy of the pelvis Leg length discrepancy Low back pain GI, renal, urinary tract, and reproductive systems Hip, knee, ankle, foot, shoulder, elbow, and wrist areas Types of OMT taught include: muscle energy, HVLA, counterstrain, cranial osteopathic manipulative medicine, balanced ligamentous tension, ligamentous articular release, facilitated positional release, and Still Technique, related to the head, spine, pelvis, and extremities.

1.5 credits

In-Person

DO 240A — Primary Care Skills IV

The Primary Care Skills IV, V, and VI course develops knowledge, attitudes, and skills in osteopathic medical students to competently communicate with patients and other medical professionals, utilize the concepts of patient and family- centered care, obtain a comprehensive and focused patient history and physical, document the medical record, prioritize the differential diagnosis, train in oral presentation of the clinical encounter, facilitate patient transitions, and develop other various clinical skills necessary to the aspiring physician. Didactic lectures, skills labs, online modules, standardized patient sessions, clinical case active learning sessions, and other simulation modalities are the methods used to teach and evaluate the student competencies.

1 credits

In-Person

DO 240B — Primary Care Skills V

The Primary Care Skills IV, V, and VI course develops knowledge, attitudes, and skills in osteopathic medical students to competently communicate with patients and other medical professionals, utilize the concepts of patient and family- centered care, obtain a comprehensive and focused patient history and physical, document the medical record, prioritize the differential diagnosis, train in oral presentation of the clinical encounter, facilitate patient transitions, and develop other various clinical skills necessary to the aspiring physician. Didactic lectures, skills labs, online modules, standardized patient sessions, clinical case active learning sessions, and other simulation modalities are the methods used to teach and evaluate the student competencies.

1 credits

In-Person

DO 240C — Primary Care Skills VI

The Primary Care Skills IV, V, and VI course develops knowledge, attitudes, and skills in osteopathic medical students to competently communicate with patients and other medical professionals, utilize the concepts of patient and family- centered care, obtain a comprehensive and focused patient history and physical, document the medical record, prioritize the differential diagnosis, train in oral presentation of the clinical encounter, facilitate patient transitions, and develop other various clinical skills necessary to the aspiring physician. Didactic lectures, skills labs, online modules, standardized patient sessions, clinical case active learning sessions, and other simulation modalities are the methods used to teach and evaluate the student competencies.

1.5 credits

In-Person

DO 246 — Medical Ethics

This course introduces future osteopathic physicians to medical ethics using problem-based learning, small group sessions, case discussions, role-playing, standardized patient encounters and lectures. Emphasis will be placed on developing a clinical approach that is guided by a physician's ethical, legal and professional responsibilities to their patients, community and society. The overall goal of the course is for students to develop the skills necessary for anticipating and addressing the various ethical and legal issues and dilemmas that will arise during their clinical education and professional career. Topics to be covered include ethical theory and principles, clinical ethics, professionalism, consent, decision-making rights of minors, privacy and confidentiality, end-of-life care, physician impairment and disclosing medical errors. In addition, students will be introduced to the basic legal concepts and requirements related to the practice of medicine including malpractice, negligence, compensatory and punitive damages, Good Samaritan laws, professional standards and the legal nature of the Physician-Patient Relationship.

1 credits

Hybrid

DO 247 — Research Practicum in Medicine

Research Practicum in Medicine is an elective for M2s that will span up to 3 terms as a practicum opportunity to utilize the skills learned in the M1 course, Foundations of Research in Medicine. Although the research must be conducted throughout the M2 year, the enrolled course is offered in M2T3. Participants will engage with a research mentor to develop and execute an independent research project. Where possible, students will endeavor to include osteopathic principles into their design and interpretations. At the culmination of this elective, the student will present their original research at the PCOM Research Day and/or another suitable event as agreed upon by the mentor, student and course directors. NOTE: To be eligible for this course you must have successfully completed the M1 course, Foundations of Research in Medicine (DO 106), maintained a GPA of ≥ 3.0 by the end of M1 and have no unresolved failures on the M1 transcript or the M2 transcript.

1 credits

Hybrid

DO 248 — Clinical Approach to Endocrinology and Disorders of Metabolism

The Clinical Approach to Endocrinology and Disorders of Metabolism course presents to second year osteopathic medical students a multidisciplinary approach to disease states affecting the endocrine system and its crossover with metabolic disorders. The primary focus of the course is the underlying pathophysiology and pathologies of inflammatory, autoimmune, neoplastic, developmental or traumatic diseases affecting this organ system and the differential diagnosis of each. The role of medical imaging and other diagnostic tests in diagnosis and management is introduced. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common endocrine disease presentations is presented, with integration of emergency medicine, pediatric medicine, geriatric medicine, surgical and nutritional intervention, when applicable.

3 credits

In-Person

DO 250 — Clinical Approach to Reproductive Genitourinary and Obstetrical Medicine

The Clinical Approach to Reproductive Genitourinary and Obstetrical Medicine course presents to second year osteopathic medical students a multidisciplinary approach to disease states affecting the reproductive and genitourinary systems, including the breasts. The primary focus of the course is the underlying pathophysiology and pathologies of inflammatory, infectious, neoplastic, developmental, traumatic, and hormonal diseases affecting these organs, and the differential diagnosis of each, including the crossover issues between these systems. The microbiology of common pathogens affecting these systems is presented. The role of medical imaging and other diagnostic tests in diagnosis and management is introduced. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common reproductive, gynecological, obstetric and genitourinary disease presentations is presented, with integration of emergency medicine, pediatric medicine, geriatric medicine, and surgical intervention when applicable.

5.5 credits

In-Person

DO 259 — Clinical Approach to Musculoskeletal Medicine and Dermatology

The Clinical Approach to Musculoskeletal Medicine and Dermatology course presents to second year osteopathic medical students a multidisciplinary approach to the clinical areas of orthopedics, rheumatology and dermatology. The primary focus of the course is the underlying pathophysiology and pathologies of inflammatory, autoimmune, infectious, neoplastic, developmental or traumatic diseases affecting the bones, joints, muscles, and skin, and the differential diagnosis of each, including the crossover issues between these systems. The microbiology of common pathogens affecting these systems is presented. The role of medical imaging and other diagnostic tests in diagnosis and management is introduced. The pharmacology of drugs used to treat these disorders focuses on mechanism of action, rationale for usage, indications, contraindications and adverse effect profile. Specific clinical management of common diseases affecting the bones, muscles, joints, and skin is presented, with integration of emergency medicine, pediatric medicine, geriatric medicine, and surgical intervention when applicable.

3 credits

In-Person

DO 261 — Preventive Medicine and Public Health

The Preventive Medicine and Public Health course introduces osteopathic medical students to the knowledge and competencies related to the specialty of Preventive Medicine and the subspecialties in this field which include Public Health/General Preventive Medicine, Occupational and Environmental Medicine, and Aerospace Medicine. Content in this course includes: an introduction to preventive medicine, evidence-based medicine, biostatistics/epidemiology, the healthcare delivery and payment system; chronic disease prevention and control; infectious disease prevention and control, and public health preparedness and response to disasters, outbreaks, and pandemics.

1 credits

Hybrid

DO 309 — CAMR-I: Cognitive Approach to Medical Reasoning

17 credits

OnLine

DO 310 — Family Medicine Rotation

.02-17 credits

DO 310G — Family Medicine Rotation

.02-17 credits

DO 310M — Family Medicine Rotation

.02-17 credits

DO 312 — OMM Family Medicine

Required four-week hospital based clinical rotation in PCOM affiliated hospitals.

.02-17 credits

DO 312A — OMM Family Medicine Selective

.02-17 credits

DO 312B — OMM Family Medicine CC Away

0 credits

DO 312C — Family Medicine Presentation OSCE

0 credits

OnLine

DO 312G — OMM Family Medicine

.02-17 credits

DO 312M — OMM Family Medicine

.02-17 credits

DO 313 — General Internal Medicine Rotation

Required four-week clinical rotation in PCOM affiliated hospitals and outpatient offices.

.02-17 credits

DO 313G — General Internal Medicine Rotation

.02-17 credits

DO 313M — General Internal Medicine Rotation

.02-17 credits

DO 314 — Internal Medicine Cardiology Rotation

Required four-week clinical rotation in PCOM affiliated hospitals and outpatient offices.

.02-17 credits

DO 314G — IM Cardiology Rotation

.02-17 credits

DO 314M — IM Cardiology Rotation

.02-17 credits

DO 315 — Obstetrics and Gynecology Rotation

Required four-week elective rotation in PCOM affiliated hospital and outpatient offices.

.02-25.5 credits

DO 315G — Obstetrics and Gynecology Rotation

.02-17 credits

DO 315M — Obstetrics and Gynecology Rotation

.02-17 credits

DO 316 — Pediatric Rotation

Required four-week elective rotation in PCOM affiliated hospital and outpatient offices.

.02-17 credits

DO 316G — Pediatric Rotation

.02-17 credits

DO 316M — Pediatric Rotation

.02-17 credits

DO 317 — Psychiatry Rotation

Required four-week clinical rotation in PCOM affiliated hospitals and outpatient offices.

.02-17 credits

DO 317G — Psychiatry Rotation

.02-17 credits

DO 317M — Psychiatry Rotation

.02-17 credits

DO 319 — General Surgery Rotation

Required 4-week clinical rotation in PCOM affiliated hospital and outpatient offices.

.02-17 credits

DO 319G — General Surgery Rotation

.02-17 credits

DO 319M — General Surgery Rotation

.02-17 credits

DO 320 — Surgery Subspecialty Rotation

.02-17 credits

DO 320G — Surgery Subspecialty Rotation

.02-17 credits

DO 320M — Surgery Subspecialty Rotation

.02-17 credits

DO 321 — Internal Medicine Subspecialty Rotation

.02-17 credits

OnLine

DO 321A — Internal Medicine Allergy Immunology Rotation

8.5-17 credits

DO 321AG — Internal Medicine Allergy Immunology Rotation

8.5-17 credits

DO 321AM — Internal Medicine Allergy Immunology Rotation**DO 321B — Internal Medicine Neurology Rotation**

8.5-17 credits

DO 321BG — Internal Medicine Neurology Rotation

8.5-17 credits

DO 321BM — Internal Medicine Neurology Rotation

8.5-17 credits

DO 321C — Internal Medicine Cardiology Rotation

8.5-17 credits

DO 321CG — Internal Medicine Cardiology Rotation

8.5-17 credits

DO 321CM — Internal Medicine Cardiology Rotation

8.5-17 credits

DO 321D — Internal Medicine Dermatology Rotation

8.5-17 credits

DO 321DG — Internal Medicine Dermatology Rotation

8.5-17 credits

DO 321DM — Internal Medicine Dermatology Rotation

8.5-17 credits

DO 321E — Internal Medicine Geriatric Medicine Rotation

8.5-17 credits

DO 321EG — Internal Medicine Geriatric Medicine Rotation

8.5-17 credits

DO 321EM — Internal Medicine Geriatric Medicine Rotation
8.5-17 credits

DO 321F — Internal Medicine Neonatal ICU Rotation
8.5-17 credits

DO 321FG — Internal Medicine Neonatal ICU Rotation
8.5-17 credits

DO 321FM — Internal Medicine Neonatal ICU Rotation
8.5-17 credits

DO 321G — Internal Medicine Subspecialty Rotation
.02-17 credits

DO 321H — Internal Medicine Hematology Oncology Rotation
8.5-17 credits

DO 321HG — Internal Medicine Hematology Oncology Rotation
8.5-17 credits

DO 321HM — Internal Medicine Hematology Oncology Rotation
8.5-17 credits

DO 321I — Internal Medicine Infectious Disease Rotation
8.5-17 credits

DO 321IG — Internal Medicine Infectious Disease Rotation
8.5-17 credits

DO 321IM — Internal Medicine Infectious Disease Rotation
8.5-17 credits

DO 321J — Internal Medicine Critical Care Rotation
8.5-17 credits

DO 321JG — Internal Medicine Critical Care Rotation
8.5-17 credits

DO 321JM — Internal Medicine Critical Care Rotation
8.5-17 credits

DO 321K — Internal Medicine Pediatric ICU Rotation
8.5-17 credits

DO 321KG — Internal Medicine Pediatric ICU Rotation
8.5-17 credits

DO 321KM — Internal Medicine Pediatric ICU Rotation
8.5-17 credits

DO 321L — Internal Medicine Palliative Care Rotation
8.5-17 credits

DO 321LG — Internal Medicine Palliative Care Rotation
8.5-17 credits

DO 321LM — Internal Medicine Palliative Care Rotation
8.5-17 credits

DO 321M — Internal Medicine Subspecialty Rotation
.02-17 credits

DO 321N — Internal Medicine Nephrology Rotation
8.5-17 credits

DO 321NG — Internal Medicine Nephrology Rotation
8.5-17 credits

DO 321NM — Internal Medicine Nephrology Rotation
8.5-17 credits

DO 321O — Internal Medicine Rheumatology Rotation
8.5-17 credits

DO 321OG — Internal Medicine Rheumatology Rotation
8.5-17 credits

DO 321OM — Internal Medicine Rheumatology Rotation
8.5-17 credits

DO 321P — Internal Medicine Pediatrics Rotation
8.5-17 credits

DO 321PG — Internal Medicine Pediatrics Rotation
8.5-17 credits

DO 321PM — Internal Medicine Pediatrics Rotation
8.5-17 credits

DO 321Q — Internal Medicine Physical Medicine and Rehabilitation Rotation
8.5-17 credits

DO 321QG — Internal Medicine Physical Medicine and Rehabilitation Rotation
8.5-17 credits

DO 321QM — Internal Medicine Physical Medicine and Rehabilitation Rotation
8.5-17 credits

DO 321R — Internal Medicine Radiology Rotation
8.5-17 credits

DO 321RG — Internal Medicine Radiology Rotation
8.5-17 credits

DO 321RM — Internal Medicine Radiology Rotation
8.5-17 credits

DO 321S — Internal Medicine Pediatric Cardiology Rotation
8.5-17 credits

DO 321SG — Internal Medicine Pediatric Cardiology Rotation
8.5-17 credits

DO 321SM — Internal Medicine Pediatric Cardiology Rotation
8.5-17 credits

DO 321T — Internal Medicine Gastroenterology Rotation
8.5-17 credits

DO 321TG — Internal Medicine Gastroenterology Rotation
8.5-17 credits

DO 321TM — Internal Medicine Gastroenterology Rotation
8.5-17 credits

DO 321U — Internal Medicine Pulmonary Medicine Rotation
8.5-17 credits

DO 321UG — Internal Medicine Pulmonary Medicine Rotation
8.5-17 credits

DO 321UM — Internal Medicine Pulmonary Medicine Rotation
8.5-17 credits

DO 321V — Internal Medicine Pain Management Rotation
8.5-17 credits

DO 321VG — Internal Medicine Pain Management Rotation
8.5-17 credits

DO 321VM — Internal Medicine Pain Management Rotation
8.5-17 credits

DO 321W — Internal Medicine Wound Care Rotation
8.5-17 credits

DO 321WG — Internal Medicine Wound Care Rotation
8.5-17 credits

DO 321WM — Internal Medicine Wound Care Rotation
8.5-17 credits

DO 321X — Internal Medicine Endocrine Rotation
8.5-17 credits

DO 321XG — Internal Medicine Endocrine Rotation
8.5-17 credits

DO 321XM — Internal Medicine Endocrine Rotation
8.5-17 credits

DO 322 — Advanced Clinical Skills Radiology Rotation
.02-17 credits

DO 375 — Fundamental Concepts in Board Preparation
3-17 credits

DO 375G — Fundamental Concepts in Board Preparation
3-17 credits

DO 384 — Women's Health and Pediatrics Rotation
0-51 credits

DO 385 — Adult Medicine Rotation
0-51 credits

DO 386 — Surgery Rotation
0-51 credits

DO 387 — CRIBS III
3-17 credits

DO 387G — CRIBS III
3-17 credits
Lecture

DO 387M — CRIBS III
8.5-17 credits
OnLine

DO 389 — Medical Spanish Elective
8.5-17 credits
OnLine

DO 389G — Medical Spanish Elective
8.5-17 credits
OnLine

DO 389M — Elective Medical Spanish
8.5-17 credits
OnLine

DO 391 — Critical Reasoning in Basic Science IV
8.5, 17 credits
OnLine

DO 391G — CRIBS IV
8.5, 17 credits

DO 391R — Research Elective
3 credits

DO 392 — Clerkship Elective
.02-17 credits

DO 392G — Clerkship Elective
.02-17 credits

DO 392GR — Research Elective
3-6 credits

DO 392M — Elective
8.5-17 credits
OnLine

DO 392R — Research Elective
3-17 credits

DO 400G — Interprof DO
0 credits

DO 411G — Rural Underserved Medicine
4.25-17 credits
OnLine

DO 412 — Osteopathic Primary Care Subspecialty I
.02-17 credits
OnLine

DO 412G — Osteopathic Primary Care Subspecialty I
.02-17 credits

DO 413 — Ambulatory Primary Care Subspecialty I
.02-17 credits

DO 413G — Ambulatory Primary Care Subspecialty I
.02-17 credits

DO 413M — Rural Underserv Amb Sub I
.02-17 credits

DO 415 — Emergency Medicine Rotation
.02-17 credits

DO 415G — Emergency Medicine Rotation
.02-17 credits

DO 415M — Emergency Medicine
.02-17 credits
OnLine

DO 416 — Medical Subspecialty I Rotation
8.5, 17 credits

DO 420G — Surgery Subspecialty Selective
.02-17 credits

DO 421G — IM Sub/Selective
8.5, 17 credits

DO 422G — Internal Medicine Ambulatory
.02-17 credits
OnLine

DO 422M — IM Ambulatory
.02-17 credits
OnLine

DO 480 — Research Fellowship
1-17 credits

DO 481G — OMM Fellowship
17 credits

DO 990 — Lehigh Valley Clerkship
0-17 credits

DO 997 — Winter Break

DO 997G — Winter Break
0 credits

DO 997M — Winter Break
0, 0 credits

DO 999G — Clerkship Scheduled Off
.02-17 credits

DO 999M — Scheduled Off

Pharmacy (PHAR)

PHAR 041G — Professionalism Portfolio I

0 credits
In-Person

PHAR 042G — Professionalism Portfolio II

0 credits

PHAR 043G — Professionalism Portfolio III

0 credits

PHAR 109G — Personal and Professional Development I

This is the first course in the professional practice sequence that covers performance and affective domains that address the student's skill sets and personal and professional development throughout the curriculum. The purpose of this introductory course is to provide students with a conceptual framework for professionalism. The purpose of this course is to provide the educational activities that foster professional growth of students as well as stimulate the development of professional attitudes, behaviors, dispositions and an understanding of the opportunities within the pharmacy profession.

1 credits
In-Person

PHAR 110G — Anatomy Physiology and Pathophysiology I

This course is the first of a three course sequence that covers human anatomy, physiology and pathophysiology. This course, in combination with the Anatomy Laboratory, presents human anatomy from a structure and function foundation. The discussion of basic cellular structure and cell function will be followed by study of the gross anatomy of the human body using the system approach. Anatomical structure and function will be discussed with particular attention to those components most important for the practicing pharmacist. The systems covered are the nervous, muscular, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems.

4 credits
In-Person

PHAR 115G — Anatomy Physiology and Pathophysiology II

As the second in the two-course sequence that covers human anatomy, physiology and pathophysiology, this course continues with the discussion of the anatomy, physiology and pathophysiology of the gastrointestinal, neurological, integumentary, endocrine and reproductive systems. An emphasis is placed throughout the course on understanding normal physiological processes and how disease perturbs such processes. Commonly used clinical laboratory values, and their application to diagnosis and monitoring of disease, are introduced as appropriate.

4 credits
In-Person

PHAR 117G — Principles of Drug Action I

This is the first course in the sequence which focuses on principles of medicinal chemistry and drug development. This course covers functional groups, acid and base theory, solubility, drug binding interactions, stereochemistry, drug metabolism, SAR and drug design.

2 credits
In-Person

PHAR 118G — Integrated Case Studies I

This is a three course series in the first professional year designed to engage students in course related activities. This is the first in course series consisting of activities designed to bring relevance to concepts presented in the classroom from 4 courses: Anatomy, Physiology & Pathophysiology; Biochemistry with Clinical Correlations; Biostatistics; and Principles of Drug Actions, I. This course includes but not limited to assigning interactive sessions leading to active learning, critical thinking and problem solving. It could include breakout room activity such as practice problems sessions/workshops, course related cases/vignettes, short quizzes, essay type assignments, reading recitations, reflections, projects, and material/exam reviews. The experience should continue the transition from courses instruction to the application or practice phase of pharmacy.

1 credits
In-Person

PHAR 120G — Pharmacy Practice I: Foundations in Therapeutics and Clinical Reasoning

Pharmacy Practice I—Foundations in Therapeutics and Clinical Reasoning improves the student pharmacist skill making decisions for patients. The course introduces students to clinical reasoning and decision-making skills in analyzing data to formulate a patient specific assessment and patient-care plan. Students will learn a systemic process of clinical decision-making applied to pharmacy practice, data interpretation, and pharmaceutical care documentation. This course is composed of four domains: 1) Social and behavioral aspects of pharmacy practice; 2) Pharmaceutical Care as the professional practice for patient-centered management; 3) Pharmacists' Patient Care Process (PPCP) and 4) Critical Thinking, Problem-Solving, Clinical Reasoning, and Clinical Decision- Making to optimize patient care outcomes.

2 credits
In-Person

PHAR 121G — Health Care Systems & Policy

The course provides an introduction to the U.S. health care system, managed health care and pharmacy services. The structure, organization, and delivery of health care in the United States are presented with emphasis placed on the pharmacist's role in patient care. Problems with the system will be covered along with approaches being used to address these problems. Emphasis will be placed on where pharmacy operates within our health care system, how it can be the solution to some of our health care problems and the major currently debatable issues surrounding health care.

2 credits
In-Person

PHAR 122G — Integrated Case Studies II

This is the second course in a three course series in the first professional year designed to engage students in course related activities. This is the second in course series consisting of activities designed to bring relevance to concepts presented in the classroom from Anatomy, Physiology & Pathophysiology II and Pharmaceutics. This course includes but is not limited to assigning interactive sessions leading to active learning, critical thinking and problem solving. It could include breakout room activity such as practice problem sessions/workshops, course related cases/vignettes, short quizzes, essay type assignments, reading recitations, reflections, projects, and material/exam reviews. The experience should continue the transition from courses instruction to the application or practice phase of pharmacy.

1 credits
In-Person

PHAR 132G — Integrated Case Studies III

This is the third course in a course series in the first professional year designed to engage students in course related activities. This is the third in course series consisting of activities designed to bring relevance to concepts presented in the classroom from Principles of Drug Action II and Biopharmaceutics. This course includes but is not limited to assigning interactive sessions leading to active learning, critical thinking and problem solving. It could include breakout room activity such as practice problem sessions/workshops, course related cases/vignettes, short quizzes, essay type assignments, reading recitations, reflections, projects, and material/exam reviews. The experience should continue the transition from courses instruction to the application or practice phase of pharmacy.

1 credits

In-Person

PHAR 133G — Health Information Retrieval & Informatics

This course prepares students to acquire and develop both the knowledge and skills to retrieve healthcare related information. Students receive a review of drug information resources, background questioning and search strategy, with an emphasis on specialty references and databases. The students will also receive an introduction to the concepts of informatics.

1 credits

In-Person

PHAR 134G — Biostatistics

Basic statistical concepts important to the practice of pharmacy and medicine will be introduced. Students will be exposed to basic descriptive statistics related to presentation, organization, and summarization of data. The course will also cover basic research design.

2 credits

In-Person

PHAR 137G — Principles of Drug Actions II

This is the second course in the sequence that teaches the pharmacology, and medicinal chemistry of medicinal agents. The integrated nature of this course emphasizes the interrelationship of these areas that is vital to understanding the basis of patient centered pharmaceutical care. Fundamental knowledge in these areas allows the clinician to understand the theory and application to aid in the selection of the proper therapeutic agent or agents for disease control in the presence of a number of variables including patient variables such as age, gender, diet, and co-existing conditions; drug variables, such as potency, adverse effects, interactions, pharmacokinetics and others such as cost, availability, etc. This course will finish central nervous system disorders and then cover the therapeutics of pain management, as well as the medicinal chemistry and pharmacology of the drugs used to treat these conditions.

4 credits

In-Person

PHAR 138G — Principles of Drug Actions III

This is the Third course in the sequence that teaches the pharmacology, and medicinal chemistry of medicinal agents. The integrated nature of this course emphasizes the interrelationship of these areas that is vital to understanding the basis of patient centered pharmaceutical care. Fundamental knowledge in these areas allows the clinician to understand the theory and application to aid in the selection of the proper therapeutic agent or agents for disease control in the presence of a number of variables including patient variables such as age, gender, diet, and co-existing conditions; drug variables, such as potency, adverse effects, interactions, pharmacokinetics and others such as cost, availability, etc. This course covers essential pharmacology and medicinal chemistry on topics including dyslipidemia, hypertension, thrombosis, arrhythmia, heart failure, renal and respiratory disorders, anemia, diabetes, endocrine disorders, GI disorders, arthritis and other inflammatory conditions, and chemotherapy for cancers.

5 credits

In-Person

PHAR 139G — Self-Care and Holistic Wellness I

This course will present those conditions considered to be self-treatable according to current medical guidelines. For the respective conditions, a survey of the products available, their effectiveness, proper selection and appropriate patient counseling will be discussed. Counseling strategies specific to OTC products will also be presented. This course also includes holistic wellness approach that addresses the body, mind and spirit or the physical, emotional/mental and spiritual aspects of an individual such as massage therapy, Tai Chi, yoga, progressive muscle relaxation, and Reiki.

2 credits

In-Person

PHAR 141G — Pharmaceutics

This course studies physical pharmacy and pharmaceutical dosage forms. Students will learn to apply their knowledge of the physical and chemical properties of drugs to the ability to formulate stable dosage forms that can be utilized in commercial production of, or individually compounded, drug products. Students will be introduced to the theory and practice involved in the rational selection of dosage forms and drug delivery systems as well as issues that may arise from these choices. The theory and practice of pharmaceutical compounding, including a discussion of Good Manufacturing Practices (GMPs) and Good Compounding Practices will be presented. Legal and professional issues will also be presented.

3-4 credits

In-Person

PHAR 145G — Pharmaceutical Calculations

This is an introduction to metrology and pharmaceutical calculations. A brief review of basic mathematical concepts is followed by historical review of measurement systems specific to the profession of pharmacy. Detailed interpretation of the prescription and the variety of abbreviations and notations utilized is followed by presentation of the methods used to calculate, express, or determine the amount of drug to utilize in the preparation of a variety of pharmaceutical preparations ranging from oral, topical, optic, ophthalmic and finally to parenteral products. Determination of drug concentration, toxicity, equivalents, potency, proof, density and specific gravity is also addressed.

2, 3 credits

In-Person

PHAR 150G — Biochemistry with Clinical Correlations

This course is an introduction to the physical, chemical, structural, and functional properties of molecules associated with the chemistry of life processes. Carbohydrate, lipid, protein, and nucleic acid biosynthesis and/or degradation will be discussed along with DNA and RNA biosynthesis, enzymology, and gene expression.

4 credits

In-Person

PHAR 161G — Patient Skills Lab I

This course first in five-Patient Care Skills lab course sequence. This course provides students an understanding of patient encounters and provides the necessary skills to perform, participate and understand while managing difficult patient encounters. This course also includes social and behavioral aspects of patient interaction techniques and clinical decision making skills in patient care. This course examines the specialized communication skills used in the practice of patient counseling. Students will study basic counseling skills, and interventions, including important areas such as self-awareness, information and knowledge that contribute to becoming effective counselors.

1 credits

In-Person

PHAR 162G — Patient Skills Lab II

In this course students will become proficient with the equipment, calculations, procedures, and records used in the nonsterile compounding of various dosage forms. Good Compounding Practices adopted by the National Association of Boards of Pharmacy will be followed. Practical examples of compounding of liquid, solid, and semi-solid oral dosage forms as well as enteral and topical products will be prepared as part of the laboratory exercises.

1 credits

In-Person

PHAR 169G — Biopharmaceutics

This is a study of drug absorption, distribution, metabolism and excretion (ADME) as well as individual differences that influence these processes. Drug parameters that control ADME will be studied, such as solubility, pKa, molecular size, and protein binding. Physiological determinants underlying ADME, such as cellular transporters, hepatic metabolism, and hepatic and renal elimination, as well as factors affecting drug distribution will also be presented. Finally, the concept of bioequivalence, its determination and application will be presented.

3-4 credits

In-Person

PHAR 172G — Introductory Pharmacy Practice Experience, Community

This Introductory Pharmacy Practice Experience (IPPE) is designed as an introduction to the profession of pharmacy. It offers the initial exposure of students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient centered care for the rest of their academic and professional careers. Students will spend four hours a week for twelve weeks in a community pharmacy setting, for a total of 48 hours.

1 credits

PHAR 173G — Introductory Pharmacy Practice Experience, Community

This introductory pharmacy practice experience (IPPE) is designed as an introduction to the profession of pharmacy in the community setting. It offers the initial exposure of students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care for the rest of their academic and professional careers. This rotation will develop the students skills in patient interviews, patient profiles/charts, patient interviews and focus on ensuring medication safety. Other skills that will be advanced include the knowledge of medication distribution systems and practice management. The skills developed during this sequence will prepare the student to enter into the Advanced Pharmacy Practice Experiences (APPEs) during the fourth year of the professional pharmacy curriculum.

0-3 credits

In-Person

PHAR 174G — Introductory Pharmacy Practice Experience, Institutional

3 credits

In-Person

PHAR 199G — Milestone Progression Exam I

0 credits

PHAR 208G — Research Methods

Two important inferential statistical techniques: Logistic regression and Time-to-event analysis will be introduced in this course. The course will also introduce different types of fundamental study designs (RCT, Cohort Study, Case Control Study) used in pharmacy and clinical research. Students will also read and analyze articles published in the medical literature and evaluate the statistical methodology being used.

1 credits

In-Person

PHAR 209G — Public Health and Pharmacoepidemiology

1 credits

In-Person

PHAR 214G — Integrated Case Studies IV

This is the fourth course in a case studies course series in the second professional year designed to engage students in course related activities. Activities are designed to bring relevance to concepts presented in the classroom from Principles of Drug Action III and Immunology and microbiology. This course includes but is not limited to assigning interactive sessions leading to active learning, critical thinking and problem solving. It could include breakout room activity such as practice problem sessions/workshops, course related cases/vignettes, short quizzes, essay type assignments, reading recitations, reflections, projects, and material/exam reviews. The experience should continue the transition from courses instruction to the application or practice phase of pharmacy.

1 credits

In-Person

PHAR 215G — Integrated Case Studies V

(Part 2) This course is designed to increase competence in developing a well-designed and patient oriented pharmaceutical care plan. The pharmaceutical care plan is used to identify, prevent and resolve actual or potential drug-related problems. This results in improved clinical outcomes, patient satisfaction and quality of life as well as a reduction in drug related morbidity and mortality.

1 credits

In-Person

PHAR 216G — Integrated Case Studies VI

(Part 3) This course is designed to increase competence in developing a well-designed and patient oriented pharmaceutical care plan. The pharmaceutical care plan is used to identify, prevent and resolve actual or potential drug-related problems. This results in improved clinical outcomes, patient satisfaction and quality of life as well as a reduction in drug related morbidity and mortality.

1 credits

In-Person

PHAR 217G — Principles of Drug Action III

This is the Third course in the sequence that teaches the pharmacology, and medicinal chemistry of medicinal agents. The integrated nature of this course emphasizes the interrelationship of these areas that is vital to understanding the basis of patient centered pharmaceutical care.

Fundamental knowledge in these areas allows the clinician to understand the theory and application to aid in the selection of the proper therapeutic agent or agents for disease control in the presence of a number of variables including patient variables such as age, gender, diet, and co-existing conditions; drug variables, such as potency, adverse effects, interactions, pharmacokinetics and others such as cost, availability, etc. This course covers essential pharmacology and medicinal chemistry on topics including dyslipidemia, hypertension, thrombosis, arrhythmia, heart failure, renal and respiratory disorders, anemia, diabetes, endocrine disorders, GI disorders, arthritis and other inflammatory conditions, and chemotherapy for cancers.

5 credits

In-Person

PHAR 218G — Self Care & Holistic Wellness I

This course will present those conditions considered to be self-treatable according to current medical guidelines. For the respective conditions, a survey of the products available, their effectiveness, proper selection and appropriate patient counseling will be discussed. Counseling strategies specific to OTC products will also be presented. This course also includes holistic wellness approach that addresses the body, mind and spirit or the physical, emotional/mental and spiritual aspects of an individual such as massage therapy, Tai Chi, yoga, progressive muscle relaxation, and Reiki.

2 credits

In-Person

PHAR 221G — Health Care Systems and Policy

The course provides an introduction to the U.S. health care system, managed health care and pharmacy services. The structure, organization, and delivery of health care in the United States are presented with emphasis placed on the pharmacist's role in patient care. Problems with the system will be covered along with approaches being used to address these problems. Emphasis will be placed on where pharmacy operates within our health care system, how it can be the solution to some of our health care problems and the major currently debatable issues surrounding health care.

2 credits

In-Person

PHAR 224G — Medical Microbiology and Immunology

An integrated course in immunology and microbiology that emphasizes the role of each in the maintenance of health and the development, progression, and treatment of disease states related to immune dysfunction, microbiological infection, or both. An introduction to innate immunity, including biochemical and cellular aspects, as well as adaptive immunity, including humoral and cell-mediated immunity, and immunological memory is followed by a discussion of diseases of the immune system, the role of immunity in neoplasia, and manipulation of the immune system by pathogens, drugs and diet. Basic principles of microbiology including classification, anatomy, staining, and genetics of microorganisms is followed by a more detailed discussion of medically important bacteria, mycoplasmas, rickettsiae, chlamydiae, viruses, fungi, and parasites. Emphasis is placed on mechanisms of pathogenesis, methods of control, mechanisms of resistance, and prevention of diseases caused by these organisms as well as the inter-relationship between micro-organisms and the immune system.

3, 4 credits

In-Person

PHAR 228G — Pharmacy Administration and Management and Entrepreneurship

Basic managerial, organizational, and financial management concepts are presented that enable the practicing pharmacist to manage people, change, structural demands, and organizational behavior to provide optimum care and services as a health professional. This course will also introduce entrepreneurial and marketing topics for use in pharmacy and health care system practice environments. The analysis of management principles as they relate to community and health-system pharmacy management will be stressed including planning, organizing, motivation and marketing.

2 credits

In-Person

PHAR 229G — Pharmacotherapy III

The course is designed to train students in the last 3 components of the Pharmacists' Patient Care Process (PPCP): Plan, Implement, and Follow-Up. Guided by the instructors in the course, students will be complete their thought process or approach to pharmacotherapeutic problems. The course will rely on team-based learning and a flipped-classroom model to engage students in the application of pharmacotherapy as it relates to patient care plans.

5 credits

In-Person

PHAR 231G — Pharmacotherapy I

5 credits

In-Person

PHAR 232G — Pharmacotherapy II

5 credits

In-Person

PHAR 233G — Pharmacy Practice II Topics in Patient Care

This course covers the practice of pharmacy in health care systems such as hospital, home care, managed care, hospice and palliative care as well as ambulatory and long-term care. Discussions will focus on the types of patients treated, models of practice and practice standards as well as the various accreditation agencies, government regulation, and institutional policies and procedures. Additional topics may also include the following: include parenteral and enteral nutrition, Pharmacy and Therapeutic (P&T) Committees, investigational drug use, medication reconciliation, ethics boards, and code response involvement as well as technological advances and automation

3 credits

In-Person

PHAR 241G — Integrated Infectious Disease

This is the first course in the Infectious Disease sequence that teaches the pharmacology, medicinal chemistry and therapeutics of agents used to treat infectious diseases. The integrated nature of this course emphasizes the interrelationship of these areas that is vital to understanding the basis of patient-centered pharmaceutical care. Fundamental knowledge in these areas allows the clinician to understand the theory and application to aid in the selection of the proper therapeutic agent or agents for infection control in the presence of a number of variables including patient variables such as age, gender, diet, and co-existing conditions; drug variables such as potency, adverse effects, interactions, and pharmacokinetics; and others such as cost, drug availability, and alternative treatments available. This course will cover agents used to treat infections caused by bacteria.

3 credits

In-Person

PHAR 251G — Integrated Toxicology and Patient Safety

2 credits

In-Person

PHAR 253G — Personal and Professional Development II

1-3 credits

In-Person

PHAR 254G — Patient Care Skills Lab IV

1 credits

In-Person

PHAR 256G — Patient Care Skills Lab III

This laboratory will familiarize the student with basic patient assessment including the practice of inspection, palpation, percussion and auscultation. These fundamental physical assessments will be incorporated into patient evaluations while using clinically relevant patient data, drug histories/interviews, laboratory values, and point-of-care diagnostic tests. Principles of medication therapy management (MTM) will be used to develop pharmaceutical care plans with acting patients who will then be counseled.

1 credits

In-Person

PHAR 262G — IPPE Intro Clinical Services II

This IPPE provides direct practical experience to the student in a healthcare system setting, specifically in a center providing ambulatory care. The students will become familiar with the role of the pharmacist as part of an interdisciplinary team in the provision of patient care. Students will also conduct patient interviews, review patient profiles/charts, and further develop their SOAP note skills. The skills developed during this course will prepare the student to enter into the Advanced Pharmacy Practice Experiences (APPEs) during the fourth year of the professional pharmacy curriculum.

1 credits

PHAR 263G — IPPE Clinical

0-3 credits

PHAR 265G — IPPE Community

0-3 credits

In-Person

PHAR 269G — Biopharmaceutics

This is a study of drug absorption, distribution, metabolism and excretion (ADME) as well as individual differences that influence these processes. Drug parameters that control ADME will be studied, such as solubility, pKa, molecular size, and protein binding. Physiological determinants underlying ADME, such as cellular transporters, hepatic metabolism, and hepatic and renal elimination, as well as factors affecting drug distribution will also be presented. Finally, the concept of bioequivalence, its determination and application will be presented.

4 credits

In-Person

PHAR 299G — Milestone Progression Exam II

A comprehensive examination will be given at the end of the second year that will assess knowledge and skills acquired in the first two years. Students must pass this examination to progress to the third professional year.

0 credits

PHAR 308G — Literature Evaluation and Evidence Based Practice

1 credits

In-Person

PHAR 309G — Pharmacoeconomics and Health Outcomes

1 credits

In-Person

PHAR 313G — Pharmacy Practice II Topics in Patient Care

3 credits

In-Person

PHAR 314G — Pharmacogenomics and Personalized Medicine

This course covers the practice of pharmacy in health care systems such as hospital, home care, managed care, hospice and palliative care as well as ambulatory and long-term care. Discussions will focus on the types of patients treated, models of practice and practice standards as well as the various accreditation agencies, government regulation, and institutional policies and procedures. Additional topics may also include the following: include parenteral and enteral nutrition, Pharmacy and Therapeutic (P&T) Committees, investigational drug use, medication reconciliation, ethics boards, and code response involvement as well as technological advances and automation.

1 credits

In-Person

PHAR 315G — Integrated Case Studies VII

(Part 1) This course is designed to increase competence in developing a well-designed and patient oriented pharmaceutical care plan. The pharmaceutical care plan is used to identify, prevent and resolve actual or potential drug-related problems. This results in improved clinical outcomes, patient satisfaction and quality of life as well as a reduction in drug related morbidity and mortality.

1 credits

In-Person

PHAR 316G — Integrated Case Studies VIII

(Part 2) This course is designed to increase competence in developing a well-designed and patient oriented pharmaceutical care plan. The pharmaceutical care plan is used to identify, prevent and resolve actual or potential drug-related problems. This results in improved clinical outcomes, patient satisfaction and quality of life as well as a reduction in drug related morbidity and mortality.

1 credits

In-Person

PHAR 317EG — Nuclear Pharmacy Elective

This course will serve as an introduction to nuclear pharmacy practice. This course provides basic information about the profession of nuclear pharmacy, as well as an introduction to basic principles and concepts of radioactivity, radiation safety, and roles of a nuclear pharmacist.

1 credits

OnLine

PHAR 317G — Integrated Case Studies IX

(Part 3) This course is designed to increase competence in developing a well-designed and patient oriented pharmaceutical care plan. The pharmaceutical care plan is used to identify, prevent and resolve actual or potential drug-related problems. This results in improved clinical outcomes, patient satisfaction and quality of life as well as a reduction in drug related morbidity and mortality.

1 credits

In-Person

PHAR 318G — Self Care and Holistic Wellness II

3 credits

In-Person

PHAR 325EG — Advanced Diabetes Care Management

1, 1 credits

In-Person

PHAR 327EG — Antimicrobial Stewardship

1 credits

In-Person

PHAR 327G — Integrated Basic and Applied Pharmacokinetics

General principles of pharmacokinetic models are presented as they pertain primarily to the processes of absorption and elimination of drugs. Detailed mathematical models will be developed and utilized to determine the appropriate dose and dose interval based on patient-specific data utilizing relevant examples throughout. Therapeutic monitoring of drug levels in the patient and adjustments in dosing based on monitoring will also be presented. This is followed by discussion of specific examples using drugs commonly dosed and monitored using detailed pharmacokinetic analysis.

3 credits

In-Person

PHAR 332G — Pharmacotherapy III

5-6 credits

In-Person

PHAR 333G — Advanced Pharmacotherapy I

5 credits

In-Person

PHAR 334G — Advanced Pharmacotherapy II

5 credits

In-Person

PHAR 335G — Advanced Pharmacotherapy III

5 credits

In-Person

PHAR 340EG — Comprehensive Diabetes Management

1 credits

In-Person

PHAR 341EG — Entrepreneurship Ambulatory Care Practice

1 credits

In-Person

PHAR 342EG — Advanced Cardio Management

1 credits

In-Person

PHAR 343EG — Chronic Disease Management

1 credits

In-Person

PHAR 344EG — Public Health in Ambulatory Care Management

1 credits

In-Person

PHAR 345EG — Chronic Disease State Management

1 credits

In-Person

PHAR 346EG — Pharmacy Management of Patient Social Determinates in Patient Care

1 credits

In-Person

PHAR 347EG — Advanced Oncology

1 credits

In-Person

PHAR 350EG — Emergency Medicine

1 credits

In-Person

PHAR 351EG — Opioid Stewardship Pain and Palliative Care

1 credits

In-Person

PHAR 351G — Toxicology

A discussion of the general principles of toxicology is followed by general principles of management of poisoning. The students are familiarized with the purpose and functioning of poison control centers, with emphasis on the role of pharmacists. The top 5 categories of non-drug and drug-induced poisonings in United States based on the most recent AAPCC data report are identified. These toxicities, prevention, assessment, and their antidotes/treatment approaches are then discussed. Antidotes and treatments that are covered appear in blue alongside the relevant topics. Finally, bioterrorism agents and disaster preparedness topics are presented.

2 credits

In-Person

PHAR 352G — Patient Care Skills Lab V

1 credits

In-Person

PHAR 353EG – Special Topics in Pediatrics

1 credits

In-Person

PHAR 353G – Personal and Professional Development III

1 credits

In-Person

PHAR 354EG – Topics Discussions Considerations Pharmacy and Geriatrics

1 credits

In-Person

PHAR 354G – Patient Care Skills Lab VI

1 credits

In-Person

PHAR 355EG – Nutrition and Transplantation

1 credits

In-Person

PHAR 356EG – Seminar in Evidenced Based CC

1 credits

In-Person

PHAR 357EG – Psychiatry and Mental Health

1 credits

In-Person

PHAR 358EG – Medical Writing

1 credits

In-Person

PHAR 360EG – Health Care Informatics

1 credits

In-Person

PHAR 361EG – Drug Pricing Contracts and Marketing

1 credits

In-Person

PHAR 362EG – Advanced Health Care Systems and Services

1 credits

In-Person

PHAR 364EG – Pharmacovigilance

1 credits

In-Person

PHAR 365EG – Entrepreneurship Community Pharmacy Management

1 credits

In-Person

PHAR 366EG – Form Management and Drug Utilization Review

1 credits

In-Person

PHAR 367EG – Leadership in MCO PCMH's and ACO's

1 credits

In-Person

PHAR 368EG – Pharmacoeconomics Modeling

1 credits

In-Person

PHAR 368G – Pharmacy Law and Ethics

Federal and state laws and regulations which pertain to the practice of pharmacy in Georgia are presented in detail. General business law and liability issues which affect the practice of pharmacy will also be discussed. Finally, ethical issues as they relate to the practice of pharmacy, and health care delivery in general, are examined.

3 credits

In-Person

PHAR 369EG – Drug Information in the Pharmacy Industry

1 credits

In-Person

PHAR 390EG – Introduction to Medical Cannabis

1 credits

In-Person

PHAR 399G – Milestone Progression Exam III

A comprehensive examination will be given at the end of the third professional year that will assess knowledge and skills acquired in the first three years of education at PCOM School of Pharmacy. Students must pass this examination to progress to the fourth professional year. The examinations include a comprehensive multiple-choice exam and a short answer calculation exam.

0 credits

PHAR 410G – Advanced Community Pharmacy

This Advanced Pharmacy Practice Experience (APPE) is designed for the students to obtain supervised professional experience as a community pharmacist. This advanced rotation exposes students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 420G – Advanced Health Systems Pharmacy

This Advanced Pharmacy Practice Experience (APPE) is designed for the students to obtain supervised professional experience in the functions of a staff pharmacist in an institutional pharmacy. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 430G – Advanced Ambulatory Care

This Advanced Pharmacy Practice Experience (APPE) is designed for the students to obtain supervised professional experience in the functions of a clinical pharmacist in the ambulatory care practice setting. Ambulatory care pharmacy is defined as “direct pharmaceutical care services provided to patients in an outpatient environment, exclusive of dispensing services.” This advanced rotation exposes students to ambulatory care workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 440G – Advanced Community Management

This Advanced Pharmacy Practice Experience (APPE) is designed for the students to obtain supervised professional experience in the managerial functions of a community pharmacist. This advanced rotation exposes students to leadership and managerial skills necessary in the community pharmacy workplace. This course helps students develop the requisite knowledge necessary to understand inventory control, profit and loss statements and human resource issues.

4 credits

PHAR 450G — Advanced Inpatient Acute Care and Diverse Populations

This Advanced Pharmacy Practice Experience (APPE) is designed for the students to obtain supervised professional experience in the functions of a clinical pharmacist in the acute care practice setting. Clinical intervention and the steps necessary to effectively execute those interventions will be a primary focus of this rotation. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 499G — Capstone

A Capstone II (Comprehensive Examination Fourth Year) will be given at the end of the fourth professional year that will assess knowledge and skills acquired in the four years of education at PCOM School of Pharmacy. Students must pass this Capstone II to graduate from the program.

0 credits

PHAR 501G — Academia

An elective experience designed to stimulate the interest of pharmacy students in academia and provide the student with an understanding of the functions and processes of teaching, service and scholarship. Students may be exposed to situations that will increase their understanding of the various responsibilities of a full-time faculty position in pharmacy education.

4 credits

PHAR 502G — Administrative Hospital

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the administrative duties of healthcare systems. Depending on the site, students may be exposed to situations that will increase their knowledge in the area of administrative, behavioral, economic and legal sciences. The role of the pharmacy director/manager will be a primary emphasis of this experience.

4 credits

PHAR 503G — Administrative Community

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the administrative duties of community pharmacy. Depending on the site, students may be exposed to situations that will increase their knowledge in administrative, behavioral, economic and legal sciences. The role of the manager will be a primary emphasis of this experience.

4 credits

PHAR 504G — Associations

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the management of national, regional or state pharmacy organizations. Depending on the site, the students may be exposed to situations that will increase their knowledge and understanding of the purpose, roles and responsibilities of pharmacy associations in the profession.

4 credits

PHAR 505G — Industry

An elective practice experience designed to enable the student to acquire general knowledge and high level of exposure to the pharmaceutical industry, with exposure to a variety of areas within the pharmaceutical industry.

4 credits

PHAR 506G — Regulatory Affairs

4 credits

PHAR 510G — Community Pharmacy Ownership

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic fundamentals of owning and running an independent community pharmacy. This advanced rotation exposes students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 511G — Pharmacy Benefit Manager

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic knowledge and a high level of exposure to a variety of activities conducted by a Pharmacy Benefit Manager. A PBM is an organization that manages the pharmaceutical benefits for managed care organizations, other medical providers or employers. Depending on the site, the student may be exposed to numerous activities to promote managed care principles, including benefit plan design, creation/administration of retail and mail service networks, claims processing, drug utilization review, formulary management, generic dispensing, prior authorization and/or disease and health management.

4 credits

PHAR 512G — Infomatics

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the history, language and concepts of information technology in the field of pharmacy. Depending on the site, students may be exposed to database management, automation and robotics, electronic prescribing, and health records.

4 credits

PHAR 514G — Pharmacokinetics

An elective practice experience designed to enable the student to acquire skills and knowledge in the functioning of an established clinical pharmacokinetics practice and information on methods for establishing such a service. Expertise in calculations is expected from previous coursework. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 515G — Cardiology

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacotherapy of various cardiovascular disease states in a diverse patient population. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 516G — Nephrology

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacotherapy of a patient with various diseases of the kidney. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 517G — Mail Order Pharmacy

4 credits

PHAR 518G — Neonatal Intensive Care Unit

4 credits

PHAR 520G — Compounding

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the rationale for and the various techniques used in the extemporaneous compounding of pharmaceutical products. This advanced rotation exposes students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 521G — Drug Information

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the practice of basic drug information. Depending on the site, the students may be exposed to activities such as preparing formulary evaluations, writing pharmacy newsletters, working on special interest projects and enhancing their verbal and written communication skills.

4 credits

PHAR 522G — Medication Reconciliation

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the practice of medication reconciliation. Depending on the site, the student will be exposed to the process of comparing a patient's medication orders to all of the medications that the patient has been taking. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient centered care.

4 credits

PHAR 523G — Medication Therapy Management

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacist's role in providing Medication Therapy Management services. Depending on the site, the student will be trained to evaluate a patient's medication therapy, including drug interactions, duplications or omission of therapy. This advanced rotation exposes students to community pharmacy workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 524G — Medication Safety

4 credits

PHAR 525G — Anticoagulation

4 credits

PHAR 530G — Critical Care

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacotherapy of a critically ill patient in a hospital setting. The student will be exposed to various medication management strategies of various critical conditions.

4 credits

PHAR 532G — Home Health Care

4 credits

PHAR 533G — Long-Term Care

An elective practice experience designed to enable the student to acquire skills and knowledge regarding treatment of geriatric patients in a long term care facility. Depending on the site, students may be exposed to situations that will increase their ability to demonstrate empathy for the elderly and develop pharmaceutical care plans for various chronic disease states with consideration of various pharmacokinetic properties, dosing principles, and therapeutic drug monitoring parameters of geriatric patients in long term care facilities. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 534G — Managed Care

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the practice of clinical pharmacy in the managed care setting. Students will be exposed to pharmacy administration issues such as formulary development and management, therapeutic class reviews, pharmacoeconomics analysis, communication with patients, providers, and employer groups, counseling and participation in prior authorization process and other third-party reimbursement issues.

4 credits

PHAR 538G — Healthcare Business Management

4 credits

PHAR 541G — Infectious Disease

An elective practice experience designed to enable the student to acquire skills and knowledge regarding the pharmacotherapy of patients with various infectious diseases. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 543G — Nuclear

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic pharmaceutical care, radiopharmaceutical compounding, quality assurance, health physics and regulatory compliance.

4 credits

PHAR 544G — Nutritional Support

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic nutritional principles, nutritional assessment, and management of the patient requiring enteral and/or total parenteral nutrition support. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 545G — Oncology

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic clinical oncology pharmacy practice. Depending on the site, students may be exposed to situations that will enhance their understanding of pharmaceutical support to the inpatient/outpatient oncology service, including staging, treatment, dosing, monitoring, and supportive care issues. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 546G — Pediatrics

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic pharmacotherapy of pediatric patients with common childhood acute and chronic illnesses. Depending on the site, students may be exposed to different pharmacokinetic properties, dosing principles and therapeutic drug monitoring in children. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 547G — Poison Control

4 credits

PHAR 548G — Psychiatry

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic clinical pharmacotherapy of various psychiatric disorders of children, adolescents and/or adults. This advanced rotation exposes students to health care system workplaces with diverse patient populations, and helps students develop the requisite knowledge, skills, attitudes, and values for the provision of patient-centered care.

4 credits

PHAR 549G — Surgery

4 credits

PHAR 550G — Public Health

4 credits

PHAR 551G — Internal Medicine

4 credits

PHAR 553G — Investigating New Drug Services

4 credits

PHAR 554G — Veterinary Medicine

4 credits

PHAR 555G — Emergency Medicine

4 credits

PHAR 590G — Interdisciplinary

4 credits

PHAR 591G — Research

An elective practice experience designed to enable the student to acquire skills and knowledge regarding basic pharmacy-related research. Depending on the site, the student may observe and participate in various stages of ongoing research project(s), including conducting experiments, analyzing data.

4 credits

PHAR 592G — Specialty Pharmacy Practice

4 credits

PHAR 593G — Transition of Care

4 credits

PHAR 594G — Medical Cannabis Dispensary

4 credits

PHAR 595G — Inter-Professional Ambulatory Care

4 credits

PHAR 596G — Hematology

4 credits

PHAR 597G — Transplant Services

4 credits

Physical Therapy (PT)

PT 601AG — Clinical Anatomy for Physical Therapists I

This course constitutes Part 1 of the comprehensive consideration of human anatomy using a regional approach to the human body that is designed for the training of clinicians. The course will cover regional gross and clinical anatomy of the pectoral and pelvic girdles, upper and lower extremities, head and neck. The emphasis is on function, topographic, radiographic correlations, and clinical applications. Surface anatomy, and palpation skills are emphasized, as well as more in-depth analysis of the peripheral nervous system and musculoskeletal system as they relate to clinical skills utilized by physical therapists.

4 credits

In-Person

PT 601BG — Clinical Anatomy for Physical Therapists II

This course constitutes Part 2 of the comprehensive consideration of human anatomy using a regional approach to the human body that is designed for the training of clinicians. The course will cover regional gross and clinical anatomy of the neck and spine, thoracic, abdominal, and pelvic cavities. The emphasis is on function, topographic, radiographic correlations, and clinical applications. Surface anatomy, and palpation skills are emphasized, as well as more in-depth analysis of the peripheral nervous system and musculoskeletal system as they relate to clinical skills utilized by physical therapists.

4 credits

In-Person

PT 602AG — Clinical Kinesiology I

This is the first course in a two-course series that addresses the study of human movement with an emphasis on functional anatomy, biomechanics, mechanisms of injury, and the relationship of these concepts to examination of the musculoskeletal system. This course focuses on the upper and lower extremities and includes detailed information related to osteokinematics, arthrokinematics, and accessory joint movements.

3 credits

In-Person

PT 602BG — Clinical Kinesiology II

This is the second course in a two-course series that addresses the study of human movement with an emphasis on functional anatomy, biomechanics, mechanisms of injury, and the relationship of these concepts to examination of the musculoskeletal system. This course focuses on the spine and includes detailed information related to osteokinematics, arthrokinematics, and accessory joint movements. Examination of gait and posture are addressed, and students will integrate spinal function with static and dynamic posture, as well as during walking.

2 credits

In-Person

PT 603G — Differential Diagnosis for PT

This course lays the foundation for an understanding of pathological conditions and their impact on physical therapy management. It begins with an exploration of the physiological function as related to homeostasis in body systems and healing of body tissues. The course is primarily system-based and emphasizes screening for clinical signs and symptoms [presentation] of select patient disorders/diseases, the impact of pathology on physical function, and implications for physical therapy management. The course will also include an introduction in basic principles of pharmacology for physical therapists in preparation for systems-based pharmacology and diagnostic courses.

4 credits

In-Person, Lecture

PT 604AG — Clinical Neuroscience I

This course, the first in a series of two courses, sets the stage for understanding human movement, motor control, and motor learning theory by exploring the structure and function of the motor and somatosensory components of the nervous system. Exploration begins with consideration of how information is transferred within the nervous system (e.g., synaptic transmission) through discovery of motor and somatosensory pathways and how the pathways interact to produce movement. Consideration is also given to mechanisms of pain transmission and modulation. Muscle tone, reflexes and reactions in relation to normal and pathological nervous system function and dysfunction will be considered. Directed laboratory experiences using cadaveric tissue, images of sectioned tissue and models will be included. Structure and function are addressed across the life span.

3 credits

In-Person

PT 604BG — Clinical Neuroscience II

This course, the second in the neuroscience series, builds on the concepts and principles addressed in the first course by exploring the impact of vision, hearing, and vestibular function on human movement. The course also addresses “higher” level functions, which include language and communication, memory and learning, and emotions. Neuroplasticity is considered in relation to learning, development of the CNS, and the ability of the CNS to recover after injury. Students explore neuroplasticity, motor learning, and motor control related to common physical therapy interventions based on current evidence. A variety of clinical disorders in the neuromuscular system will be introduced.

3 credits

In-Person

PT 605G — Clinical Exercise Science and Wellness

The concepts and principles addressed in this course provide the foundation on which physical therapy students can create individualized exercise programs for healthy individuals and those with acute or chronic pathology. Key concepts include: the role of nutrition in providing energy for physical activity and exercise, the structure and function of physiological systems within the body and how they interact to promote movement, and physiological responses to different types of exercise and training. The physiology of obesity and weight-management strategies, physical fitness across the life span, the impact of gender, culture and race/ethnicity on fitness, and the behavioral aspects of participation in exercise and fitness will be explored. The course will also address the role of physical therapy in relation to the U.S. Health and Human Services Healthy People agenda, which emphasizes prevention and wellness.

4 credits

In-Person

PT 606G — Medical Terminology

This course focuses on the study of advanced medical vocabulary, prefixes, suffixes, word roots, abbreviations, and symbols using a systems approach. This course provides a study of words that pertain to body systems, anatomic structures, medical processes and procedures, and a variety of diseases. Emphasis is placed on spelling, definition, usage, and pronunciation.

1 credits

OnLine

PT 611AG — Physical Therapy Exam I

This course focuses on developing basic examination knowledge and skills that physical therapists use to gather data and make decisions about diagnoses and prognoses (evaluation) for developing a plan of care. Students learn to obtain a medical history and conduct systems review for dysfunction in various body systems (integumentary, cardiovascular & pulmonary, musculoskeletal, neuromuscular, and cognitive). Specific tests and measures addressed include vital sign testing, tone/motor control and coordination, sensory integrity and peripheral reflexes, muscle strength (manual muscle testing), range of motion and muscle length. Throughout the course, students enhance their skills in palpation and practice techniques of basic patient management, such as positioning and draping. Basic principles of documentation are emphasized, and students learn to document examination findings.

4 credits

In-Person

PT 611BG — Physical Therapy Exam II

This course continues examination and evaluation with emphasis on functional ability and performance for patients in hospital, skilled nursing and home settings. Students will be introduced to medical monitoring devices, aseptic technique, and the use of universal precautions required for safe clinical practice in all settings. Relevant health status and contributing medical conditions will be explored in relation to functional mobility and locomotion. The primary emphasis of examination will include assessment of: balance and postural control for basic ADL and function, bed mobility, wheelchair mobility, transfers and gait. Implementation and general progression of functional training in these aspects of mobility will be introduced. Students will continue to practice documentation for patients in these hospital settings.

3 credits

In-Person

PT 612G — Cardio and Pulmonary Management

This course focuses on management of patients with cardiovascular and pulmonary dysfunction. The major emphasis is on comprehensive examination, evaluation and therapeutic interventions for cardiovascular/pulmonary of these patients, including those with integumentary, musculoskeletal and neuromuscular disorders. Physical therapy management for patients who are acutely ill with cardiac, pulmonary, or vascular disease and their progression through the continuum of care is also addressed. Pathologies presented are dealt with from the perspective of medical, surgical and rehabilitative interventions.

3 credits

In-Person

PT 613G — Integumentary Management

The physical therapy management of patients with integumentary system disorders, wounds and burns, is the focus of this course. The pathophysiology of integumentary disorders is addressed in addition to the comprehensive physical therapy management of patients with related acute and sub-acute diseases that require skilled and intermediate levels of medical care.

2 credits

In-Person

PT 614G — Pharmacology and Diagnostics: CVP and Integumentary Dysfunction

This course addresses clinical pharmacology and medical diagnostic tests for patients with CVP & Integumentary dysfunction. The emphasis in pharmacology is on the impact of drugs used to treat these conditions on physical therapy patient management, including recognition of adverse reactions. Diagnostic tests will include lab values, imaging, and other studies related to cardiac, vascular and pulmonary function, as well as tests for assessing wound status (e.g., infection). The impact of drugs based on age, gender, race, etc. will be addressed, as well as testing for conditions across the lifespan.

3 credits

In-Person

PT 615G — Clinical Interventions I

This course requires students to integrate foundational knowledge and skills for determining and implementing appropriate physical therapy interventions that address impairments in body structure/function, activity restrictions, and participation across the lifespan and continuum of care. The primary focus is on integrating functional training, and therapeutic exercise pertinent for individuals with advanced integumentary disorders, cardiovascular and pulmonary dysfunction. Principles of biophysical and electrical agent will also be presented and emphasis will be on application of these modalities for individuals w/ integumentary and cardiopulmonary disorders.

3 credits

In-Person

PT 621AG — Principles of Evidenced-Based Practice

This is the first in series of courses dealing with evidence-based practice (EBP). The emphasis in this course is on laying the foundation for understanding the importance and nature of EBP. The major focus is on the first two of the five steps of EBP. Ask and Acquire. Students will begin to develop strategies for asking clinical questions and for searching for evidence to find answers.

2 credits

In-Person

PT 621BG — Components of Evidenced-Based Practice: Design & Statistics

This course, the second in a series of five courses, begins to lay the foundation for the third step of EBP (Appraise) by exploring various research designs used in rehabilitation research and addressing analysis of research results based on statistical description and inference.

Principles of subject selection, including determination of appropriate sample size, and internal and external validity are addressed in relation to each of the designs explored in the course. Each design will be discussed in terms of its placement on the hierarchy of evidence. Common tests for significance will be explored in terms of how the tests are performed and interpreted, as well as the appropriateness of specific tests based on the research question and design utilized.

4 credits

In-Person

PT 631AG — Professional Engagement I, Introduction

This is the first in a four-course sequence in which the knowledge, skills, and values in the physical therapy profession is explored. Students will explore the history and future of the profession, while being introduced to the scope of physical therapy practice, standards of care, core values, jurisprudence and code of ethics. The APTA Code of Ethics and Core Values documents related to the delivery of culturally competent physical therapy services, legal and ethical standards of practice will serve as the foundation for expectation of professional behaviors in communication and practice documentation within various patient care settings. Governance of the recognized professional organization, the American Physical Therapy Association, will also be explored and discussed in detail.

2 credits

In-Person

PT 631BG — Professional Engagement II, Health Systems Interdisciplinary Collaboration

This course is designed to expose students to the tenets of the United States healthcare system, current physical therapy practice settings, and other key components of various healthcare delivery models, such as patient-centered medical homes and accountable care organizations. Students will investigate issues related to health disparities that exist as a consequence of race/ethnicity, age, or socioeconomic status and will be prepared to recognize the need for interprofessional collaboration and patient-centered practice to improve the effectiveness of healthcare and quality of life and health for those in need of social services. Through active interdisciplinary seminar discussion, students will address methods for implementing culturally competent care, improving health literacy, and addressing issues related to access to health systems.

2 credits

In-Person, Lecture

PT 632G — Teaching and Learning

Basic educational principles of teaching and learning as applied to physical therapy practice and with respect to learning styles across diverse populations are explored in this course. A variety of instructional strategies will be utilized to prepare students to teach patients, family members, peers, and other health professionals. Implementation of current technology for effective education will be introduced.

2 credits

In-Person

PT 711AG — Musculoskeletal Management I

This course is the first of a two-course sequence addressing the management of patients with problems of the musculoskeletal system. This course emphasizes the pathological, medical and surgical considerations, and physical therapy examination and intervention associated with the upper half in relation to trauma, degenerative changes, and overuse syndromes in daily activity, recreation, sports, and industry.

4 credits

In-Person

PT 711BG — Musculoskeletal Management II

This is the second course in a two-course sequence dealing with the musculoskeletal system from the perspective of pathological, medical, and surgical considerations and physical therapy examination and intervention. This course will focus on dysfunction of the lower half in relation to trauma, degenerative changes, and overuse syndromes in daily or work activity, recreation, sports, and industry.

4 credits

In-Person

PT 712AG — Pharmacology and Diagnostics, Musculoskeletal Disorders

This course addresses clinical pharmacology and medical diagnostic tests for patients with musculoskeletal disorders. The emphasis in pharmacology is on the impact of drugs used to treat these conditions on physical therapy patient management, including recognition of adverse reactions. Diagnostic tests will include lab values, imaging, and other studies related to the medical diagnosis of musculoskeletal dysfunction. The impact of drugs based on age, gender, race, etc. will be addressed, as well as testing for conditions across the lifespan.

2 credits

In-Person

PT 712BG — Pharmacology and Diagnostics, Neuromuscular Disorders

This course addresses clinical pharmacology and medical diagnostic tests for patients with neuromuscular dysfunction. The emphasis in pharmacology is on the impact of drugs used to treat these conditions on physical therapy patient management, including recognition of adverse reactions. Diagnostic tests will include lab values, imaging, and other studies related to the diagnosis of neurological disorders. The impact of drugs based on age, gender, race, etc. will be addressed, as well as testing for conditions across the lifespan.

2 credits

In-Person

PT 713G — Assistive Technology: P&O

This course focuses on the design and function of assistive technology to include 'specialty' wheelchairs, orthotics, prosthetics, and other technology designed to improve function. Students will explore various types of adaptive devices available and relate biomechanical principles and research evidence to recommend and effectively use assistive technology. The relationship between normal and pathologic gait in individuals who use orthotic and prosthetic devices will also be addressed. Comprehensive physical therapy management, which includes all elements of the patient/client management model will be emphasized for patients with amputation/lower limb loss.

2 credits

In-Person

PT 714AG — Clinical Interventions II

This course requires students to integrate foundational knowledge and skills for determining and implementing appropriate physical therapy interventions that address impairments in body structure/function, activity restrictions, and participation across the lifespan and continuum of care. Students will learn to implement functional activities progression, therapeutic exercise and proprioceptive neuromuscular facilitation, theory and application of dry needling, soft tissue mobilization, and the use of biophysical and electrical agents pertinent for patients with musculoskeletal disorders.

2 credits

In-Person

PT 714BG — Clinical Interventions III

This course requires students to integrate foundational knowledge and skills for determining and implementing appropriate physical therapy interventions to address impairments in body structure/function, activity restrictions, and participation across the lifespan and continuum of care for patients. Students will learn to implement therapeutic exercise and/or functional activities progression for patients with various body system impairments from acute injury to return to prior level of function across the lifespan. Therapeutic exercises, aquatic therapy, therapeutic activities, neuromuscular re-education exercises, and plyometrics will be addressed in detail across multiple patient populations.

2 credits

In-Person

PT 714CG — Clinical Interventions IV

This course requires students to integrate foundational knowledge and skills for determining and implementing appropriate physical therapy interventions that address impairments in body structure/function, activity restrictions, and participation across the lifespan and continuum of care for patients with neurological health conditions and other special populations in physical therapy. Students will learn to implement functional activities progression, therapeutic exercise, manual interventions, and biophysical agents on patients with neurologic disorders and special populations. Interventions will also include as appropriate proprioceptive neuromuscular facilitation, body-weight support, constraint-induced therapy, and functional electrical stimulation

1, 2 credits

In-Person

PT 715AG — Neuromuscular Management I

This course is the first of a two-course sequence addressing the management of patients with neuromuscular disorders with primary emphasis on birth to adolescence. This course focuses on the pathological, medical and surgical considerations, and physical therapy management for patients with congenital and developmental abnormalities, and acquired neuromuscular disorders.

4 credits

In-Person

PT 715BG — Neuromuscular Management II

This course is the second of a two-course sequence addressing the management of patients with neuromuscular disorders. This course focuses on the pathological, medical and surgical considerations, and physical therapy management for patients with neurological disorders after adolescence throughout adulthood. Contemporary concepts of motor control, as well as more traditional neurodevelopmental approaches, are explored.

4 credits

In-Person

PT 716G — Complex Multi System Disorders

This course offers students' opportunity to integrate knowledge and skills learned throughout the curriculum with application to physical therapy management of patients with complex pathologies [affecting more than one body system]. Clinical manifestations of disease will be correlated with pathology and pathophysiology, and students will be required to explore the medical management, including diagnostic & pharmacological management of problems, Course and prognosis for pathologies addressed, and the consequences of system involvement on function and participation in life.

4 credits

In-Person

PT 722AG — Evidence-Based Practice, Project I

This is the first of a three course series leading to a capstone research product in the DPT program. Students will begin to apply knowledge and skills learned from Principles of Evidence-Based Practice. In this course, students will develop a research proposal and successfully complete all appropriate applications for the Institutional Review Board.

1 credits

Lecture

PT 722BG — Evidence-Based Practice, Project II

This is the second of a three course series leading to a capstone research product in the DPT program. In this course, students will complete data collection for proposed research projects, perform appropriate literature searches for primary and secondary analyses, obtain relevant literature, and complete an abstract representing the initial portions of a written manuscript (via an iterative process with peers, the instructors and clinical/ program faculty advisors involved in the project. This endeavor is the continuation of the project which was formally developed in PT 722AG/BG and the IRB process successfully completed.

1 credits

In-Person

PT 722CG — Evidence-Based Practice, Project III

This is the culminating course in a three-course research experience in the DPT program. In this course, students will complete a written manuscript, poster or other scholarly product through an iterative process with peers, the instructors and clinical faculty or program faculty advisors involved in the project. This endeavor is the continuation of the project which was formally developed in previous courses, data collected, and the initial portions of the manuscript were completed.

2 credits

In-Person

PT 722G — Comparison of Evidence-Based Practice Statistics

This course continues to build the foundation for the third step of EBP (Appraise) by addressing analysis of research results based on statistical description and inference. Common tests for significance will be explored in terms of how the tests are performed and interpreted, as well as the appropriateness of specific tests based on the research question and design utilized. Students will perform and interpret basic statistical tests using SPSS. Students will continue the critical appraisal begun in the course on design by assessing the appropriateness of the statistics utilized and the conclusions drawn from the results of the tests.

3 credits

In-Person

PT 723G — Evaluating the Evidence, Diagnostic Tests

Building on content from previous EBP courses, students critically appraise studies related to diagnostic tests, clinical measures, prognoses, clinical prediction rules, & outcomes. The emphasis is on assessing study credibility and the importance of results to clinical practice. Students will review two studies related to one of the areas and present their analyses in a formal presentation.

2 credits

In-Person

PT 724G — Evaluating the Evidence, Interventions

The emphasis in this course is on assessing studies related to physical therapy interventions with emphasis on study credibility and results, as well as the importance of results to clinical practice. Students will review of two studies on specific PT intervention and present their appraisals formally.

2 credits

In-Person

PT 731G — Psychosocial Aspects of Health Management

Psychosocial aspects of health management essential for recognizing and responding to reactions of patients, family, and therapists to behavioral and mental illness, cognitive and physical disorders, and catastrophic illness are the focus of this course. Students will explore constructs of 'identity [self]' related to 'healthy' human development and wellness across the lifespan. Values, moral and ethical belief systems of various groups of people—across age, race, culture, sexual orientation, and socioeconomic status — will be examined with respect to influences on physical, psychosocial, and cultural aspects of an individual's growth and development. The role and responsibilities of physical therapists, health care team members, and advocacy groups in facilitating adjustment to illness and disability are discussed.

3 credits

In-Person

PT 732G — Professional Engagement III, Practice Management Policy and Ethics

The third course in this series is designed to advance student's knowledge of policy, legal and ethical aspects of physical therapy practice management including: marketing/ budgeting, supervision of staff, personnel development, quality improvement and federal guidelines concerning the Americans with Disabilities Act within the scope of practice of physical therapy. The business aspects of healthcare, application and documentation of processes for reimbursement will be investigated. Social responsibility and advocacy for legislative change to state and federal regulations related to the provision of health care services will be discussed.

2 credits

In-Person

PT 733G — Professional Engagement IV, Lifelong Commitment

In this final course in the series, students will formulate a 'professional development plan' for continued professional engagement in physical therapy and other health care organizations. Students will assess their professional growth since entry into the program and will complete program outcomes surveys and other requirements for graduation. Mechanisms for seeking out community resources, mentors, networking in professional organizations and ways to foster the student's future role of becoming a clinical instructor will be emphasized. Developing skills needed to successfully secure licensure as a PT and preparation for National Physical Therapy Examination will be completed.

1 credits

OnLine

PT 741G — Clinical Experience I

This 8-week clinical experience is the first in a three-part clinical practice series and follows successful completion of all prior course work. The clinical placement is designed to provide students with an opportunity to apply foundational knowledge and skills learned in the program. The experience will take place in a variety of settings reflective of current physical therapy practice. Students will practice under the direct supervision of a licensed practicing clinician.

8 credits

In-Person, Lecture

PT 742AG — Clinical Experience II

This 13-week clinical experience is the second in a three-part clinical practice series and follows successful completion of all prior course work. The clinical placement is designed to provide students with an opportunity to advance their clinical application of knowledge and skills learned in the first two years of the program. The experience will take place in a variety of settings where the student will practice under the direct supervision of a licensed practicing clinician.

13 credits

In-Person

PT 742BG — Clinical Experience III

This 13-week clinical internship is sequential to Clinical Internship II where placement will continue either within the same setting or in a new setting for adequate exposure to a variety of physical therapy clinical and community practice settings. This internship is designed for students to gain greater proficiency and synthesis of clinical skills and clinical reasoning learned across all years of the DPT program. Under the direct supervision by qualified physical therapists, students will demonstrate the ability to make sound clinical decisions for management of patient problems in a moderately paced environment.

13 credits

In-Person

PT 743BG — Clinical Education IV

This 12-week clinical internship is sequential to Clinical Internship III where placement will continue either within the same or in a new setting for adequate exposure to a variety of physical therapy clinical and community practice settings. This internship is designed for students to gain greater proficiency and synthesis of clinical skills and clinical reasoning learned across all years of the DPT program. Under the direct supervision by qualified physical therapists, students will demonstrate the ability to make sound clinical decisions for management of patient problems in a moderately paced environment and are expected to achieve 'entry-level' or 'beyond-entry level' performance on the APTA Clinical Performance Instrument by conclusion of this experience.

13 credits

Lecture

PT 981EG — Advanced Prosthetic Rehabilitation Training

This elective course is designed to enhance knowledge of prosthetic design and to discover a broad scope of exercises to promote optimal gait function for adults living with lower limb amputation. Implementation of appropriate outcome measures for quality of life and functional ability will be discussed. Current and clinically useful approaches to prosthetic design/fit, and advances in rehabilitation management using a holistic philosophy for optimizing health and wellness will be emphasized. Intervention strategies focusing on improved balance, prosthetic gait, fall risk/fall recovery, and running will be taught through hands-on interaction with individuals with lower limb amputation.

2 credits

In-Person

PT 982EG — Directed Study in PT Research

This elective course is designed for students to focus on preparing a completed research study [or component of] for poster, platform, or publication under the guidance of a faculty advisor.

2 credits

PT 983EG — Integrative Dry Needling

The purpose of this elective course is to advance student knowledge and skills in the application of dry needling in physical therapy practice. Preliminary research will be explored, which supports use of dry needling to improve pain control, reduce muscle tension/increase range of motion, and normalize dysfunction of the motor units – i.e. nerve impulses that are transmitted to muscles. Information will be developed and integrated across the curriculum. The course is intended to meet state standards for dry needling and students will receive a certificate upon completion.

3 credits

In-Person

PT 984EG — Professional Service in Physical Therapy: Leadership

This course is designed for students to explore and participate in physical therapy professional leadership roles. Students will fulfill potential through effective leadership skills training in areas such as team building, strategic planning, and decision-making. The primary focus will be on development, implementation, and oversight of a student-led leadership project.

2 credits

In-Person

PT 985EG — Community Service: Social Responsibility and Advocacy

This elective course is designed for students to explore and participate in community service opportunities, and/or conferences for individuals w/ health conditions [i.e. Camps for children w/ disability; Special Olympics, Triathlons, Amputee Coalition National Conference, Challenged Athlete Foundation, Adaptive Sport opportunities, provision of physical therapy services to patients at the Clarkston Community Health Center, etc. Volunteer opportunities may also occur through Church/Religious Mission or Medical Mission trips, Habitat for Humanity, Meals on Wheels, etc.

2 credits

In-Person

PT 986EG — Special Topics in Anatomy

This elective course is an advanced laboratory course designed to challenge students with an in-depth understanding of clinical human anatomy. Students are expected to create an anatomical teaching aid that may include an advanced model, prosected specimen, game, or open education resource (OER). Alternatively, students may investigate an anatomical variation that was noted in PT601G. The artifact created by students must fulfill one of the stated Course Learning Objectives (CLOs). Essentially, students will create a project that may satisfy requirements for publication as a manuscript or open education resource (OER), or that may serve as a teaching model for future courses.

2 credits

In-Person

PT 987EG — Special Topics in Pediatrics

This course is designed for students to expand their knowledge of pediatric physical therapy and integrate the best available evidence into practice. To build on information presented in core pediatric courses, students will explore advanced assessment tools and practice gathering accurate and reliable data to help guide critical clinical decision-making. Students will participate in complex gait and orthotic assessments and have opportunities to fabricate simple orthoses for pediatric clients. A primary objective of this elective is for students to select intervention activities that engage and motivate children of all ages. Effective collaboration with families and health providers will be emphasized throughout the course.

2 credits

In-Person

PT 988EG — Special Topics in Orthopedics

This course is designed for students to enhance and integrate the material from the Institute of Physical Art workshops Functional Mobilization I, Proprioceptive Neuromuscular Facilitation, and Core Strategies First. Active integration of workshop material with program didactic information will enhance examination, evaluation, and intervention models and strategies. Advanced clinical manual skills are also practiced and incorporated with those manual skills taught in the academic program.

2 credits

In-Person

PT 989EG — Education & Teaching

This course is designed for students to explore and participate in physical therapy education through teaching as an assistant in Physical Therapy Examination I &/or II, or Clinical Anatomy for Physical Therapists. Students will fulfill potential demonstrating instructional skills in areas such as designing lesson plans, creating objectives for learning modules, developing and implementing teaching and learning modules, and gauging the effectiveness of those modules.

2 credits

In-Person

PT 990EG — Sports Rehabilitation & Training

2 credits

In-Person

Physician Assistant (PHYA)

PHYA 501 — Pharmacologic Concepts and Pharmacotherapeutics

This course is the first in a series of four that provide the physician assistant student with a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of action, toxicities and interactions of specific drugs and drug classes, as well as providing the students with an introduction to clinical therapeutics. Clinical therapeutics incorporates the physiologic basis and clinical characteristics of disease states relative to pharmacological therapy. Instruction also focuses on general pharmacological principles and infectious diseases.

2 credits

In-Person

PHYA 501G — Pharmacologic Concepts and Pharmacotherapeutics

This course is the first in a series of four that provide the physician assistant student with a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of action, toxicities and interactions of specific drugs and drug classes, as well as providing the students with an introduction to clinical therapeutics. Clinical therapeutics incorporates the physiologic basis and clinical characteristics of disease states relative to pharmacological therapy. Instruction also focuses on general pharmacological principles and infectious diseases.

2 credits

In-Person

PHYA 502 — Human Gross Anatomy

This course constitutes a comprehensive consideration of human anatomy using a regional approach to the human body. The lecture component of the course consists of a detailed explanation and clarification of the relevant anatomy including general principles and concepts, with a strong emphasis on the clinical relevance of each area considered. The laboratory component of the course consists of examination of dissected or prosected cadavers, special dissections by small groups of students on cadavers, examination of plastinated specimens, models, X-rays, cross sections, bones and appropriate videos of human dissection and clinical procedures.

6 credits

In-Person, Lecture/Lab

PHYA 502G — Human Gross Anatomy

This course constitutes a comprehensive consideration of human anatomy using a regional approach to the human body. The lecture component of the course consists of a detailed explanation and clarification of the relevant anatomy including general principles and concepts, with a strong emphasis on the clinical relevance of each area considered. The laboratory component of the course consists of examination of dissected or prosected cadavers, special dissections by small groups of students on cadavers, examination of plastinated specimens, models, X-rays, cross sections, bones and appropriate videos of human dissection and clinical procedures.

6 credits

In-Person, Lecture/Lab

PHYA 503 — History Taking and Physical Exam

This course is designed to provide students with the fundamental cognitive knowledge of interviewing, patient communication skills and general physical examination procedures that are necessary to conduct an appropriate and thorough medical interview and comprehensive physical examination for patients of all ages. Students will develop these patient interview and communication skills and general physical examination procedures through classroom work and structured clinical experiences with standardized patients under simulated conditions. Digital recording capabilities will allow students to review their clinical performance with faculty. Students are certified in Basic Life Support.

10 credits

In-Person, Lecture

PHYA 503G — History Taking and Physical Exam

This course is designed to provide students with the fundamental cognitive knowledge of interviewing, patient communication skills and general physical examination procedures that are necessary to conduct an appropriate and thorough medical interview and comprehensive physical examination for patients of all ages. Students will develop these patient interview and communication skills and general physical examination procedures through classroom work and structured clinical experiences with standardized patients under simulated conditions. Digital recording capabilities will allow students to review their clinical performance with faculty. Students are certified in Basic Life Support.

10 credits

In-Person

PHYA 510 — Clinical Medicine I

This course is the first of a sequence of three courses that are designed to prepare physician assistant students for their professional clinical role. Students continue to develop and refine their patient communication, medical history taking and physical examination skills. This course provides the student with a body-system and problem oriented approach to understanding the etiology, epidemiology, pathophysiology, clinical manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. Health care providers will discuss specific focused physical examinations of each body- system. Health promotion, disease prevention, medical nutrition, the genetic basis of disease, rehabilitative care, and patient education relevant to each disease is also covered. Students demonstrate knowledge of certain medical instruments and proficiency in selected procedures. Students will orally present patient data as well as document patient information through the use of our standardized patient lab, clinical seminars and a clinical skills lab. The specific specialty areas and body-systems covered include infectious diseases, dermatology, endocrinology, otorhinolaryngology, gastroenterology, hematology, oncology, introduction to ophthalmology and pulmonology. 10 credits

In-Person, Lecture

PHYA 510G — Clinical Medicine I

This course is the first of a sequence of three courses that are designed to prepare physician assistant students for their professional clinical role. Students continue to develop and refine their patient communication, medical history taking and physical examination skills. This course provides the student with a body-system and problem oriented approach to understanding the etiology, epidemiology, pathophysiology, clinical manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. Health care providers will discuss specific focused physical examinations of each body- system. Health promotion, disease prevention, medical nutrition, the genetic basis of disease, rehabilitative care, and patient education relevant to each disease is also covered. Students demonstrate knowledge of certain medical instruments and proficiency in selected procedures. Students will orally present patient data as well as document patient information through the use of our standardized patient lab, clinical seminars and a clinical skills lab. The specific specialty areas and body-systems covered include infectious diseases, dermatology, endocrinology, otorhinolaryngology, gastroenterology, hematology, oncology, introduction to ophthalmology and pulmonology. 10 credits

In-Person

PHYA 511 — Clinical Medicine II

This course is the second of a sequence of three courses that are designed to prepare physician assistant students for their professional clinical role. Students continue to develop and refine their patient communication, medical history taking and physical examination skills. This course provides the student with a body-system and problem oriented approach to understanding the etiology, epidemiology, pathophysiology, clinical manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. Health care providers will discuss specific focused physical examinations of each body-system. Health promotion, disease prevention, medical nutrition, the genetic basis of disease, rehabilitative care, and patient education relevant to each disease is also covered. Students demonstrate knowledge of certain medical instruments and proficiency in selected procedures. Students will orally present patient data as well as document patient information through the use of our standardized patient lab, clinical seminars and a clinical skills lab. The specific specialty areas and body-systems covered include cardiology, urology, neurology, nephrology, orthopedics and rheumatology. Students are certified in Advanced Cardiac Life Support.

10 credits

In-Person, Lecture

PHYA 511G — Clinical Medicine II

This course is the second of a sequence of three courses that are designed to prepare physician assistant students for their professional clinical role. Students continue to develop and refine their patient communication, medical history taking and physical examination skills. This course provides the student with a body-system and problem oriented approach to understanding the etiology, epidemiology, pathophysiology, clinical manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. Health care providers will discuss specific focused physical examinations of each body-system. Health promotion, disease prevention, medical nutrition, the genetic basis of disease, rehabilitative care, and patient education relevant to each disease is also covered. Students demonstrate knowledge of certain medical instruments and proficiency in selected procedures. Students will orally present patient data as well as document patient information through the use of our standardized patient lab, clinical seminars and a clinical skills lab. The specific specialty areas and body-systems covered include cardiology, urology, neurology, nephrology, orthopedics and rheumatology. Students are certified in Advanced Cardiac Life Support.

10 credits

In-Person, Lecture

PHYA 512 — Clinical Medicine III

This course is the third of a sequence of three courses that is designed to prepare physician assistant students for their professional clinical role. Students continue to develop and refine their patient communication, medical history taking and physical examination skills. This sequence of courses provides the student with a body-system and problem oriented approach to understanding the etiology, epidemiology, pathophysiology, clinical manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice, general surgery, general pediatrics and the emergency room. Health care providers will discuss specific focused physical examinations of each body-system. Health promotion, disease prevention, medical nutrition, the genetic basis of disease, rehabilitative care, and patient education relevant to each disease is also covered. Students demonstrate knowledge of certain medical instruments and proficiency in selected procedures. Students will orally present patient data as well as document patient information through the use of our standardized patient lab, clinical seminars and a clinical skills lab. The specific specialty areas and body systems covered include obstetrics and gynecology, geriatrics, surgery, emergency medicine and pediatrics.

10 credits

In-Person, Lecture

PHYA 512G — Clinical Medicine III

This course is the third of a sequence of three courses that is designed to prepare physician assistant students for their professional clinical role. Students continue to develop and refine their patient communication, medical history taking and physical examination skills. This sequence of courses provides the student with a body-system and problem oriented approach to understanding the etiology, epidemiology, pathophysiology, clinical manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice, general surgery, general pediatrics and the emergency room. Health care providers will discuss specific focused physical examinations of each body-system. Health promotion, disease prevention, medical nutrition, the genetic basis of disease, rehabilitative care, and patient education relevant to each disease is also covered. Students demonstrate knowledge of certain medical instruments and proficiency in selected procedures. Students will orally present patient data as well as document patient information through the use of our standardized patient lab, clinical seminars and a clinical skills lab. The specific specialty areas and body systems covered include obstetrics and gynecology, geriatrics, surgery, emergency medicine and pediatrics.

10 credits

In-Person, Lecture

PHYA 514 — Professional Practice Issues and Health Policy

This course will expose students to many of the principles and practices of health policy. It will include consideration of the impact of socioeconomic issues affecting health care, an overview of selected aspects of the various health care systems, and financial and productivity issues relevant to the PA profession. Quality assurance, risk management, managed care environments, coding and billing, patient referrals, and other issues pertinent to current health care practice will be discussed. Students will learn about cultural issues and their impact on health policy. Also covered in this course are the history, development and current status of the physician assistant profession in the U.S. medical system in the 21st century as well as the political and legal issues related to PA practice. This course presents overviews of working in interprofessional patient-centered teams, PA professional organizations and PA program accreditation, as well as certification and recertification of PAs. The interrelated issues of licensure, credentialing and professional liability are also covered.

2 credits

In-Person, Lecture

PHYA 514G — Professional Practice Issues and Health Policy

This course will expose students to many of the principles and practices of health policy. It will include consideration of the impact of socioeconomic issues affecting health care, an overview of selected aspects of the various health care systems, and financial and productivity issues relevant to the PA profession. Quality assurance, risk management, managed care environments, coding and billing, patient referrals, and other issues pertinent to current health care practice will be discussed. Students will learn about cultural issues and their impact on health policy. Also covered in this course are the history, development and current status of the physician assistant profession in the U.S. medical system in the 21st century as well as the political and legal issues related to PA practice. This course presents overviews of working in interprofessional patient-centered teams, PA professional organizations and PA program accreditation, as well as certification and recertification of PAs. The interrelated issues of licensure, credentialing and professional liability are also covered.

2 credits

In-Person, Lecture

PHYA 515 — Medicine, Law, and Health Care Ethics

This course is presented to provide physician assistant students with an understanding of basic medical law, public health policy and medical ethics. Lectures in medical ethics and law/medical jurisprudence are presented to provide students with a basic understanding of the legal obligations and ethical responsibilities of the health care provider, both personally and professionally. This course also presents the fundamentals of health policy, death/dying decisions, commitment to patient welfare, respect for self and others, impact of genetic technology. This course also covers topics of consent to treat, privacy and confidentiality issues, organ donation, and hospice and palliative care. In addition, impaired provider identification and referral resources are discussed.

1 credits

In-Person

PHYA 515G — Medicine, Law, and Health Care Ethics

This course is presented to provide physician assistant students with an understanding of basic medical law, public health policy and medical ethics. Lectures in medical ethics and law/medical jurisprudence are presented to provide students with a basic understanding of the legal obligations and ethical responsibilities of the health care provider, both personally and professionally. This course also presents the fundamentals of health policy, death/dying decisions, commitment to patient welfare, respect for self and others, impact of genetic technology. This course also covers topics of consent to treat, privacy and confidentiality issues, organ donation, and hospice and palliative care. In addition, impaired provider identification and referral resources are discussed.

1 credits

In-Person

PHYA 519 — Human Physiology

This course is designed to provide a comprehensive review of normal human physiology using a regional approach to the human body. The lecture component of this course will consist of a detailed explanation and clarification of the relevant physiology, including general principles and concepts, with a strong emphasis on the clinical relevance of each area considered. An introductory self-study medical terminology section will also be presented.

4 credits

In-Person, Lecture/Lab

PHYA 519G — Human Physiology

This course is designed to provide a comprehensive review of normal human physiology using a regional approach to the human body. The lecture component of this course will consist of a detailed explanation and clarification of the relevant physiology, including general principles and concepts, with a strong emphasis on the clinical relevance of each area considered. An introductory self-study medical terminology section will also be presented.

4 credits

In-Person, Lecture/Lab

PHYA 520 — Pharmacology

This course is the second in a sequence of four courses that represent a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of action, toxicities and interactions of specific drugs and drug classes, as well as providing the students with an introduction to clinical therapeutics. Clinical therapeutics incorporates the physiologic basis and clinical characteristics of disease states relative to pharmacologic therapy. Lectures are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice, focusing on the following specialty areas: infectious diseases, gastroenterology, endocrinology, hematology and pulmonology.

2 credits

In-Person

PHYA 520G — Pharmacology

This course is the second in a sequence of four courses that represent a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of action, toxicities and interactions of specific drugs and drug classes, as well as providing the students with an introduction to clinical therapeutics. Clinical therapeutics incorporates the physiologic basis and clinical characteristics of disease states relative to pharmacologic therapy. Lectures are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice, focusing on the following specialty areas: infectious diseases, gastroenterology, endocrinology, hematology and pulmonology.

2 credits

In-Person

PHYA 521 — Pharmacology II

This course is the third in a sequence of four courses that represent a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of action, toxicities and interactions of specific drugs and drug classes, as well as providing the students with an introduction to clinical therapeutics. Clinical therapeutics incorporates the physiologic basis and clinical characteristics of disease states relative to pharmacologic therapy. Lectures are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice, focusing on the following specialty areas: neurology, urology, nephrology, oncology, cardiology and rheumatology.

2 credits

In-Person

PHYA 521G — Pharmacology II

This course is the third in a sequence of four courses that represent a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of action, toxicities and interactions of specific drugs and drug classes, as well as providing the students with an introduction to clinical therapeutics. Clinical therapeutics incorporates the physiologic basis and clinical characteristics of disease states relative to pharmacologic therapy. Lectures are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice, focusing on the following specialty areas: neurology, urology, nephrology, oncology, cardiology and rheumatology.

2 credits

In-Person

PHYA 522 — Pharmacology III

This course is the fourth of a sequence of four courses that represent a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of action, toxicities and interactions of specific drugs and drug classes as well as providing the students with an introduction to clinical therapeutics. Clinical therapeutics incorporates the physiologic basis and clinical characteristics of disease states relative to pharmacologic therapy. Lectures are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice, focusing on the following specialty areas: psychiatry, ophthalmology and otorhinolaryngology.

1-2 credits

In-Person, Lecture

PHYA 522G — Pharmacology III

This course is the fourth of a sequence of four courses that represent a broad survey of the basic principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. This course reviews the mechanism(s) of action, toxicities and interactions of specific drugs and drug classes as well as providing the students with an introduction to clinical therapeutics. Clinical therapeutics incorporates the physiologic basis and clinical characteristics of disease states relative to pharmacologic therapy. Lectures are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice, focusing on the following specialty areas: psychiatry, ophthalmology and otorhinolaryngology.

1-2 credits

In-Person, Lecture

PHYA 530 — Behavioral Medicine and Psychiatry

The primary goal of this course is to provide the physician assistant student with the necessary skills, knowledge and sensitivity to deal effectively with various psychiatric, emotional and behavioral issues common to patients in primary care settings. Students will be able to outline skills in coping with illness, injury and stress. Students will gain skills in the evaluation and management of patients with a variety of psychiatric problems as well as an appreciation for the health care team as it applies to the mental health patient.

1-3 credits

In-Person, Lecture

PHYA 530G — Behavioral Medicine and Psychiatry

The primary goal of this course is to provide the physician assistant student with the necessary skills, knowledge and sensitivity to deal effectively with various psychiatric, emotional and behavioral issues common to patients in primary care settings. Students will be able to outline skills in coping with illness, injury and stress. Students will gain skills in the evaluation and management of patients with a variety of psychiatric problems as well as an appreciation for the health care team as it applies to the mental health patient.

1-3 credits

In-Person, Lecture

PHYA 531 — Community Health Service

This course provides students an opportunity to interface with community-based agencies and become familiar with diverse communities, both their challenges and their resources. In addition, this course allows students to develop a better understanding of how social, environmental and cultural factors can impact their patients' attitudes about health. Throughout this course, students learn the importance of collaboration when developing relevant and effective health care interventions.

2 credits

In-Person

PHYA 531G — Community Health Service

This course provides students an opportunity to interface with community-based agencies and become familiar with diverse communities, both their challenges and their resources. In addition, this course allows students to develop a better understanding of how social, environmental and cultural factors can impact their patients' attitudes about health. Throughout this course, students learn the importance of collaboration when developing relevant and effective health care interventions.

2 credits

In-Person

PHYA 534 — Introduction to Pathogenesis and Clinical Genetics

This course is the first of a sequence of three courses that provides the student with a basic understanding of the nature and mechanisms of disease from a pathologic view. This course will lay a foundation in the pathogenesis of disease, which is the foundation of critical thinking in clinical practice. Topics to be covered include cellular injury, death and repair, inflammation, immunodeficiencies, and neoplastic growth. Additionally, the PA student will be introduced to concepts of genetics/genomics, including genetics terminology, patterns of inheritance, utility of genetic family history in practice, recognizing genetic contribution to disease, genetic screening, pre-symptomatic testing, diagnostic testing and pharmacogenetics. The course will also cover some of the ethical, legal and social implications related to the provision of genetics services.

1 credits

In-Person

PHYA 534G — Introduction to Pathogenesis and Clinical Genetics

This course is the first of a sequence of three courses that provides the student with a basic understanding of the nature and mechanisms of disease from a pathologic view. This course will lay a foundation in the pathogenesis of disease, which is the foundation of critical thinking in clinical practice. Topics to be covered include cellular injury, death and repair, inflammation, immunodeficiencies, and neoplastic growth. Additionally, the PA student will be introduced to concepts of genetics/genomics, including genetics terminology, patterns of inheritance, utility of genetic family history in practice, recognizing genetic contribution to disease, genetic screening, presymptomatic testing, diagnostic testing and pharmacogenetics. The course will also cover some of the ethical, legal and social implications related to the provision of genetics services.

1 credits

In-Person

PHYA 535 — Pathology I

This course is the second of a sequence of three courses that provides the student with a basic understanding of the nature and mechanisms of disease from a pathologic view. This study of pathology provides understanding of the nature and mechanisms of disease, which is the foundation for critical thinking in clinical practice. This sequence of courses provides a systematic approach to the physiologic basis for disease. Lectures are focused on the disease processes of the following organ systems: respiratory, gastrointestinal, hematologic, dermatologic, endocrine, and otorhinolaryngologic.

2 credits

In-Person

PHYA 535G — Pathology I

This course is the second of a sequence of three courses that provides the student with a basic understanding of the nature and mechanisms of disease from a pathologic view. This study of pathology provides understanding of the nature and mechanisms of disease, which is the foundation for critical thinking in clinical practice. This sequence of courses provides a systematic approach to the physiologic basis for disease. Lectures are focused on the disease processes of the following organ systems: respiratory, gastrointestinal, hematologic, dermatologic, endocrine, and otorhinolaryngologic.

2 credits

In-Person

PHYA 536 — Pathology II

This course is the third of a sequence of three courses that provides the student with a basic understanding of the nature and mechanisms of disease from a pathologic view. This study of pathology provides understanding of the nature and mechanisms of disease, which is the foundation for critical thinking in clinical practice. This sequence of courses provides a systematic approach to the physiologic basis for disease. Lectures are focused on the disease processes of the following organ systems: renal, genitourinary, cardiovascular, neurologic, rheumatologic and orthopedic.

2 credits

In-Person

PHYA 536G — Pathology II

This course is the third of a sequence of three courses that provides the student with a basic understanding of the nature and mechanisms of disease from a pathologic view. This study of pathology provides understanding of the nature and mechanisms of disease, which is the foundation for critical thinking in clinical practice. This sequence of courses provides a systematic approach to the physiologic basis for disease. Lectures are focused on the disease processes of the following organ systems: renal, genitourinary, cardiovascular, neurologic, rheumatologic and orthopedic.

2 credits

In-Person

PHYA 537 — Pathology III

This course is the third of a sequence of three courses that provides the student with a basic understanding of the nature and mechanisms of disease from a pathologic view. This study of pathology provides understanding of the nature and mechanisms of disease, which is the foundation for critical thinking in clinical practice. This sequence of courses provides a systematic approach to the physiologic basis for disease. Lectures are focused on forensic medicine and include topics such as cause and manner of death, child abuse, postmortem changes, asphyxiation, trauma and drug abuse.

1-2 credits

In-Person

PHYA 537G — Pathology III

This course is the third of a sequence of three courses that provides the student with a basic understanding of the nature and mechanisms of disease from a pathologic view. This study of pathology provides understanding of the nature and mechanisms of disease, which is the foundation for critical thinking in clinical practice. This sequence of courses provides a systematic approach to the physiologic basis for disease. Lectures are focused on forensic medicine and include topics such as cause and manner of death, child abuse, postmortem changes, asphyxiation, trauma and drug abuse.

1-2 credits

In-Person

PHYA 542 — Research Methods

This course introduces students to fundamental concepts of epidemiology and research design in health and disease. Principles of evidence-based medicine as they relate to key areas of disease prevention, health promotion and therapy are discussed. Community based issues, problems and solutions are addressed. Students who complete the course will be able to understand and apply basic statistical terms and applications as well as various research design models that appear in current medical literature. Students learn to assess the quality of medical literature research designs to study commonly encountered clinical and community issues. Students will learn to describe the relationship between the medical literature and evidence-based medicine (EBM). This course is cross-listed with BIOM 690.

1 credits

In-Person

PHYA 542G — Research Methods

This course introduces students to fundamental concepts of epidemiology and research design in health and disease. Principles of evidence-based medicine as they relate to key areas of disease prevention, health promotion and therapy are discussed. Community based issues, problems and solutions are addressed. Students who complete the course will be able to understand and apply basic statistical terms and applications as well as various research design models that appear in current medical literature. Students learn to assess the quality of medical literature research designs to study commonly encountered clinical and community issues. Students will learn to describe the relationship between the medical literature and evidence-based medicine (EBM). This course is cross-listed with BIOM 690.

1 credits

In-Person

PHYA 543 — Evidenced-Based Medicine

This course begins with the importance of evidence-based medicine as it relates to treatment strategies of disorders commonly treated by PAs. Key concepts on how to search, read and decipher various levels of scientific medical literature are covered. The sessions are interactive and prepare students to critically evaluate the clinically relevant issues in a broad range of physician assistant practice areas. Students develop an EBM style clinical question that will serve as the basis for the Research Practicum completed during the clinical phase of the program.

2 credits

In-Person

PHYA 543G — Evidenced-Based Medicine

This course begins with the importance of evidence-based medicine as it relates to treatment strategies of disorders commonly treated by PAs. Key concepts on how to search, read and decipher various levels of scientific medical literature are covered. The sessions are interactive and prepare students to critically evaluate the clinically relevant issues in a broad range of physician assistant practice areas. Students develop an EBM style clinical question that will serve as the basis for the Research Practicum completed during the clinical phase of the program.

2 credits

In-Person

PHYA 545I — Inter-Professional Seminar

1 credits

In-Person

PHYA 545IG — Inter-Professional Seminar

1 credits

In-Person

PHYA 549 — Radiology for the Physician Assistant

This course is an introduction to the field of radiology designed to provide the physician assistant student with basic knowledge of the use and interpretation of a variety of radiographic studies. Through interactive technology, lectures and case-based problems, students will learn to interpret a variety of diagnostic modalities and understand their use in daily clinical practice.

2 credits

In-Person

PHYA 549G — Radiology for the Physician Assistant

This course is an introduction to the field of radiology designed to provide the physician assistant student with basic knowledge of the use and interpretation of a variety of radiographic studies. Through interactive technology, lectures and case-based problems, students will learn to interpret a variety of diagnostic modalities and understand their use in daily clinical practice.

2 credits

In-Person

PHYA 550 — Family Medicine Preceptorship

This six-week preceptorship is intended to augment and strengthen the student's skills in developing a comprehensive database and a systematic approach to common family medicine problems. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students perform patient histories and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. This preceptorship will assist the student in learning the indications, limitations and methodology of family medicine procedures and therapeutic strategies. Students function in a role similar to the intended role of a practicing physician assistant. Where possible, students participate in grand rounds, noon conferences and clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

10 credits

PHYA 550G — Family Medicine Preceptorship

This six-week preceptorship is intended to augment and strengthen the student's skills in developing a comprehensive database and a systematic approach to common family medicine problems. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students perform patient histories and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. This preceptorship will assist the student in learning the indications, limitations and methodology of family medicine procedures and therapeutic strategies. Students function in a role similar to the intended role of a practicing physician assistant. Where possible, students participate in grand rounds, noon conferences and clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

10 credits

PHYA 551 — Internal Medicine Preceptorship

This is a six-week preceptorship that is intended to augment and strengthen the student's skills in developing a comprehensive database and a systematic approach to common internal medicine problems. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students perform patient histories and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. This preceptorship will assist the student in learning the indications, limitations and methodology of internal medicine procedures and therapeutic strategies. Students function in a role similar to the intended role of a practicing physician assistant, including participating in teaching rounds where diagnostic and therapeutic plans for acutely ill patients are discussed, performing and observing various clinical procedures and preparing written and oral communication about patients. Where possible, students participate in grand rounds, noon conferences and clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

10 credits

PHYA 551G — Internal Medicine Preceptorship

This is a six-week preceptorship that is intended to augment and strengthen the student's skills in developing a comprehensive database and a systematic approach to common internal medicine problems. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students perform patient histories and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. This preceptorship will assist the student in learning the indications, limitations and methodology of internal medicine procedures and therapeutic strategies. Students function in a role similar to the intended role of a practicing physician assistant, including participating in teaching rounds where diagnostic and therapeutic plans for acutely ill patients are discussed, performing and observing various clinical procedures and preparing written and oral communication about patients. Where possible, students participate in grand rounds, noon conferences and clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

10 credits

PHYA 553 — Emergency Medicine Preceptorship

This is a six-week preceptorship that allows the students to augment and strengthen their skills in developing a comprehensive database and a systematic approach to common emergency medicine problems. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students will perform appropriate clinical evaluation including focused patient history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. Students will gain skills that include those necessary for appropriate triage, stabilization of patients with traumatic injuries and illnesses, the management of the less life-threatening problems that present to the emergency room, working with the pre-hospital emergency medical service team and making appropriate secondary referrals. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

10 credits

PHYA 553G — Emergency Medicine Preceptorship

This is a six-week preceptorship that allows the students to augment and strengthen their skills in developing a comprehensive database and a systematic approach to common emergency medicine problems. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students will perform appropriate clinical evaluation including focused patient history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. Students will gain skills that include those necessary for appropriate triage, stabilization of patients with traumatic injuries and illnesses, the management of the less life-threatening problems that present to the emergency room, working with the pre-hospital emergency medical service team and making appropriate secondary referrals. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

10 credits

PHYA 554 — Gynecology/Prenatal Preceptorship

This is a six-week preceptorship that is intended to augment and strengthen student skills in developing a comprehensive database and a systematic approach to common problems seen in prenatal and gynecology practice. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students will perform appropriate clinical evaluation including focused patient history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. This preceptorship teaches the student the indications, limitations and methodology of prenatal and gynecologic procedures and therapeutic strategies. Students will also receive the experience in managing common outpatient gynecology problems, gynecologic diagnostic techniques and therapy, family planning, assisting at gynecologic surgery and techniques for the early detection of gynecologic cancer. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

10 credits

PHYA 554G — Gynecology/Prenatal Preceptorship

This is a six-week preceptorship that is intended to augment and strengthen student skills in developing a comprehensive database and a systematic approach to common problems seen in prenatal and gynecology practice. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students will perform appropriate clinical evaluation including focused patient history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. This preceptorship teaches the student the indications, limitations and methodology of prenatal and gynecologic procedures and therapeutic strategies. Students will also receive the experience in managing common outpatient gynecology problems, gynecologic diagnostic techniques and therapy, family planning, assisting at gynecologic surgery and techniques for the early detection of gynecologic cancer. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

10 credits

PHYA 555 — General Surgery Preceptorship

This six-week surgical preceptorship augments and strengthens student skills in developing a comprehensive database and a systematic approach to common problems in general surgery. Students perform appropriate clinical evaluation including comprehensive surgical history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. Students assist in surgical procedures in the operating room, the diagnostic evaluation of surgical patients and with preoperative and postoperative care with the ambulatory care of surgical patients. Proficiency is to be developed in suturing, incision and drainage, excision and the biopsy of simple wounds and lesions. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

10 credits

PHYA 555G — General Surgery Preceptorship

This six-week surgical preceptorship augments and strengthens student skills in developing a comprehensive database and a systematic approach to common problems in general surgery. Students perform appropriate clinical evaluation including comprehensive surgical history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. Students assist in surgical procedures in the operating room, the diagnostic evaluation of surgical patients and with preoperative and postoperative care with the ambulatory care of surgical patients. Proficiency is to be developed in suturing, incision and drainage, excision and the biopsy of simple wounds and lesions. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

10 credits

PHYA 556 — Behavioral Medicine Preceptorship

This six-week behavioral medicine preceptorship augments and strengthens student skills in developing a comprehensive database and a systematic approach to common problems in behavioral medicine. It involves experiences, primarily in outpatient settings, that allow students to develop skills in the evaluation and management of patients with a variety of psychiatric and addiction problems. Through these experiences, students gain an appreciation for the role of the psychiatrist, psychologist, nurse and social worker in the care of the mentally ill, and become better able to make appropriate psychiatric referrals from primary care. The use of psychoactive pharmaceuticals and the role of psychotherapy in psychiatry are explored. Where possible, students participate in grand rounds, conferences and other clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

10 credits

PHYA 556G — Behavioral Medicine Preceptorship

This six-week behavioral medicine preceptorship augments and strengthens student skills in developing a comprehensive database and a systematic approach to common problems in behavioral medicine. It involves experiences, primarily in outpatient settings, that allow students to develop skills in the evaluation and management of patients with a variety of psychiatric and addiction problems. Through these experiences, students gain an appreciation for the role of the psychiatrist, psychologist, nurse and social worker in the care of the mentally ill, and become better able to make appropriate psychiatric referrals from primary care. The use of psychoactive pharmaceuticals and the role of psychotherapy in psychiatry are explored. Where possible, students participate in grand rounds, conferences and other clinically relevant didactic presentations. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

10 credits

PHYA 557 — Pediatrics Preceptorship

This is a six-week preceptorship for clinical-phase PA students that provides inpatient and/or outpatient exposure to a patient population ranging from neonates to late adolescents. This preceptorship will augment and strengthen student skills in developing a comprehensive database and a systematic approach to common problems in pediatrics. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students will perform appropriate clinical evaluation including comprehensive history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. The student will have an intense exposure to primary care pediatric problems with the objective of developing skills in well-child preventive care, the care of common pediatric illnesses and the care of the newborn. These experiences are obtained in the outpatient and inpatient setting. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

10 credits

PHYA 557G — Pediatrics Preceptorship

This is a six-week preceptorship for clinical-phase PA students that provides inpatient and/or outpatient exposure to a patient population ranging from neonates to late adolescents. This preceptorship will augment and strengthen student skills in developing a comprehensive database and a systematic approach to common problems in pediatrics. Emphasis is placed on generating the information and skills to enable the student to recognize normal findings and assess clinically significant deviations from normal. Students will perform appropriate clinical evaluation including comprehensive history and physical examinations, obtain diagnostic testing and present the data to their precepting physician(s) with a proposed differential diagnosis and treatment plan. The student will have an intense exposure to primary care pediatric problems with the objective of developing skills in well-child preventive care, the care of common pediatric illnesses and the care of the newborn. These experiences are obtained in the outpatient and inpatient setting. A set of learning objectives guides student reading in preparation for a written examination at the end of the preceptorship.

10 credits

PHYA 558 — Elective Preceptorship

This is a four-week preceptorship that offers students an opportunity to complete an elective of their choice. During the didactic portion of the professional phase, PA program students consider their own clinical practice interests and needs for skill development. Students select a clinical area for their elective with the approval of their faculty advisor. Students develop an individualized learning contract that includes objectives for their elective rotation and a method to demonstrate achievement of these objectives at the conclusion of their preceptorship. Students are responsible for an oral presentation regarding a specific health care topic at the end of their elective preceptorship.

6 credits

PHYA 558G — Elective Preceptorship

This is a four-week preceptorship that offers students an opportunity to complete an elective of their choice. During the didactic portion of the professional phase, PA program students consider their own clinical practice interests and needs for skill development. Students select a clinical area for their elective with the approval of their faculty advisor. Students develop an individualized learning contract that includes objectives for their elective rotation and a method to demonstrate achievement of these objectives at the conclusion of their preceptorship. Students are responsible for an oral presentation regarding a specific health care topic at the end of their elective preceptorship.

6 credits

PHYA 560 — Research Practicum

Senior PA students, using the knowledge acquired in prior related courses, are required to ask a clinically relevant question in a clinical discipline seen in PA practice. A subsequent search and interpretation of the literature results in the culmination of a year-long project conducting, writing and presenting a selective EBM review on chosen topics of interest.

2 credits

PHYA 560G — Research Practicum

Senior PA students, using the knowledge acquired in prior related courses, are required to ask a clinically relevant question in a clinical discipline seen in PA practice. A subsequent search and interpretation of the literature results in the culmination of a year-long project conducting, writing and presenting a selective EBM review on chosen topics of interest.

1, 2 credits

PHYA 562 — Comprehensive Exam Review

This course is intended to review and assess the student's knowledge of core competencies. On Senior Days, students engage in focused activities designed to prepare them for the preceptorship they are about to begin. It also includes an extensive board review style lecture series, directed standardized patient encounters with oral case presentations to a faculty member, a written comprehensive examination and clinical skills testing.

3 credits

PHYA 562G — Comprehensive Exam Review

This course is intended to review and assess the student's knowledge of core competencies. On Senior Days, students engage in focused activities designed to prepare them for the preceptorship they are about to begin. It also includes an extensive board review style lecture series, directed standardized patient encounters with oral case presentations to a faculty member, a written comprehensive examination and clinical skills testing.

3 credits

Public Health Management & Administration (PHMA)

PHMA 501 — Introduction to Public Health Systems

This course will provide an overview of core disciplines and theories in public health learning and practice, including behavioral and community assessment, program development evaluation, policy and advocacy, and environmental and occupational health. Learners will also begin to understand the management and administration principles that define this degree, with a particular focus on business and sustainability.

3 credits

Lecture, OnLine

PHMA 502 — Foundations in Design for Organizational Behavioral Change

This course is an introduction to the dynamics of organization behavior, organization development, and the creation of intentional physical space design elements to foster collaboration and high performance. Adult learners learn and understand the importance of using themselves as an intentional instrument of change as a foundation for their leadership practice. The course introduces a consulting model and several models of organizational change that can be practiced inside the class laboratory and applied immediately to the adult learner's work settings.

3 credits

Lecture, OnLine

PHMA 503 — Elements of Nonprofit Organizations

Part One of the Managing and Leading Public Health Orgs course is designed to address business structures and processes in the not-for-profit environment, grant development processes, ethical and social responsibility, and risk management.

3 credits

OnLine

PHMA 504 — Collaboration in Complex Systems

This course focuses on helping adult learners see the systemic conditions in which they live and work. An important purpose of the course is to provide an understanding of what is needed to create powerful human systems – systems with outstanding capacity to perform their functions and carry out their mission. During the first day of the course, students will be immersed in a "living case study" of organizational life as related to complex systems. This experience and the related frameworks will provide the basis for exploring issues of empowerment, partnership and collaboration.

3 credits

OnLine

PHMA 505 — Financial Planning and Complex Budgeting in Public Health

Part Two of the Managing and Leading Public Health Orgs course is designed to address financial concepts and strategies that can support and sustain public health organizations in today's environment. Accounting and budgeting practices will be covered in addition to a more macro perspective on cash and fundability.

3 credits

OnLine

PHMA 506 — Public Policy Law and Innovation

This course helps leaders to think with a whole system approach as they develop and implement innovative policies that facilitate change and identify strategies and processes to successfully implement the policies. Students in this course will understand that the innovation process includes the importance of working collaboratively with all stakeholders: policy decision-makers within all levels of government; funders; and, providers with a variety of constituent viewpoints and interests. As leaders, students will be introduced to and learn the legal rights and responsibilities of stakeholders in public health systems. In addition, students will learn to analyze different aspects of the evolving landscape of judicial rulings, including legislative and administrative regulations that impact public health systems.

3 credits

OnLine

PHMA 507 — Cultural Diversity in Populations and Partner Groups

This course identifies culture as the set of shared attitudes, values, goals, and practices that characterizes a community. These communities exist around gender, race, color, age, different- ability, sexual orientation, class, religion, ethnic, and nationality. This course examines differences that characterize people of various communities and what happens when they come together in organizations to fulfill the mission of the organization by delivering services to their diverse partner and population groups. This course will culminate in the development of strategies for engaging people of various cultures more successfully to deliver optimal services to/for internal and external populations.

3 credits

OnLine

PHMA 508 — Evidenced-Based Practices in Decision Making

This course is intended as preparation and support for the final Capstone project. It reinforces action research as a critical tenet of public health, organization development, leadership and change. The learning experiences will focus on enhancing action research practice and data collection skills to facilitate deeper-level inquiry, reflection, critical thinking and assessment into the issues that are impacting performance and results. Adult learners will learn how to appropriately design the data collection methodologies and interventions with the identified organizational issue(s)/problem(s). As a definitive outcome, adult learners will align strategies to improve performance based on evidence based practice to inform their decision making at these levels: individually, group, system/organization and community.

3 credits

OnLine

PHMA 509 — Strategic and Professional Communication Skills for Leaders

This course introduces a comprehensive set of communication skills available to leaders including theoretical background, practical applications and on-camera practice sessions delivering critical messages to diverse audiences. Students will examine core components of messaging and powerful presentations in organizational settings—including media applications. Students will learn how to effectively communicate from organizational and individual settings, including creating a strategic organizational communication plan.

3 credits

OnLine

PHMA 510 — Leaders as Process Designers and Facilitators

Meetings are where collaboration happens. Well planned, designed and facilitated meetings tap a variety of different perspectives, expand everyone's understanding of the situation and increase the likelihood of good decisions that benefit the system – the common good. The purpose of this course is to become familiar with basic concepts, to practice the skills and methods, and to develop the habits of mind essential to designing and facilitating task-focused, collaborative meetings while delivering optimal results in projects they are managing.

3 credits

OnLine

PHMA 511 — Capstone

The Capstone/Practicum course is taken in the last year of the adult learner's master's degree work. Working with the program director or other faculty as her/his advisor, the learner demonstrates her/his competence in public health management and administration, data collection strategies, designing for improvement and understanding organizational change dynamics that inform decision making at all levels of practice. As an outcome, adult learners will write an action research paper from a real-life practice perspective describing how they would engage in data collection and organizational diagnosis to clarify the current organizational or business challenge, design an intervention(s) appropriately aligned with the organizational diagnosis, and practice use of self as an instrument of change to achieve the desired individual and organizational results. Electives (one weekend "turbo" format at PCOM or PHMC – connected to Capstone/Practicum)

3 credits

OnLine

PHMA 513 — Leveraging Relationship to Advance Your Mission

In this course, leaders will gain a greater understanding of how relationships and the network-based opportunities inherent in the interactions we have with everyone we meet is an important part of leading organizations. Leaders will learn that recognizing transactional possibilities in a variety of settings is a competency that can tremendously enrich a leader's capacity to be successful.

3 credits

OnLine

PHMA 599 — Advanced Standing

0, 0, 0 credits

School Educational Psychology (SEDP)

SEDP 720 — Educational Psychology, Professional Seminar I

This series of three courses (SEDP 720 - 722) focuses on the integration of Educational Psychology theory with current issues in education. Adopting a problem-solving approach, these discussion-based classes will allow students to generate solutions utilizing empirically supported evidence in a team-based and consultative manner.

1 credits

OnLine

SEDP 721 — Educational Psychology, Professional Seminar II

This series of three courses (SEDP 720 - 722) focuses on the integration of Educational Psychology theory with current issues in education. Adopting a problem-solving approach, these discussion-based classes will allow students to generate solutions utilizing empirically supported evidence in a team-based and consultative manner.

1 credits

OnLine

SEDP 722 — Educational Psychology, Professional Seminar III

This series of three courses (SEDP 720 - 722) focuses on the integration of Educational Psychology theory with current issues in education. Adopting a problem-solving approach, these discussion-based classes will allow students to generate solutions utilizing empirically supported evidence in a team-based and consultative manner.

1 credits

OnLine

SEDP 730 — Foundations of Educational Psychology

This course introduces seminal theories of Educational Psychology including Dewey, Montessori, Bandura, Piaget, Vygotsky, Maslow, Bloom, Gardner, Dweck, and Duckworth. Students will study the various orientations to how children learn and the environmental, social, and individual learner characteristics that related to the learning process.

3 credits

OnLine

SEDP 772 — The Psychology of Teaching

This course will review the foundations of learning and learning processes. Short- and long-term memory acquisition and retrieval, theories of learning, maximization of learning and associated strategies, as well as the role of motivation and social factors, will be covered. At the conclusion of this course, students will have acquired an understanding of how to maximize the learning potential of all students across the developmental spectrum.

3 credits

OnLine

SEDP 785 — Advanced Research and Statistics I

This course builds on the knowledge and skills introduced in SPSY 783 and SPSY 784 and expands knowledge about categorical analysis, factor analysis, MANOVA, and structural equation modeling, and the type of research designs that are appropriate for these analytic approaches.

1 credits

OnLine

SEDP 790 — Qualifying Seminar I

This course will be the culmination of the qualifying process. The Qualifying Paper that students will have been working on all year will be completed and defended. The nature of this defense will be agreed upon by the student and Program Director. Possibilities for this will include an oral defense to a committee, a lecture on the topic in a scheduled class, or the production of an online taped presentation.

1 credits

OnLine

SEDP 791 — Dissertation Seminar

The purpose of this course is to promote student knowledge of and support during the dissertation process. Students will meet for class, as well as individually with dissertation committee members, in order to facilitate the completion of all the steps leading to the proposal and final approval of the dissertation.

1 credits

OnLine

SEDP 792 — Dissertation Advisement

After completion of SPED 791 Dissertation Seminar, students continue to work on the completion of their doctoral dissertation and meet with committee members to complete all the steps through final approval. Students register for this course each and every term until they have successfully defended their final doctoral dissertation.

1 credits

OnLine

SEDP 795 — Dissertation Editing

Doctoral students who have successfully defended their dissertations will register for this course until all edits are made to the satisfaction of their dissertation chairs/committees and the final documents are submitted for binding.

0 credits

School Psychology (SPSY)

SPSY 501 — Professional School Psychology

This course introduces students to school psychology as a profession, from both theoretical and applied perspectives. Alternative roles and functions associated with the practice of school psychology are reviewed, with emphasis on contemporary issues associated with graduate preparation, credentialing, and service delivery. Legal and ethical issues for school psychology are addressed extensively as well. Class discussions address the domains of practice identified in the NASP Model for Comprehensive and Integrated School Psychological Services (National Association of School Psychologists, 2010). In addition, attention is given to historical trends and considerations for the future of the profession.

2, 3 credits

In-Person

SPSY 504 — Developmental

This course explores child development from conception through early adulthood, including growth, adaptation and developmental patterns with implications for academic, emotional and social learning. Also, there is a special emphasis on research concerning the development of pro-social behavior, internalization, and gender and moral development as well as the influence of culture and socioeconomic status.

1-3 credits

In-Person

SPSY 506 — Physiology

This course is designed to introduce the students to structures and functions of the brain and central nervous system and the influences on human behavior and learning. In addition to understanding the functions of the brain, emphasis is also given to exploring how different cultural elements impact advances in physiology, health, and psychology. Neurodevelopmental disabilities, assessment and intervention with children and youth at home and school are among the topics covered.

3 credits

In-Person

SPSY 507 — Exceptional Child

This course is designed to provide a basic knowledge base about development that allows the student to understand atypical and cultural influences on development. In doing so, the student will be introduced to a wide variety of developmental disabilities and become sensitized to the implications of these disabilities when working with children and their families. In addition, the student will cover a wide range of developmental disabilities, including learning disabilities, cognitive disabilities, pervasive development disabilities, sensory disabilities, communication impairments and traumatic brain injuries. The course will use lectures, discussions, videotapes, student presentations and guest speakers to provide a comprehensive learning experience.

2, 3 credits

In-Person

SPSY 508 — Foundations of Psychotherapy

The major theoretical approaches to psychotherapy and counseling with children and adolescents will be reviewed, with special consideration of developmental, social, personal and cultural factors and the applications of techniques in school settings. The course is designed to provide an introduction to the basic skills used in psychotherapy and counseling in general and cognitive behavior therapy (CBT) specifically. Students learn how to deal with social and emotional problems frequently encountered in school age children. Research focusing on treatment outcome as well as case material will be reviewed. Ethical and cultural considerations in the psychotherapeutic treatment of children will also be discussed.

Prerequisite: SPSY 504

3 credits

In-Person

SPSY 512 — Psychometrics

Tests and Measurements is a course dealing with basic concepts in the selection, administration, scoring and interpretation of educational, behavioral and psychological tests commonly used in the field of school psychology and behavior analysis. Psychometric concepts such as validity and reliability will be examined, as will methods for evaluating the quality and technical adequacy of testing instruments. Students will increase their understanding of tests designed for assessing cognitive, behavioral, neuropsychological, academic and social-emotional functioning. Procedures for interpreting and communicating test results will be introduced, and issues related to the social, cultural, legal and ethical aspects of assessment will be explored. Lectures, class discussions, student presentations and readings will be used. Student performance will be evaluated through multiple methods.

3 credits

In-Person

SPSY 524 — Basic Principles in Applied Behavior Analysis

This course is an introductory course that provides an overview of the basic principles in applied behavior analysis and their application in the educational/clinical setting. Students will be provided with an overview of the essential characteristics of applied behavior analysis as well as the principles, processes and concepts. This course will also provide an overview of measurement concepts as well as the philosophical and theoretical orientation of applied behavior analysis.

3 credits

OnLine

SPSY 525 — Behavioral Change and Systems Supports

This course provides an overview of behavioral assessment, behavior change procedures, generalization programming and systems supports. Students will be expected to conduct a variety of behavior change procedures, as well as demonstrate an understanding of system concerns and system change procedures in the educational setting.

Prerequisite SPSY 524

3 credits

In-Person

SPSY 526 — Single Case Experimental Design

This course follows from the Introduction to Research Design and Data Analysis course, with an emphasis on multicultural research topics. The course provides students with an opportunity to apply previously learned research skills in developing an idea for a multicultural research project and writing a formal research paper according to APA requirements.

Prerequisite SPSY 524

1-3 credits

In-Person

SPSY 527 — Ethics, Law, and Professional Practice

This course will provide training in the ethical application of psychological, educational and behavioral theory and foundations of practice for children in school settings. BACB, NASP, and APA ethical practice, guidelines and standards are discussed as applied to best professional practice. Relevant legal and professional practice standards will be addressed relevant to school psychology and behavior analysis. Relevant issues in supervision in applied behavior analysis will also be discussed.

3 credits

In-Person

SPSY 528 — Behavior Assessment

This course will provide students with an overview of behavior assessment procedures to determine appropriate educational and behavioral programming. Upon completion of this course, students will be able to utilize a variety of assessment strategies to assist with supporting students and developing interventions in applied settings.

3 credits

OnLine

SPSY 531 — Theories of Learning and Behavior

This course provides an overview of learning and behavior, as well as the philosophical underpinnings of behavior and applied behavior analysis. Emphasis will be placed on behavioral learning theory and the philosophical assumptions underlying learning theory and the science of behavior analysis. Topics related to learning and behavior such as reinforcement, punishment, operant and respondent learning, evolutionary perspectives, translational research and language development will be reviewed.

3 credits

OnLine

SPSY 535 — Clinical Supervision, Management & Training

This course will provide an overview of an applied behavior analytic approach to personnel supervision, management, and training. Emphasis will be placed on behavior assessment of personnel performance and the use of empirically-derived interventions for improving personnel performance. Additionally, students will be introduced to the application of behavior measurement and evaluation strategies to determine the effectiveness of personnel performance interventions. Students will also be introduced to training strategies that establish and maintain the professional repertoire of behavior analyst trainees.

3 credits

OnLine

SPSY 551 — Practicum: Functional Behavior Assessment

This seminar will provide advanced training in the application of behavioral, psychological and educational theory and foundations of practice for children in school settings. The dual focus of the practicum experience at the MS level is on orientation to school settings, particularly with regard to working with multidisciplinary teams, and on functional behavioral assessment. This experience provides an integration of the coursework and the clinical/field experience gained in the program. In addition, there will be supervision, discussion of relevant issues and literature reviews during class sessions. APA, NASP and BACB ethical practice and guidelines and standards are discussed as applied to best practice. Primarily classroom discussion and some lectures will be used. Students will bring case reviews and general experiences to class for discussion. In addition, students will be required to keep a portfolio to document experiences and learning throughout practicum as well as complete a functional behavior assessment.

1, 2 credits

SPSY 590 — Independent Study

3 credits

SPSY 598 — MS Comprehensive Exam

0 credits

SPSY 609 — CBT in Schools

The primary goal of this course is to introduce students to the provisions of school-based mental health services from a cognitive behavioral perspective. The course begins with an introduction to cognitive behavior therapy (CBT) including its history and basic theoretical tenets. The structure of the class will then build upon theory to a model progressing from assessment and case conceptualization to intervention selection and implementation. The issues revolving around the standards of treatment and quality of care will be addressed. Students will further learn specific techniques and interventions for a variety of child and adolescent issues presented in school settings, such as school refusal, aggressive behavior, student underachievement, ADHD, anxiety, depression and substance abuse. Developmental, multicultural and ethical considerations will be reviewed and discussed. Skills will be developed through case conceptualizations and case discussions as well as role play scenarios.

3 credits

In-Person

SPSY 613 — Assessment I: Cognitive Assessment

This course addresses both theory and diagnosis of cognitive assessment and identifies the relevant issues/criticisms related to intelligence testing. Students acquire skills in the selection of a broad range of methods for assessing, administering, scoring, (including computer scoring), interpreting (including computer printouts), reporting and communicating results of evaluation data on children's cognitive ability and functioning to answer educationally relevant questions. This occurs through developing skills in assessing, observing, interviewing and record and portfolio reviews. Assessment for intervention and outcome will be applied using traditional intelligence testing using Wechsler scales, WPPSI-III, WISC-IV, WAIS-III, Stanford-Binet V and Adaptive Behavior Measures. Through lectures, labs and practice cases, students gain technical skills with these instruments.

3 credits

In-Person

SPSY 614 — Multicultural Perspectives in Psychology

The intent of this course is to present a detailed overview of the complex issues and methods that will serve as a guide to developing multicultural competence, i.e., understanding diversity from a historical, sociological, developmental, educational and psychological perspective. Students are introduced to significant aspects of other cultures while examining their own experiences and developing personal awareness and appropriately applying knowledge to skill-based practices in school settings in order to promote a positive impact on school achievement, self-esteem and personal growth of all children. In addition, students will learn to administer an array of non-verbal and culturally fair assessments and learn how these tests, in conjunction with traditional assessments, inform the practice of school psychology.

3 credits

In-Person

SPSY 615 — Assessment II: Academic

This is the second course in the assessment sequence and is designed to introduce school psychology educational specialist graduate program students to individualized educational assessment practices and their links to educational interventions. The course will address the assessment of the educational needs of exceptional learners, with primary emphasis on the basic skill areas of reading, written expression and mathematics.

3 credits

In-Person

SPSY 616 — Educational Research & Program Evaluation

This course prepares students to participate in program planning and evaluation activities, emphasizing both traditional and newly emerging approaches. The course examines how to plan, implement and evaluate school-based programs. Emphasis is placed on translating research into practice through implementation and evaluation of empirically supported programs and practices. Attention is given to monitoring student progress, at both individual and program levels. Course methods include readings, lectures, class discussions and completion of an applied project.

3 credits

In-Person

SPSY 617 — Academic and Behavioral Interventions

Students focus on defining current problem areas, strengths and needs of school-age children using informal assessment measures such as observations, interviewing, work samples, curriculum-based assessment (CBA), DIBELS, and functional behavioral assessments (FBA). Additionally, students obtain knowledge of using these informal assessment measures as a means to assess progress of evidence-based academic and behavioral interventions in order to determine a student's response to intervention (RTI). Readings, lectures, class discussions, cooperative learning groups and labs are used as methods of instruction.

3 credits

In-Person

SPSY 618 — Assessment III: Behavioral, Social, and Emotional

This is the final course in the assessment sequence, which focuses on the assessment of emotional, social, adaptive and behavioral issues of school-age children. Various formal and informal means of assessment are reviewed, including self-report measures, projective assessments, interview and functional behavioral assessment (FBA). Additionally, a cognitive-behavioral therapy model is offered for case conceptualization and treatment or intervention planning.

3 credits

In-Person

SPSY 619 — Consultation and Collaboration in Educational Settings

This course provides an exploration of consultation theory and practice, including evaluating the efficacy of the interventions. Students achieve proficiency in implementing academic/mental health/behavioral consultation models (e.g., Conjoint Behavioral Consultation) and become familiar with other consultative models for providing services to individual clients. Indirect methods of intervention are explored through different approaches to consultative services for teachers, parents, administrators and other professionals to promote change at the levels of the individual students, classroom, building, district and/or other agency levels. School psychology students gain knowledge of the important features of collaborating effectively with others in planning and decision making. Also, emphasis is placed on teaching students effective communication skills, with an emphasis on understanding individuals of diverse backgrounds and characteristics. This course incorporates readings, lectures, class discussion and role-plays.

3 credits

In-Person

SPSY 620 — Prevention & Crisis Intervention

Based on knowledge of current theory and research about the development of academic, behavioral and emotional issues in children, this course focuses on effective prevention strategies, as well as methods to develop, implement and evaluate programs that help prevent student difficulties at both home and school. This course also addresses crisis intervention ways to provide services in the aftermath of crisis. Readings, guest speakers and student presentations are used as methods.

3 credits
In-Person

SPSY 622 — Direct Assessment of Academic Skills

The primary purpose of the course is to provide knowledge and application in the assessment of academic skills problems for professionals who serve as consultants to classroom teachers. Content of the course is oriented towards identifying and assessing the variables within the classroom environment that impact student academic performance; identifying deficit academic skills through curriculum based assessment; understanding the sequence of actions that accompany an assessment of academic skills problems; and understanding how curriculum based assessment may serve a potential role in addressing educational consultation with culturally and linguistically diverse populations. In addition, the course will further students understanding of how direct assessment of academic skills is utilized in Response to Intervention (RTI)/Multi-tiered Systems of Support (MTSS) and the implementation of RTI/MTSS as a methodology for addressing academic skills problems.

1 credits
In-Person

SPSY 623 — English Learners: Implications & Accommodations

This course explores strategies for supporting English Language Learners (ELLs) in formal and informal educational settings. Students are introduced to foundational theories and current research on social and academic factors that influence ELLs' learning experiences. Emphasis is placed on instructional approaches to support teachers working with linguistically and culturally diverse English Language Learners.

3 credits
In-Person

SPSY 631 — Ethics & Professional Issues in Psychology

3 credits
In-Person

SPSY 652 — Practicum: Applied Law & Ethics

1, 2 credits
In-Person

SPSY 653 — Practicum: School-Wide Practices

In conjunction with coursework, students complete a year-long practicum sequence in the schools during the second year of the EdS program. This field experience is focused on professional intervention practices, including assessment, consultation, counseling, informal assessment, and academic and behavioral interventions. The school-based practicum is accompanied by a seminar intended to provide students with additional supervision and didactic training. This Practicum Seminar focuses on school structure and organization, with emphasis on implementation of school-wide problem-solving models for identifying and addressing students' academic and social/emotional/behavioral needs.

1 credits
In-Person

SPSY 654 — Practicum: Family-School Partnerships

In conjunction with coursework, students complete a year-long practicum sequence in the schools during the second year of the EdS program. This field experience is focused on professional intervention practices, including assessment, consultation, counseling, informal assessment, and academic and behavioral interventions. The school-based practicum is accompanied by a seminar intended to provide students with additional supervision and didactic training. Seminar discussions will include, but not be limited to, report writing, interventions and outcomes as well as ethical, legal and professional issues in the delivery of school psychological services. The focus of this Practicum Seminar is on establishing effective home-school relationships within the context of school psychological service delivery.

1, 2 credits

SPSY 660 — Practicum Seminar

This summer seminar course is optional. Only students accruing practicum hours during summer term should register. Students will be expected to communicate training goals and progress toward those goals for summer, and have individual consultations with the instructor. This seminar is intended to extend and support, rather than supplant, on-site supervision of practicum hours.

0 credits
In-Person

SPSY 661 — Internship Seminar I

This year-long internship and bimonthly college-based seminar services as the culminating training experience for the specialist-level School Psychology certification program. It is a comprehensive experience through which the interns are required to integrate the knowledge base and applied skills of school psychology in promoting positive educational and mental health practices in resolving individual-, group- and system-level problems. The experience is designed to provide students with supervision and information on a variety of professional topics and issues. The course will provide students with a forum for sharing their field-based experiences and allow for case reviews of assessment, consultation and counseling in which the interns are professionally involved. Internship experiences, include advanced psycho-educational assessment and interpretation, with emphasis on intervention strategies and program planning, intensive case analysis and treatment planning, and exploration of ethical and legal dilemmas involved in the delivery of psychological services.

0-2 credits

SPSY 662 — Internship Seminar II

This year-long internship and bimonthly college-based seminar services as the culminating training experience for the specialist-level School Psychology certification program. It is a comprehensive experience through which the interns are required to integrate the knowledge base and applied skills of school psychology in promoting positive educational and mental health practices in resolving individual-, group- and system-level problems. The experience is designed to provide students with supervision and information on a variety of professional topics and issues. The course will provide students with a forum for sharing their field-based experiences and allow for case reviews of assessment, consultation and counseling in which the interns are professionally involved. Internship experiences, include advanced psycho-educational assessment and interpretation, with emphasis on intervention strategies and program planning, intensive case analysis and treatment planning, and exploration of ethical and legal dilemmas involved in the delivery of psychological services.

0-3 credits

SPSY 663 — Internship Seminar III

This year-long internship and bimonthly college-based seminar services as the culminating training experience for the specialist-level School Psychology certification program. It is a comprehensive experience through which the interns are required to integrate the knowledge base and applied skills of school psychology in promoting positive educational and mental health practices in resolving individual-, group- and system-level problems. The experience is designed to provide students with supervision and information on a variety of professional topics and issues. The course will provide students with a forum for sharing their field-based experiences and allow for case reviews of assessment, consultation and counseling in which the interns are professionally involved. Internship experiences, include advanced psycho-educational assessment and interpretation, with emphasis on intervention strategies and program planning, intensive case analysis and treatment planning, and exploration of ethical and legal dilemmas involved in the delivery of psychological services.

2 credits

SPSY 664 — School-Based Practicum

The 3-term (year-long) school-based practicum and corresponding practicum seminars for doctoral students provides the opportunity for students to gain exposure to, and experience in, all aspects of school-based practice of health service psychology. The overarching goal of the practicum experience is to develop and evaluate trainees' ability to plan professional activities and to master skills in assessment, consultation, and school-based intervention consistent with the goals and objectives of the doctoral program. The practicum provides the opportunity to work in a school setting under the guidance of an experienced certified school psychologist who serves as a site supervisor. Expectations are year-long with assignments each term. Case presentations and group supervision during the university-based practicum seminar, led by a doctoral level licensed psychologist, will be a vital component to this process.

1 credits

SPSY 699 — Externship: Independent Study

.5 credits

In-Person

SPSY 700 — Introduction to Internship

These seminars are for four semesters requiring additional hours at an internship site doing psychotherapy, consultation, intervention, evaluation, psychological assessment and other work appropriate to the role of a psychologist.

SPSY 725 — Cognitive Aspects of Behavior

This course is part of a series that provides a broad and general education in health service psychology for practice in doctoral level school psychology. As part of the Discipline-Specific Knowledge curriculum, Cognitive Aspects of Behavior is designed to cover the cognitive underpinnings of behavior including cognitive learning theory, memory, thought processes and decision-making

1 credits

In-Person

SPSY 732 — Child and Adolescent Psychopathology

At the conclusion of this course, students will have an understanding of developmental considerations, risk and resilience factors, empirical research, and educational implications for the major psychological disorders relevant to children and adolescents. The roles of physical, motor, and cognitive growth, as well as social and affective behavior will be explored as it relates to abnormal psychological behavior. In addition, multicultural and socioeconomic factors will be discussed in relation to developmental issues. Students will be able to utilize the DSM-5 and its framework in addressing issues in child and adolescent psychopathology. Students will be familiar with relevant changes that have occurred between DSM-IV-TR and DSM-5 and the relationship between DSM and ICD classification systems. Active learning will occur through role playing, classroom activities, and group discussions.

3 credits

In-Person

SPSY 733 — History and Systems of Psychology

This course is designed as an overview of the history of psychology in the Western world. The task will include a historical developmental approach to origins and changes of ideas over time, the study of great persons and schools of thought, and a look at the Zeitgeist of each. Students will examine the nature of psychology and school psychology as a whole, and the influences of philosophical worldviews in areas such as epistemology, ontology, teleology, and axiology. This course is structured to allow students to (re)evaluate their own assumptions and theoretical foundations.

2 credits

In-Person

SPSY 735 — Linking Neuropsychological Assessment to Interventions

This course is designed to help refine the assessment skills of psychologists who are familiar with the essentials of psychological and psychoeducational assessment with children, adolescents, and young adults, and to help establish the links between prevention efforts, effective assessment and effective interventions and intervention planning for students. Multicultural issues in prevention, assessment, and intervention will be discussed. Ethical considerations in prevention, assessment, and intervention practices also will be addressed.

3 credits

In-Person

SPSY 736 — CBT I

The primary goal of this course is to introduce the student to the history, philosophy, and conceptual model of cognitive therapy. This is the first course in a three- course sequence.

1-3 credits

In-Person

SPSY 737 — CBT II: Treatment Strategies

The primary goal of this course is to build upon the theories and techniques of the introductory course by addressing the practice issues around models of treatment for children in schools and mental health systems. It will include empirically validated treatment models using both modular treatment approaches and manual-based approaches. The use of CBT case conceptualization and treatment for various childhood disorders will be taught. This is the second course in a two-course sequence.

2 credits

In-Person

SPSY 738 — CBT III: Applications

This course is designed to integrate clinical application with theory. This practicum experience is provided in conjunction with SPSY 636 and SPSY 637. Skills will be developed through case conceptualization presentation and discussion of actual cases. This course provides an opportunity to complete a minimum of 50 hours of supervised practical experience in cognitive behavior therapy.

1, 2 credits

In-Person

SPSY 740 — Instructional Design & Delivery

The purpose of the course is explore the relationship between curriculum, instruction, and assessment. Specifically, what is the impact that this relationship has on the educational achievement of students and what is the school psychologist's role in managing that relationship. Students will be introduced to the principles of effective instruction, curriculum evaluation and adaptation.

1 credits

In-Person

SPSY 741 — Assessment IV: Neuropsychology

This course provides students with an overview of learning disorders from a neuropsychological perspective. Students examine the neuropsychological basis of childhood disorders for both identification and service delivery purposes. As the field of learning disorders is diverse, the course emphasizes criteria and content that have an established empirical base. Students will apply their knowledge of the causes and theoretical constructs of learning disorders through didactics, readings, group discussions and case study exercises. Knowledge of psychological assessment and brain structure and function is required.

3 credits

In-Person

SPSY 745 — Supervision

This course addresses current topics related to the supervision of psychological services in schools and other settings. Theoretical approaches to supervision will be discussed, with emphasis on a cognitive-behavioral model. The primary focus of the course will be on supervision of services provided to children and adolescents.

1 credits

In-Person

SPSY 747 — Neuropathology

This elective course provides an overview of genetic and acquired brain disorders. The course will provide students with an understanding of the biological bases of the disorders, how neurological and neuropsychological evaluation can help identify associated characteristics and how interdisciplinary teamwork can lead to optimal treatment outcomes for children with these conditions. Disorders include genetic disorders, birth injury, traumatic brain injury, seizure disorders, brain tumors, metabolic disorders, infectious disorders, and neurotoxic disorders. Frontal- subcortical circuit function and neuropsychopathology will also be addressed. Case studies will highlight the need for differential diagnosis and individualized intervention.

1 credits

In-Person

SPSY 748 — Biological Aspects of Behavior

This first year course reviews the biological underpinnings of behaviors including neural, physiological, anatomical, and genetic and heritable aspects of behavior. This course will emphasize the study of neuroanatomy, the nervous system, the endocrine system, sensation and perception, evolutionary biology, the senses, movement, hunger, and sleep arousal rhythms.

1 credits

In-Person

SPSY 749 — Social Aspects of Behavior

This graduate level course will introduce students to the theoretical perspectives, research methods, and empirical findings in contemporary social bases of behavior. Social psychology is the scientific study of how people's thoughts, feelings, attitudes, and behaviors are affected by the real or imagined presence of others. More specifically, the course will cover group processes with the school environment, how personal attributions are created and/or sustained, and how discrimination is learned and supported throughout a culture. The major concepts discussed will help students think critically about social aspects and influences of behavior.

1, 2 credits

In-Person

SPSY 751 — Social Aspects of Behavior

This course reviews basic research related to the influence of affect, mood, and emotion on human behavior. Specific topics to be addressed include social learning theory, motivation, self-efficacy, social influence, resilience, and positive psychology.

1 credits

In-Person

SPSY 760 — Advanced Practicum Seminar

This is the first of a 3-term advanced practicum and corresponding practicum seminars providing the opportunity for students to gain exposure to, and experience, in one or more of the following areas of health service psychology: assessment, consultation, intervention techniques. Moreover, students will have the opportunity to develop these skills with youth with more significant and/or specialized needs. Advanced practicum sites include a variety of youth-serving settings and roles in which the provision of psychological services occurs. This practicum may be school-based but also allows for experiences in non-school settings such as hospitals and clinics. Expectations are year-long with assignments each term. Case presentations and group supervision during the university-based practicum seminar, led by a doctoral level licensed psychologist, will be a vital component to this process.

1 credits

SPSY 774 — Advanced Integrated Knowledge Seminar

This course will provide students with the opportunity to integrate multiple basic discipline-specific knowledge content areas, including the behavioral and theoretical development of cognitive, social, and affective aspects. Content will focus on the developmental trajectories of representational memory, language, achievement motivation, theory of mind, attachment, social relationships, and emotion regulation and their impact on behavior throughout childhood and adolescence.

2 credits

SPSY 776 — Dissertation Seminar

The purpose of this course is to promote student knowledge of, and support during, the dissertation process. The seminar will focus on students' understanding of the dissertation process and schedule, selecting and critiquing appropriate literature, identifying committee members, and selecting an appropriate topic.

1, 2 credits

SPSY 779 — School-Based Externship

This year-long school-based externship and bimonthly college-based seminar serve as the culminating training experience for the specialist-level certification in school psychology. It is a comprehensive field and classroom experience through which externs are required to integrate the knowledge base and applied skills of school psychology. A major goal of this course will provide externs the opportunity to present and receive feedback on individual cases and experiences.

1 credits

In-Person

SPSY 783 — Research Methods

This course is designed to teach doctoral students the fundamental principles of scientific methodology as applied to psychology and education. The course is intended to provide doctoral students with the ability to be critical consumers of research in the field of school psychology, to enable them to think scientifically and apply this mindset to the evaluation of clinical interventions and educational programs. Upon completion of this course, students will have gained experience in writing a research proposal, translating research problems into testable hypotheses, and considering ethical, professional, and diversity issues related to conducting research with human participants.

3 credits

In-Person

SPSY 784 — Statistical Analysis

This course is designed to teach students essential concepts in planning, selecting, and conducting and interpreting statistical analyses. Course content includes a review of the application of psychometry, basic descriptive statistics, hypothesis testing, correlation, and univariate, multivariate and nonparametric data analysis techniques and accompanying statistical tests of significance. Qualitative research design and analysis will also be discussed briefly. Data analyses and classroom demonstrations of data analyses will be conducted with SPSS software. Prerequisite SPSY 783

3 credits

In-Person

SPSY 786 — Internship

0-1 credits

SPSY 792 — Dissertation Advisement

After completion of SPSY 776 Dissertation Seminar, students continue to work on the completion of their doctoral dissertation through proposal, IRB approval, and final defense. Students will work with their Dissertation Committee Chair to identify goals each term, provide drafts and make revisions as appropriate. Students will continue to register for this course until their dissertation has been successfully defended.

1-2 credits

In-Person

SPSY 795 — Dissertation Editing

1 credits

In-Person

SPSY 799 — Independent Study

1-3 credits

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