Philadelphia College of Osteopathic Medicine
DO Student Handbook 2022-2023

The college will review this handbook on a quarterly basis and reserves the right to make changes to the policies in this handbook as necessary between routine annual revisions. This handbook supersedes all previous editions of this handbook. Updates to the policies herein will be updated in myPCOM annotated with the last revision date and shared with the DO Student Council for distribution to the student body.

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1.0 PCOM One

The DO student handbook describes the values, policies, and expectations of PCOM One, the Tri-Campus implementation of the undergraduate medical education curriculum. PCOM One started as an initiative to align, streamline, and update the curriculum for all three campuses, setting students up for success. It involved a lot of thoughtful inspection of what we did that worked best and what other schools did that worked best. Over several years, we determined how to incorporate the best aspects of all that was discovered. It evolved into a revision of the sequence of pre-clerkship content, mechanisms of delivery of that content, and best practices for uniform assessment of student milestones, competencies, and entrustable practices.

1.1 MISSION

The PCOM One mission is based on the DO Program Missions.

The PCOM One, undergraduate osteopathic medical program is dedicated to fostering the growth of the osteopathic profession by training physicians through programs of medical study guided by osteopathic medical tradition, concept and practice in a learning community built on the values of diversity and respect.

The PCOM One undergraduate osteopathic medical program prepares students for success in graduate medical education and the graduate medical education programs prepare students for the independent practice of osteopathic medicine. The PCOM One curriculum will be responsive to the health care needs of the respective regions and communities in which the undergraduate osteopathic medical programming is offered. PCOM One is committed to the advancement of knowledge and intellectual growth through teaching and research, and to the well-being of the community through leadership and service.

1.2 ADMINISTRATION AND FACULTY

For a comprehensive list of the members of the PCOM Administration, please follow this link.

For a comprehensive list of the faculty from all three campuses at PCOM, please follow this link.

1.3 EXPECTATIONS

PCOM One expects routine, professional, communication among its community members of students, faculty, staff, and administration. The students are expected to abide by the policies, procedures, and practices described in this handbook and the references linked in this handbook. Please also refer to the appendices on conduct in section 6.3 of this handbook.

1.3.1 PROFESSIONALISM

A student who demonstrates unprofessional behavior toward the university, school, faculty, peers, community members, or others will be issued a professionalism warning at a Level 1, 2, or 3 in accordance with POLICY #4.001, available in myPCOM and defined here. The warning level will be determined by the faculty, the administration, or collectively by both.
The warning will be described as “needs improvement” or “unsatisfactory”. Warnings will be reviewed at the end of the designated period and may be removed or extended. Students with a Level 3 or repeated Warnings may be recommended to the disciplinary committee.

1.3.1.1 Definitions of Warning Levels

Level 1: General Disrespect.
Issued for a first or minor event that the student should be aware of. Examples include

- Disrespect to faculty or peers
- Disrespect for diversity/uniqueness
- Disrespect toward staff at PCOM or a clinical site
- Failure to attend a required event (including clerkships), without prior approval
- Late arrival to a required event including clerkships
- Late assignments including evaluations and on-line learning

Level 2a: Inappropriate interpersonal interaction and patient care

- Disrespectful attitude toward a Standardized Patient including cadaveric donors
- Inappropriate reported behavior at an campus-sponsored peer event
- Any repeated Level 1 event

Level 2b: Inadequate professionalism for a physician-in-training

- Any AOA Code of Ethics violation
  (https://osteopathic.org/about/leadership/aoa-governance-documents/code-of-ethics/)
- Any PCOM Code of Ethics violation (PCOM General Student Handbook, pp. 3-4,
  https://my.pacom.edu/documents/10354/1181015/2019-2020+General+Student+Handboo
  k+_GA+and+PA+Campuses+_Online+Version+FINAL/5ad779c2-a99f-4714-b353-8452851de34c

Level 3: Serious concerns

- Any repeated Level 2 event
- Egregious violation of AOA or PCOM Code of Ethics

1.3.1.2 Implementation Process

- Students may discuss any issue of concern with a peer with a faculty member, department chair, or the associate dean. Students should also take general issues to the class representative to be discussed at the DO Council for possible class directives.
- Level 1 issue: the reporting faculty or staff member should complete a written report and submit it to the associate dean for review. The associate dean will schedule a meeting with the student and the faculty or staff member to discuss the issue and how these events can impact their future if not corrected. In situations where there is a
perceived conflict of interest between the student and reporting faculty or staff member, a different neutral person may be selected to meet with the associate dean and student. The associate dean should not meet with the student alone.

- Level 2 issue: same process as for Level 1.
- Level 3 issue: these more egregious events may require actions from a disciplinary committee and should be referred as indicated. Any actions by the disciplinary committee must be reported on the student’s MSPE.
- At the completion of the meeting, the associate dean should create a letter to the student indicating the issue, date of issue, level of warning, and extension of warning.
- If required, the Professional Warning and conditions of the warning should be reported to the Registrar who makes Note of the warning.

1.3.1.3 Length of Warning and Resolution
- Length of Warning: Warnings may be 6 months to 2 years. The warning may be reviewed at any period and extended if needed.
- In exceptional cases, it may be possible for a student to have more than one warning concurrently. These will be resolved separately.
- Resolution: At the end of the warning period, the student is reviewed and notified if the warning has expired or extended. If the warning period is expired, the student should be informed that their record will reflect “no disciplinary action" was required. The Registrar should be notified.
- All warnings must be resolved prior to graduation.

1.3.1.4 Policy Implications
- The Warnings (Level 1) are an attempt to coach the student to those behaviors expected by professionals.
- Repeated warning (Level 2) may have increased levels of consequences including an action.
- All actions (Level 3) for unprofessionalism MUST be reported to residency program directors on the Medical Student Performance Evaluation (MSPE).

1.4 STUDENT RIGHTS AND RESPONSIBILITIES

Information about rights and responsibilities of all PCOM students are available in myPCOM and in the general student handbook.

1.4.1 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.

1.4.2 EQUAL OPPORTUNITY AND NON-DISCRIMINATION

University Statement and Policy is available here.

1.4.3. TITLE IX

You can find the university information for Title IX here.

1.4.4. DISCLOSURES AND COMPLIANCE

You can find a comprehensive list of disclosures and compliance documents here.
2.0 Curriculum

2.1 ACCREDITATION

Philadelphia College of Osteopathic Medicine is accredited by the Middle States Commission on Higher Education. The Osteopathic Medical Program is accredited by the Commission on Osteopathic College Accreditation (American Osteopathic Association). The Georgia Campus and the South Georgia additional site are approved by the Georgia Nonpublic Postsecondary Education Commission and the Pennsylvania Department of Education, and they operate under PCOM’s Middle States accreditation.

2.2 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.

2.3 CORE COMPETENCIES

The goals of the educational program are expressed as “core competencies,” the expectations of knowledge and skill sets possessed by all students completing the Doctor of Osteopathic Medicine program. They are derived from the American Association of Colleges of Osteopathic Medicine core competencies and are available [here as a pdf](#).

The competencies include and are not limited to:

1. **Osteopathic Principles and Practice**, which are established and incorporated in the development of skills.
2. **Medical Knowledge** about established and evolving biomedical, clinical, and cognate (e.g., epidemiological and social-behavioral) sciences and the application of this knowledge to patient care.
3. Patient Care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

4. Interpersonal and Communications Skills that result in effective information exchange and teaming with patients, their families and other health professionals.

5. Professionalism, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

6. Practice-Based Learning and Improvement that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, and improvements in patient care.

7. Systems-Based Practice, as manifested by actions that demonstrate an awareness of responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

9. Information Literacy, as manifested by the capability to access, interpret, and apply biomedical information, and actions that demonstrate the skills necessary to utilize information technology tools to effectively access information from various resources and formats.

2.4 ENTRUSTABLE PROFESSIONAL ACTIVITIES (EPAs)

Entrustable professional activities (EPAs) are units of work, tasks or responsibilities that graduating students can be entrusted to carry out and encompass the integration of multiple competencies. They are derived from the American Association of Colleges of Osteopathic Medicine Osteopathic Considerations for Core Entrustable Professional Activities (EPAs) for Entering Residency and are available here as a pdf.

The EPAs include:

1. Gather a history and perform a physical examination.
2. Prioritize a differential diagnosis following a clinical encounter.
3. Recommend and interpret common diagnostic and screening tests.
4. Enter and discuss orders/prescriptions.
6. Provide an oral presentation of a clinical encounter.
7. Form clinical questions and retrieve evidence to advance patient care.
8. Give or receive a patient handover to transition care responsibility.
9. Collaborate as a member of an interdisciplinary team.
10. Recognize a patient requiring urgent or emergent care and initiate evaluation and management.
11. Obtain informed consent for tests and/or procedures.
13. Identify system failures and contribute to a culture of safety and improvement.

2.5 PROGRAM OUTCOMES

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 simulated 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 interprofessional education activities

The core competencies and EPAs relate to the DO program outcomes, which are conceptualized in the context of the patient, the population, and the profession.

Patient Context

- Identify and address the unique health care needs of all patients.
- Routinely utilize osteopathic concepts in the approach to the patient.
- Gather a complete history and perform a multisystem physical examination.
- Appropriately recommend and correctly interpret common diagnostic and screening tests.
- Document concisely and completely in the medical record and make an effective oral presentation of a patient encounter.
- Create an appropriate and prioritized differential diagnosis following a patient encounter.
- Understand the pathophysiology of common diseases and the scientific rationale for diagnostic and treatment strategies.
- Diagnose, treat and manage common conditions.
- Recognize uncommon conditions and diseases requiring specialized management.
- Recognize patients in need of emergent care and perform initial assessment and management.
- Work effectively within an interprofessional environment, including making appropriate referrals and arranging transitions of care.
- Perform common diagnostic procedures used in general practice.

Population Context

- Explain how diversity impacts patient care and/or outcomes.
- Identify and implement ethical decision making in medicine, including obtaining informed consent for diagnostic tests and treatments.
- Explain the economic issues that impact the practice of medicine.
Implement prevention methods in population and individual health care.

Professional Context

- Demonstrate strong interpersonal communication skills.
- Practice effective leadership and management skills.
- Develop lifelong learning attitudes and skills.
- Access and interpret medical information using contemporary informatics methods.
- Recognize your role in the medical system.

2.6 CURRICULUM OVERVIEW

The PCOM DO curriculum provides the framework for students to successfully obtain postgraduate training. As a philosophy, science and art, osteopathic medicine is a total approach to health and disease. It recognizes that the neuro-musculoskeletal 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 neuro-musculoskeletal system is key to osteopathic medical education and practice. 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 within the medical profession. Please refer to the course catalog for complete descriptions and course credits.

2.6.1 REGISTRATION

For the first term of the academic year, all first-year students will be registered by the Registrar’s Office prior to the start of the term. Students are notified of their course registration through an email sent to their PCOM account. Registration for all subsequent terms must be completed by the student through PCOM’s web registration system. An email with courses to register for and instructions will be sent to each student’s PCOM account notifying them when registration will begin and end. It is the student’s responsibility to keep their PCOM email account active and review it daily, as all notifications from the Registrar’s Office are submitted electronically. No mailings of registration information will be issued.

2.6.2 COURSE CREDITS

Each course is assigned a number of credits corresponding to scheduled class time and corresponds to an additional two hours outside class, according to the Commission on Osteopathic College Accreditation (COCA). Outside class time includes and is not limited to reading assignments, activity preparation, and independent choices. Credits are used by the Student Progress Evaluation Committee (SPEC) for decisions impacting student academic standing. Please refer to the course catalog for complete descriptions and course credits.

2.6.3 PRECLINICAL YEARS (M1-M2)

From their first day as medical students, PCOM students train for the practice of osteopathic medicine. Primary Care Skills and Osteopathic Principles and Practice are central to their preclinical training and are integrated within the curriculum. The first two years lay the
foundation with concentration on the basic sciences, taught in integrated systems-based courses. The basic sciences are complemented by instruction in clinical subjects such as ethics, cardiology, pulmonology, gastroenterology, endocrinology, hematology/oncology, osteopathic principles and practices (OPP), internal medicine, surgery, neurology, psychiatry, pediatrics, epidemiology/biostatistics, OB/GYN, family medicine, rehabilitation medicine, geriatrics, radiology, and physical diagnosis. Instructional activities may include lectures sessions and/or active learning sessions not limited to patient observation, case conferences and basic clinical skills workshops. In addition, an active standardized patient program introduces first- and second-year students to patient care through examinations of patient actors in a simulated practice setting, augmented by clinical exercises on high-tech human patient simulation mannequins.

2.6.3.1 Required Courses, Doctorate Of Osteopathic Medicine

M1 Class of 2026

Please refer to the course catalog for complete descriptions and course credits.

Longitudinal Courses M1T1-T3*

- Osteopathic Principles and Practice (OPP)
- Primary Care Skills
- Medical Humanities and Wellness
- Critical Reasoning in Basic Sciences I (CRIBS 1)
- Interprofessional Education (IPE)

* These courses run for more than one term, with a grade issued each term.

M1T1

- Cellular and Biochemical Foundations of Medicine
- Infection and Immunity

M1T2

- Foundations of Musculoskeletal System and Physiology
- Foundations of Cardiovascular and Pulmonary Medicine
- Foundations of Renal, Endocrine, and Gastrointestinal Medicine
- Foundations of Research

M1T3

- Foundations of Reproductive and Genitourinary Medicine
- HEENT & Neuroscience
- Introduction to Human Disease and Therapeutics

M2 Class of 2025

NOTE: Classes begin week of July 11, 2022

Please refer to the course catalog for complete descriptions and course credits.
Longitudinal Courses M2T1-T3*

- Osteopathic Principles and Practice (OPP)
- Primary Care Skills
- Comprehensive Basic Science Review and Synthesis
- Interprofessional Education

* These courses run for more than one term, with a grade issued each term.

**M2T1**

- Clinical Approach to Neuroscience and Neurology
- Clinical Approach to Psychiatry
- Clinical Approach to Gastroenterology

**M2T2**

- Clinical Approach to Hematology and Oncology
- Clinical Approach to Cardiovascular and Renal Medicine
- Clinical Approach to Pulmonary Medicine
- Medical Ethics

**M2T3**

- Clinical Approach to Endocrinology and Disorders of Metabolism
- Clinical Approach to Reproductive Genitourinary and Obstetrical Medicine
- Clinical Approach to Musculoskeletal Medicine and Dermatology
- Preventive Medicine and Public Health

2.6.3.2 Pre-Clerkship Elective Courses

M1-M2 electives are variable and sometimes available for students. Proposals for electives are submitted to the Tri-Campus curriculum committee for review. Students, in good academic standing, are eligible to apply for elective courses. Information about electives will be provided when they are confirmed. Electives are Pass/Fail. Electives will be considered as part of reviews with SPEC should a student fail a parallel course.

2.6.3.3 Certification Programs

Renewable certification programs required for participation in clinical clerkships and occur prior to M3. PCOM will only cover the cost one time. These certification programs include

- Basic Cardiac Life Support
- Advanced Cardiac Life Support

2.6.4 CLINICAL CLERKSHIPS (M3-M4)

The last two years emphasize clinical training experiences. Please refer to the course catalog for complete descriptions and course credits.
2.6.4.1 Overview Of Clerkships

SEE ALSO PG. 8 OF CLERKSHIP MANUAL

There are a total of twenty-four clerkship periods over two years, including one 4-week “vacation” or “study” period. There are twelve (12) 4-week rotations in each of the third- and fourth-year of medical school. Completion of twenty-three 4-week blocks of clinical clerkships are required for graduation.

The third-year schedule is designed as a “firm” or fixed schedule. Students must complete the outlined third-year core clerkships in order to move into their fourth-year of medical education. The fourth-year schedule is designed as a flexible schedule, permitting fourth-year students ample opportunities to complete elective clerkships in their desired field of interest. Online Blended Learning is also listed for those specific core M3 and M4 clerkships which contain those assignments as requirements for completion.

ALL CLINICAL CLERKSHIPS MUST BE UNDER THE SUPERVISION OF A BOARD CERTIFIED, LICENSED DO or MD.

Philadelphia Campus students are assigned to clinical clerkships throughout the Commonwealth of Pennsylvania and neighboring states as members of either a Core Clinical Campus (CCC) or J-Group.

Students at the Georgia Campuses are assigned to clinical clerkships throughout Georgia and the Southeast as members of either a Core Clinical Campus (CCC) or J-Group. These clinical settings become teaching arms of the College.

The program is designed to afford progressive student responsibility for all phases of patient care under the supervision of experienced physicians. This clinical training may include history taking, physical examinations, daily patient rounds, lectures, conferences, procedures and case presentations. Students rotate through services in Internal Medicine, Family Medicine, Osteopathic Manipulative Medicine, Surgery, Cardiology, Emergency Medicine, OB/GYN, Pediatrics, Psychiatry, Advanced Clinical Skills and Ambulatory/Rural Medicine.

During elective clerkships, students may choose to pursue special interests at other medical institutions anywhere across the nation. All students receive additional training in Osteopathic Manipulative Medicine during the third and fourth years.

The College encourages graduates to practice in communities where health care services are most needed. Each senior student serves at least eight weeks in an underserved community clerkship, which may include working in a rural or urban setting.

Students should be aware that many hospitals, clinics and practices may require the completion of drug screens, background checks, health screenings and other specific criteria to participate. It is the student’s responsibility to complete these requirements, and pay any associated costs (if applicable), prior to the clerkship. Failure to do so may jeopardize the opportunity to attend the clerkship.
Many facilities also may require a payment to attend or apply for the opportunity to participate in an elective or selective clerkship at their facility. In such situations, the cost must be paid by the student prior to attending the requested elective or selective clerkship.

### 2.6.4.2 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. Students are NOT independently licensed health care providers.

NO STUDENT IS AUTHORIZED TO RECEIVE OR TO COLLECT ANY FEE OR GRATUITY FOR PROFESSIONAL SERVICE FOR THEMSELVES, OR FOR ANY OTHER PERSON.

### 2.6.4.3 Required Clerkships – M3

Each student will be required to complete the following Core clerkships. In addition to the required Core clerkships, third-year students will also be permitted the opportunity to complete one IM Subspecialty, one Surgery Specialty clerkship, and one Elective. Please refer to the course catalog for complete descriptions and course credits.

- Introduction to Clerkships
- Family Medicine
- Family Medicine/OMM (for PA students)
- General Internal Medicine
- Cardiology
- OB/Gyn Rotation
- Pediatrics
- Psychiatry
- General Surgery
- Surgery Subspecialty
- Internal Medicine Subspecialty
- Advanced Clinical Skills Radiology
- Junior Elective (1)

The third-year schedule is designed to attain the appropriate knowledge base for successful completion of the COMLEX-USA Level 2 CE and progression to the fourth year. The fourth-year schedule is designed to permit students ample opportunities to pursue desired rotations, audition before competitive programs, and ultimately match into residency.

### 2.6.4.4 Required Clerkships – M4

Flexibility during the fourth-year is seen through 8 (4) week elective rotation opportunities. Additionally, fourth-year students are provided 1 (4) week vacation/scheduled time off month to use as they deem fit. Please refer to the course catalog for complete descriptions and course credits.

- Rural/Underserved Osteopathic Sub-internship
- Rural/Underserved Ambulatory Sub-internship
- Emergency Medicine
- Electives (8)
2.6.5 INTERPROFESSIONAL EDUCATION (IPE)

Interprofessional Education programming is required and delivered in all four years on all campuses.
3.0 Assessment

3.1 GRADING

3.1.1 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. Please see the PCOM Catalog for calculating a GPA. A grade percentage is calculated using two significant figures. Example: 89.50 will be rounded up to 90 and 89.49 will be rounded down to 89. Please see course syllabi for specifics about what comprises a grade.

3.1.2 CLINICAL CLERKSHIPS (M3-M4) GRADING

The final grade for the Core Clinical Clerkships is derived from the COMAT and subjective performance on the clerkship. Grading is consistent across all campuses. Grades for core clerkships will be graded and weighted equally between the clerkship evaluation and the NBOME COMAT score. Grades for elective (non-core) clerkships will be based on the preceptor evaluation, not a COMAT score. The expectation is that a student achieves a mean 70% in the core competencies.

See in myPCOM, POLICY #3.002 Clerkship Grading Policy in myPCOM and Clerkship Manual for additional grading considerations.

Electives will be graded Pass/Fail. An elective may be graded Honors/Pass if a vetted assessment rubric is approved by the Curriculum Committee.

3.1.2.1 Blended Learning

All blended learning assignments must be completed. Failure to satisfactorily complete assignments may impact the final grade. The following rotations use a “blended learning” model to achieve the course objectives and to meet additional educational requirements specified by the Commission on Osteopathic College Accreditation (COCA):

- Obstetrics/Gynecology
- Pediatrics
- Psychiatry
- Internal Medicine
- IM/Cardiology
- General Surgery
- Family Medicine
- Osteopathic Primary Care Sub-Internship
- Ambulatory Primary Care Sub-Internship
- Emergency Medicine
- OMM/FM for PA students

NOTE: Clerkships with Blended Learning have both a Clinical Clerkship Director and a Blended Learning Preceptor.
To successfully complete a clerkship with a blended learning component, students will not only engage in clinical learning with direct patient contact, but will also be required to complete specific learning exercises administered through Blackboard. Please refer to the Blended Learning Clerkship Information.

Blackboard Announcements and Content areas will provide specific information related to blended learning assignments. Assignments and deadlines are determined by the Blended Learning Clerkship Preceptors for each of the clerkships listed above. Assignments may include but are not limited to, the following:

- SOAP Note Assignments
- Journal Articles or other assigned readings
- Didactics, Webinars, PowerPoints
- Discussion Board assignments
- Quizzes
- Case Logs

The student’s final grade for a Clerkship with a Blended Learning Component will be calculated by first determining the grade according to the rubric using the combination of the COMAT exam and the preceptor’s Clerkship Evaluation. The grade from the rubric will then be adjusted as follows:

- Students who complete ALL learning activities by the assigned deadlines will receive the grade earned by the rubric above.
- Students who are late in submission, or fail to submit requirements entirely, will be ineligible for an Honors Pass; regardless of the COMAT or evaluation grade.
- Students who fail to submit requirements entirely are subject to failure of the rotation.

**All other Clerkships Blended:**

- All other clinical clerkships whether core, selective, subspecialty or elective are graded with an Honors Pass, Pass, or Fail based on the Preceptor Clinical Clerkship Evaluation.

### 3.1.2.2 COMAT

COMAT grading is consistent across all campuses. See policies below.

**COMAT Failure**

Students who fail the COMAT Exam:

- Will receive a grade of INCOMPLETE until they successfully pass the exam
- Must retake the exam with six weeks
  - If the student passes the retake exam, the grade will be changed to PASS.
    - Note any COMAT that is remediated is ineligible to receive an HONORS Pass for the second attempt at the COMAT exam.
  - If the student fails the retake exam, the student must meet with both the Clerkship Director for that Core and the Associate Dean of Clinical Education to discuss a remediation plan.
If the repeat rotation is passed by the Clinical Clerkship Evaluation and the COMAT Exam:
➢ The first rotation will be changed to a PASS
~ If the repeat rotation is failed by the Clinical Clerkship Evaluation and the COMAT Exam:
→ The first rotation will be changed to a FAIL
→ The repeat rotation will receive a new grade of FAIL
→ The student will be referred to the SPEC Committee

3.1.2.3 Grading Policy for Non-Core Clerkships
See in myPCOM, POLICY #3.002 Clerkship Grading Policy in myPCOM and Clerkship Manual for additional grading considerations. Non-Core rotations will be graded by the preceptor as Honors Pass, Pass, and Fail.

3.1.2.4 Core and Non-Core Clerkship Grading Designations
Final Core 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors:</td>
<td>Superior work exceeding expected competency demonstrated in all knowledge and skill areas, and fulfillment of the requirements of the clerkship.</td>
</tr>
<tr>
<td>High Pass:</td>
<td>Above-average work with above-expected competency demonstrated in all knowledge, skill areas, and fulfillment of the requirements of the core clerkship.</td>
</tr>
<tr>
<td>Pass:</td>
<td>Expected competency demonstrated in all knowledge and skill areas, and fulfillment of the requirements of the clerkship.</td>
</tr>
<tr>
<td>Fail:</td>
<td>Below-expected competency and/or failure to meet clerkship requirements.</td>
</tr>
</tbody>
</table>

3.2 ASSESSMENT POLICIES

3.2.1 PRECLINICAL (M1-M2) ASSESSMENT POLICIES

Before the start of each term, and any time Examplify is upgraded, students must review Examsoft’s Minimum Device Requirements (MDR). The MDRs can be found here: [https://examsoft.com/resources/examplify-minimum-system-requirements/](https://examsoft.com/resources/examplify-minimum-system-requirements/)

Exam and quiz dates are posted in the block schedules provided at the beginning of each term. Exam and quiz dates are subject to change under extenuating circumstances such as campus closure for weather-related causes. In this case, students will be notified via email of any changes to the date or time of the exam or quiz. Be sure to sign up for [P.E.N.S. alerts](mailto:P.E.N.S.alerts).

At least one business day prior to each assessment date, students will receive an email with instructions on the computer-based testing process and policies, as well as start and maximum
end times for the assessment. No assessments will start before the scheduled time. The Course Director will provide instructions for Laboratory Practical Examinations.

3.2.1.1 Technical Problems Prior to Assessment Day

Prior to assessment day, students who experience problems with their personal devices on which they will take an exam or quiz with ExamSoft must contact ITS to resolve the computer issue. The same device will be used when reviewing any exam or quiz in ExamSoft.

If the problem is not with the computer and rather the ExamSoft platform itself, the student must contact ExamSoft Exam Taker Support at 1-866-429-8889.

The student must also contact the course director AND linked administrative assistant (contact found in the course syllabi) via email in order to have a loaner laptop ready in the event technical problems are not resolved prior to the exam or quiz. The same device will be used when reviewing any exam or quiz in ExamSoft. Emails will be available in each course syllabus.

In the emails to IT and to the course director AND linked administrative assistant, the student must include:

- Student name
- Course name
- Exam date and time
- Contact information.

The student will then be assigned a college computer for the exam or quiz.

3.2.1.2 Instructions for Assessment Day

Arrival

1. Please assemble outside of the classroom early.
2. Students, with permission of the proctor, may enter the assessment room 20 minutes prior to the start of the assessment with their computer powered down and closed.
3. The doors to the assessment room close 10 minutes before the assessment starts.
4. Students who arrive after the doors to the assessment room have closed may not enter the assessment room without permission. They must report directly to the reporting station outside the exam room. (See section on If You Are Late)
5. Once students enter the assessment room, all talking will cease, no writing may occur on scrap paper, and no one may leave the room until 10 minutes past the start time.
6. Students may have an assigned seat or may choose any seat with a sign-in sheet/blank paper. The Course Director will provide specific instructions.
7. Students must await faculty instruction before opening their computers.
8. Students may not write on the blank paper until the assessment begins.

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What to Bring into the Assessment Room

- PCOM-issued identification or driver’s license (**required**)
- Laptop and power cord (**required**)
- Pencil or pen (**required**)
- Computer mouse (optional)
- Foam earplugs (optional)
- A beverage for assessments over one hour in length (optional).

What Not to Bring into the Assessment Room

- No food is allowed in the assessment room.
  - Except for students with medical accommodations
- Hats are not permitted
  - Except for head coverings worn for religious reasons.
- Any personal item including cell phones and smart watches or other electronic devices.
- Additional items considered inappropriate by the proctor.

Bathroom Policies During the Assessment

Only designated bathrooms are to be utilized, and only one student is permitted in each restroom at any time. Bathrooms will be monitored.

When You Finish the Assessment

- At the completion of the assessment, you must verify that the assessment has been uploaded before leaving your seat.
- Students should turn in their borrowed pencils and scrap paper at designated locations.
- Exit the assessment through the doors indicated.

3.2.1.3 If You Are Late

If you are running late and know you are running late, you should contact the Student Affairs Office for your local campus who will share the message with the reporting station.

Students who arrive after the doors to the assessment room have closed must report directly to the reporting station outside the exam room.

Permission to take the assessment if late will be determined by these people:

<table>
<thead>
<tr>
<th>Philadelphia</th>
<th>Suwanee</th>
<th>Moultrie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Director and on-call administrator</td>
<td>Course Director and on-call administrator</td>
<td>Course Director and on-call administrator</td>
</tr>
</tbody>
</table>

Location and Place of exam if late will be determined by the following circumstances

- 5-10 minutes late: Doors are closed but assessment hasn’t started. Go to the reporting station to find out if you can go into the classroom for the assessment immediately.
- 10-20 minutes late: The assessment has started. Go to the reporting station to find out if you can go into an alternate space to take the exam.
- 20 minutes late or more: Classmates have likely already started to complete the assessment and leave. Report to Student Affairs, who will consult with the on-call administrator to determine if, when, and where you can take the exam.

Being late is not necessarily an excused absence. If a student is not excused, the grade for the assessment will be reflective of the course syllabus policy.

### 3.2.1.4 Assessment Absence Policy

Students must take the assessment on the scheduled day and time. However, if a serious situation arises that is beyond the student’s control that may impact the ability to take the assessment at the scheduled time, the student must:

- Email the campus specific Student Affairs staff and course director as soon as possible prior to the assessment date, providing information pertaining to the request.
- Approval will be granted (or not) by Student Affairs and communicated to the Course Director
  - If approval is given, the student will arrange the date and time for the make-up assessment with Student Affairs and the Course Director.
  - Exams cannot be administered earlier than the scheduled date.
- Attendance at any scheduled assessment is expected, until receiving official (emailed written) permission from the Student Affairs Office to reschedule the assessment.
- Once make-up assessment dates and times are scheduled, the assessment will be administered by the Office of Student Affairs on the student’s campus.
  - It is the responsibility of the student to ensure that arrangements for a make-up assessment are scheduled.
- Make-up assessments (when appropriate) may be a different test or different format than the original assessment.
- If a student misses the scheduled assessment, whether the originally scheduled assessment or a make-up assessment, without having received permission from Student Affairs, or designee, the student will fail the assessment under the terms of the course syllabus.
- Course Directors will keep track of late students.
  - Late to a single assessment per year = a second chance
  - Late to a second assessment per year = Level 1 Professionalism Warning.
  - Late to multiple assessments per year = a Level 2b Professionalism Warning
  - Students with repeated warnings may be recommended to the disciplinary committee as per the Professionalism Warning Policy.

NOTE: True emergencies or serious illness will be considered for an assessment extension by Student Affairs. In addition, where applicable, a pre-approved assessment extension may be
granted by the Student Affairs in consultation with the Course Directors for reasons involving academic activities.

While a voicemail or email message may begin the process for requesting an assessment extension, this outreach does not constitute a valid excuse to miss an assessment. The student must receive official approval from the campus specific Student Affairs Office, which will be confirmed via email. A message left with another department at the College does not guarantee that an excuse will be approved or disapproved – the student must speak directly with the Student Affairs Officer listed below.

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Michael Lombardo</td>
<td>Patience Mason</td>
<td>Jerry Keeton</td>
</tr>
<tr>
<td>and/ or designee</td>
<td>and/or designee</td>
<td>and/or designee</td>
</tr>
</tbody>
</table>

A message left with another department or faculty member at the College similarly does not confirm that an excuse is approved. Any absence request must be verified by the Student Affairs Office before the scheduled time of the assessment.

3.2.1.5 Emergency School Closings on Assessment Days
In the event of an emergency beyond PCOM’s control, such as inclement weather, the College may delay or reschedule an assessment. When appropriate, the assessment will be rescheduled for later in the day or moved to another day. Therefore, do NOT make travel or personal plans for the same day as an assessment. Students will not be allowed to reschedule an assessment if the assessment must be moved because of such circumstances.

In the event of an emergency closing of a PCOM Campus, announcements will be made on the PCOM Emergency Notification System (P.E.N.S.). Make sure your information is up to date.

Please click on the following links for instructions relating to P.E.N.S.:
- [How to Sign up for the PCOM Emergency Notification System](#)
- [How to Log in or update your password](#)

Do not call the main switchboard for closing information.

Should an assessment be canceled as a result of emergency closings, the canceled assessment will be rescheduled at a later time (which may be on the same day as another scheduled assessment). Subsequent assessments are administered on the original date scheduled.

3.2.2 M3-M4 CORE CLERKSHIP EXAM POLICIES
The Office of Clinical Education on the Georgia campuses and Philadelphia Campus will coordinate all matters related to the COMAT examination administration and policies associated with third- and fourth-year clerkships.

All COMAT exams must be taken on the date designated for testing. If a student, for whatever reason, cannot take the exam on the assigned day, the student must contact the Office of Clinical Education on their respective campus at least one week prior to the scheduled date of
the COMAT to request an excused absence and to reschedule the exam. Failure to obtain an
excused absence prior to the scheduled exam date and time will result in an automatic failing
grade for the exam.

Students may obtain information related to third- and fourth-year clerkship examination
policies in the Clinical Clerkship Manual. The Clinical Clerkship Manual is posted on
myPCOM and Blackboard separately for Philadelphia students and Georgia students. Refer any
questions you may have to the Office of Clinical Education on your campus.

3.2.2.1 COMAT Scheduling

All COMAT exams must be taken on the scheduled date
- If a student, for whatever reason, cannot take the exam on the assigned day, the student
  must contact the Office of Clinical Education one week prior to the exam to obtain an
  excused absence.
- Failure to obtain an excused absence for missing the COMAT Exam will result in an
  automatic failing grade for the exam.
  - See above on resolving a failed COMAT

3.2.2.2 Excused Absence for COMAT Exams

The student must provide a doctor’s note for an absence due to illness and submit the note to the
Office of Clinical Education. A student with an excused absence must take the exam within six
weeks of the date of the missed exam. Make-up exams are by appointment only. Any student
who does not make up the exam within six weeks or fails the make-up exam must repeat that
clerkship during their next elective period.

3.2.3 ADA ASSESSMENT ACCOMMODATIONS

The Office of Student Affairs provides exam administration support to the faculty of students
who have been approved to receive exam accommodations. Exam accommodations are only
available to students who have followed PCOM’s Disability Accommodation Request Process.

Students should refer to the “Student Disability Services and Testing Accommodations” on
MyPCOM (https://my.pcom.edu/web/home/studentresources-stu) for additional guidance and
process.

Once approved, it is the responsibility of the student to share the approved accommodation with
the course and administrative directors.

Having an approved accommodations memo does not imply accommodations will
automatically be applied to assessments. Students who wish to utilize/access the offer of
accommodations must indicate the assessments (quiz, exam, practical and/or lab) for which
they want to utilize their approved accommodations. Students can select to not apply
accommodations to assessments. The student must receive official acknowledgement for the assessment(s) to which accommodations will be applied from the campus specific Office of Student Affairs via email.

<table>
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<tbody>
<tr>
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</tr>
<tr>
<td>Stephanie Gallagher</td>
<td>Shubha Kayarthodi</td>
<td>Neva Thompson</td>
</tr>
<tr>
<td>Meshonea Fox</td>
<td>Ashley Jones</td>
<td></td>
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</tbody>
</table>

3.3 GRADE REPORTING

3.3.1 M1 AND M2 COURSE GRADE REPORTING

Official grades can be found on the student’s transcript, which is posted on my.pcom.edu under the “Self-Service” link.

Students who require additional time to complete coursework must seek the approval of both Student Affairs and the Course Director on their campus. When special circumstances warrant, the instructor may issue a grade of incomplete. Please see the Academic Catalog section on Grades and Grading in the DO Program for more information.

3.3.2 M3-M4 CLERKSHIP GRADE REPORTING

Grades and evaluation forms are maintained electronically and are available for student review upon request.

It is the student’s responsibility to be aware of all grades entered on their permanent record. Clerkship grades are posted on the student’s academic record as the evaluations are received and grades are assigned by the Associate Dean of Clinical Education at the respective campus.

3.4 ACADEMIC DEFICIENCY

Any student who fails a course or clerkship will have 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. A failure of any course in M1 or M2 course will be referred to SPEC for decisions about eligibility to remediate. Recommendations from SPEC for fewer than ten credits do not go to the Dean for approval. Remediation of ten or more preclerkship courses (cumulatively regardless of successful remediation) will be evaluated by the Dean. Student standing may be impacted by barriers encountered.
3.4.1 PRECLERKSHIP BARRIERS TO PROGRESSION: M1 (2026)

- A student who fails any preclerkship course totaling less than ten credits either in one term or cumulatively regardless of prior successful remediation during M1 or M2 must meet with SPEC to discuss their course of action.
- A student who fails ten or more preclerkship credits during M1, either in one term or cumulatively regardless of prior successful remediation must meet with SPEC to discuss their course of action.
- Any student who fails a total of 10 or more preclinical credits in M1 cumulatively, is liable for dismissal.

3.4.2 PRECLERKSHIP BARRIERS TO PROGRESSION: M2 (2025)

- A student who fails ten or more preclerkship credits during M2 and/or in combination with M1, either in one term or cumulatively, regardless of successful remediation of prior courses must meet with SPEC to discuss their course of action.
- A student who fails any mandatory remediation during M1 or M2 will receive an F on their transcript for that course. The student’s overall academic performance along with remediation exam performance will be further reviewed by the Student Progress and Evaluation Committee (SPEC).
- Any student who fails a total of 10 or more preclinical credits in M1 and or M2, cumulatively, is liable for dismissal.
- To advance into M3 from M2, see the section on promotion to M3.

3.4.3 CLERKSHIP BARRIERS TO PROGRESSION: M3-M4 (2024 & 2023)

- A student who fails One clerkship during M3/M4 must meet with the Associate Dean of Clinical Education to discuss a possible Leave of Absence, withdrawal, or advancement to the next rotation with mandatory repetition of clerkship.
- A student who fails Two clerkships during M3, must meet with the Associate Dean of Clinical Education and SPEC to discuss repetition of the year.
- A student who fails Two clerkships during M4, must meet with the Associate Dean of Clinical Education and SPEC to discuss a possible Leave of Absence, withdrawal, repetition of clerkships, or the potential for a dismissal.
- To advance into M4 from M3, see the section on promotion to M4.

3.4.4 PRECLERKSHIP COURSE REMEDIATION

3.4.4.1 Eligibility

A failure of any courses in M1 or M2 year will be referred to SPEC for decisions about eligibility to remediate. Remediation of preclerkship courses may be evaluated by the Dean when cumulative credit failures exceed 10 credits, regardless of prior successful remediation.

Students who are eligible for remediation are technically no longer in good standing. Depending on the number of courses that will be remediated, a student’s academic standing will be concern/warning or probation.
3.4.4.1.1 Preclerkship remediation by means other than written assessment

Students may be permitted to repeat a year to better demonstrate competency in M1/M2 courses. Repeating a year must be a recommendation from the SPEC and is dependent on the student's cumulative record.

Repeating a year may be recommended with failures of ten or more preclerkship credits throughout M1 and M2 regardless of prior remediation status or academic status.

3.4.4.1.2 Requirements when repeating Failed Courses

Students who are repeating courses during M1 or M2 in the following academic year will be required to re-enroll in the Osteopathic Principles and Practice (OPP) and the Primary Care Skills (PCS) courses for a grade during the terms they are repeating parallel courses.

3.4.4.2 Successful Remediation

Successful remediation via a comprehensive examination occurs when a student achieves a 70 or higher. Successful remediation means a student will be permitted to continue their studies in sequence. Students will receive a C* on their transcript.

Unsuccessful remediation via a comprehensive exam means a student has achieved lower than a 70 and will be referred back to SPEC for additional course of action.

Successful remediation of a course via repetition will occur if a student achieves a 70 or higher. This will be reflected on the student transcript with both the original grade of F and the newly earned grade. The newly earned grade will be used to calculate the student’s GPA.

3.4.4.3 Timeline For Remediation

Notification

Students are required to keep track of their own grades over the course of a term and be mindful of the potential need to remediate. Courses that end prior to the end of a term will have grades posted to transcripts before the timing of a formal notification of permission to remediate is possible. When a course ends during finals week, the final exam score will be revealed as a raw score immediately, to alert the student if they potentially need to remediate. If a student receives a failed course grade and/or failed final exam score, a student should prepare to remediate while they await formal permission.

A failure of any course in M1 or M2 course will be referred to SPEC for decisions about eligibility to remediate. Recommendations from SPEC for fewer than ten credits do not go to the Dean for approval. Students who fail fewer than ten credits and are permitted to remediate will receive a notification by return receipt email from the SPEC Committee and or administrative dean during the intercession. Students should not plan to be away during the relevant remediation week if there is any chance that they will remediate.

3.4.4.4 Save The Dates For Remediation

Exams will be scheduled during the first week back of classes with the date listed in the email. Dates are derived from the campus schedules.
Students will be notified by the Friday following the end of term about their ability to remediate courses from that term.

- NOTE: courses may be shorter than a full 13 week term. Short courses will report a failure on the transcript to be calculated towards the 10 credit maximum in M1 and M2 total.
  - If a student fails a short class, the student should prepare as if they are granted permission to remediate and show up to the first date scheduled for the remediation of a course at the end of the term.
  - If there is doubt, a student should prepare as if they are granted permission to remediate and show up to the first date scheduled for the remediation of a course.
  - If the 10 credit threshold is reached mid-term, the student may be barred from progressing.

- Courses requiring remediation during T1 and T2 must be remediated no later than the Friday of the following term, except when noted specifically for a third exam in M1T1 due to Thanksgiving Break; If the need to remediate occurs in T3, it must occur at the end of the academic year.
- Remediation of longitudinal courses may have special requirements defined in the course materials.
- See the Policy on Remediation
- Student Affairs and ADA accommodations follow same policies as regular assessments.

**Remediation Save The Dates M1T1:**

- Remediating one M1T1 course will occur the first Monday of M1T2.
- Remediating two M1T1 courses will occur the first Monday and Wednesday of M1T2.
  - Permission to remediate the second course is contingent upon successfully passing the Monday remediation.
- Remediating three M1T1 courses will occur the first Monday, Wednesday, and subsequent Monday of M1T2, due to the Thanksgiving break.
  - Permission to remediate the third course is contingent upon successfully passing the Monday and Wednesday remediations.

**Remediation Save The Dates M1T2:**

- Remediating one M1T2 course will occur the first Monday of M1T3.
- Remediating two M1T2 courses will occur the first Monday and Wednesday of M1T3.
  - Permission to remediate the second course is contingent upon successfully passing the Monday remediation.
- Remediating three M1T2 courses will occur the first Monday, Wednesday, and Friday of M1T3.
  - Permission to remediate the third course is contingent upon successfully passing the Monday and Wednesday remediations.

**Remediation Save The Dates M1T3:**

Accounting for a week of finals, then a week to verify eligibility, the student will be notified of the potential to remediate by the Friday after the week of finals. (e.g., June 2, 2023 Friday of
finals, student notified by June 9, 2023, to remediate the following remediation week (June 12-June 16, 2023.)

**Remediating one M1T3 course will occur the first Monday of M1 Remediation week.**
- Remediating two M1T3 courses will occur the first Monday and Wednesday of M1 remediation week.
  - Permission to remediate the second course is contingent upon successfully passing the Monday remediation.
- Remediating three M1T3 courses will occur the first Monday, Wednesday, and Friday of M1 remediation week.
  - Permission to remediate the third course is contingent upon successfully passing the Monday and Wednesday remediations.

**Remediation Save The Dates M2T1:**

**Remediating one M2T1 course will occur the first Monday of M2T2.**
- Remediating two M2T1 courses will occur the first Monday and Wednesday of M2T2.
  - Permission to remediate the second course is contingent upon successfully passing the Monday remediation.
- Remediating three M2T1 courses will occur the first Monday, Wednesday, and Friday of M2T2.
  - Permission to remediate the third course is contingent upon successfully passing the Monday and Wednesday remediations.

**Remediation Save The Dates M2T2:**

- Remediating one M2T2 course will occur the first Monday of M2T3.
- Remediating two M2T2 courses will occur the first Monday and Wednesday of M2T3.
  - Permission to remediate the second course is contingent upon successfully passing the Monday remediation.
- Remediating three M2T2 courses will occur the first Monday, Wednesday, and Friday of M2T3.
  - Permission to remediate the third course is contingent upon successfully passing the Monday and Wednesday remediations.

**Remediation Save The Dates M1T3:**

Accounting for a week of finals, then a week to verify eligibility, the student will be notified of the potential to remediate by the Friday after the week of M2T3 finals. (April 28, 2023 Friday of finals, student notified by May 5, 2023, to remediate the following remediation week (May 8-12, 2023.)

- Remediating one M2T3 course will occur the first Monday of M2 Remediation week.
- Remediating two M2T3 courses will occur the first Monday and Wednesday of M2 remediation week.
  - Permission to remediate the second course is contingent upon successfully passing the Monday remediation.
- Remediating three M2T3 courses will occur the first Monday, Wednesday, and Friday of M1 remediation week.
○ Permission to remediate the third course is contingent upon successfully passing the Monday and Wednesday remediations.

3.4.5 CLINICAL CLERKSHIP REMEDIATION

Remediation of a clerkship may be available and granted by the Associate Dean of Clinical Education. A failure of two clerkships will be referred to SPEC.

- Core clinical clerkship may not be remediated and must be repeated
- Repeating a year may be recommended with failures of two core clinical clerkships.

Should a student receive a failure, an “F” will be recorded on the student’s official transcript and the clerkship must be repeated during a vacation/elective period of the current clinical year. If the student has already taken vacation, the make-up will be scheduled during the first available elective slot and the elective missed because of this rescheduling will also be made-up within that clinical year or before graduation (whichever is sooner).

After satisfactory completion of the clerkship, a “P” will be added to the transcript for the repeated rotation, and the final grade for the initially failed rotation will be changed to a remediated pass, “P*” on the transcript.

NOTE: All M3 clinical clerkships must be completed before any M4 clerkships can begin.

3.5 COURSE ATTENDANCE / ABSENCE POLICY

Individual course directors may set attendance standards for their specific course, including the designation of mandatory lectures, labs, or other activities, and may implement in-class quizzes or record attendance. For learning activities scheduled and delivered on-line, attendance and participation may be recorded. Acceptable excused absences are outlined in the General Student Handbook.

Attendance is required in all laboratory sessions, remedial assignments, skills training sessions, small-group sessions, active learning sessions, clinical correlations, standardized patient exercises, simulation experiences, and clinical clerkships. Additional clerkship attendance requirements are detailed in the Clerkship Manual, along with mandatory online assignments that are an essential component of blended learning.

3.5.1 M1-M2 EXCUSED ABSENCES

To request an excusal from a mandatory session such as PCS, OPP, CRIBs, etc., students must contact the Student Affairs Representative on their respective campus and fill out an application form. If the request is approved by Student Affairs, follow-up steps will be coordinated in consultation with the Course Director. Extended absences for illness, family emergencies, etc., must always be approved by the Office of Student Affairs on the student’s campus.
3.5.2 M3-M4 EXCUSED ABSENCES

A student may have a maximum of four days of excused absences in a four week clerkship; no more than 2 days excused absences in a two week clerkship. Third- and fourth-year students must report and document any missed attendance/absence to the Office of Clinical Education on their respective campus. If a student has any questions about a requested absence, the student should contact the Office of Clinical Education. The relevant office may contact, for consideration, the clinical site and/or the clerkship director.

If a student becomes ill or undergoes any surgical procedure, the illness or surgery must be reported to the attending physician/preceptor to whom the student is assigned and to the relevant Office of Clinical Education. A doctor’s note must be provided, and medical clearance to return to rotations must be secured before the student will be allowed to return to clerkship rotations. A copy of this note must be sent to the relevant Office of Clinical Education after three days.

3.6 STUDENT PROGRESS & EVALUATION COMMITTEE (SPEC)

Student academic achievement is monitored periodically throughout every academic term by the Student Progress Evaluation Committee (SPEC), which is a committee of faculty and administrative personnel appointed by the Deans of all campuses. The SPEC monitors the academic performance of students who fail a course(s) and perform consistently low within the class. The SPEC may:

- Meet with individual students to discuss issues that affect the student’s success and to recommend strategies for improvement.
- Recommend a written status of warning for students whose academic record is of Concern.
- Recommend a written status of Probation for students whose academic record requires close monitoring and intervention strategies.
- Provide recommendations to the campus Dean for students who are not in academic good standing and who have failed multiple courses of ten credit hours or greater.
  - Please also review the general student handbook on Academic Standing.

3.7 MEDICAL STUDENT PERFORMANCE EVALUATION (MSPE)

The Medical Student Performance Evaluation (MSPE) is an evaluation of each student compared to the graduating cohort. All medical schools with students entering the National Resident Matching Program (NMRP) match must use the MSPE format.

Each student must meet the deadlines established by PCOM for submission of any information needed for the MPSE and must have completed core clerkships in order for PCOM to be able to submit a complete MPSE into their ERAS application.
The MSPE is a 7-page evaluation and includes information about the following:

- 3 Noteworthy Characteristics – drafted by student
- Professionalism performance compared to cohort from clerkship evaluations
- Pre-clerkship GPA compared to cohort
- Performance in clerkships compared to cohort
- Clerkship sites and locations
- COMLEX-USA and USMLE (optional) performances
- Preceptor “overall” comments
- Overall evaluation level (adjective) compared the cohort

3.7.1 MSPE EVALUATIVE PROCESS

The MSPE process at Philadelphia College of Osteopathic Medicine assigns an evaluation level descriptor to each student based on a rubric that includes pre-clerkship grade point average and M3 core clerkship performances; COMLEX-USA Level 1 performance; leadership, service, and research contributions. COMLEX-USA Level 2 CE and USMLE Step scores, if available, are considered as “added value” in the final determination. This process creates a distribution of ratings which allows PCOM to differentiate the highest performing students from those that perform adequately and creates a more balanced distribution of the categories of performance. Based upon the algorithm process, students are described as Distinguished, Outstanding, Superior, Excellent, Very Good, or Good.

3.7.2 SUMMATIVE EVALUATION OF EACH STUDENT

A summary of each student is provided in the areas of academics; medical knowledge and clinical skills; communication and interpersonal skills; and leadership, service and research.
4.0 Promotion

4.1 ACADEMIC STANDING, STATUS, AND PROMOTION

4.1.1 ACADEMIC STANDING

The academic catalog provides the current description of academic standings.

The Academic Standing Policy #7.005 describes the conditions of student status in all programs in the university. Each academic program maintains specific policies related to academic standing, promotion and dismissal. The academic standing policies for the DO degree program is explained in this handbook.

4.1.1.1 Academic Good 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. Students in good academic standing are expected to:

- Maintain acceptable standards of academic performance based on published expectations.
- Maintain acceptable ethical, moral, personal and professional conduct.
- Abide by PCOM policies, rules, and regulations.
- Fulfill legal or financial obligations to PCOM.

4.1.1.2 Academic Concern/Warning

This status arises when a student’s academic performance becomes a concern to the faculty and administration. This status may be applied for the following:

- One or more course failures equaling up to 3.5 total credit hours in a term.
- Cumulative GPA below 2.5.
- Failure of one clerkship rotation

A student in this status will be required to meet with faculty and discuss opportunities for success. They may be recommended to attend class in-person, relinquish leadership positions, and/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 standing. To return to good standing after academic probation a student must have completed enough courses such that their GPA has increased to greater than 2.5 and if resolving a failed course, the student must complete an entire term with no additional failures and no additional remediations.

While in academic concern, a student is ineligible to enroll in any elective courses.
4.1.1.3 Academic Probation

A student’s academic performance warrants sensitive academic monitoring and an improvement plan; it becomes part of the student’s academic record until the issue is resolved. This status may be applied by the Student Progress and Evaluation Committee (SPEC) and/or Dean for:

- One or more course failures equaling greater than 3.5 and less than 10 credits across all pre-clerkship terms
- Failure of a national board examination.
- Failure of two clerkship rotations.

Students in a probation status may be recommended to remediate one or more courses. Recommendations for multiple failures are dependent 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 at the discretion of the Campus Dean. To return to good standing after academic probation a student must have completed enough courses such that their GPA has increased to greater than 2.5 and the student must complete an entire term with no additional failures and no additional remediations. See section on barriers to progression for additional details.

While in academic probation, a student is ineligible to enroll in any elective courses.

4.1.1.4 Dismissal

Action, after review of the academic deficiency or deficiencies of a student by the Student Academic Progress and Policy Committee, whereby a student may be dismissed from the academic program of the College.

4.1.2 STATUS

Academic status – for the purpose of academic records maintained by the Offices of the Registrar and Financial Aid, a student’s status is active, on a leave of absence, withdrawn from the program, or graduated.

4.1.2.1 Matriculation And Retention Policy

The Doctor of Osteopathic Medicine program is a four-year program for which completion of the program cannot exceed six years of programming from the date of initial matriculation. In accordance with federal financial aid guidelines, a Leave of Absence from the program does not count toward the six years for completion.

The following statuses count toward the six years for completion:

- Repeating a year
- A remedial year
- A research year
- Falling below full-time status.
4.1.2.2 Leave Of Absence

A Leave of Absence (LOA) is a temporary period of time (not to exceed one year) during which a student is not enrolled in the degree program at PCOM. It is a way for students who are experiencing out-of-the-ordinary circumstances to take time off from schoolwork. It is not a vacation. A leave of absence might be voluntary or mandatory, might occur while a student is in good standing or on academic probation, or might be associated with a medical condition. Common reasons are childbirth, adoption, caring for an ill family member, serious health conditions, and/or other emergencies, among other things.

Information on the Leave of Absence request process is provided in the PCOM General Student Handbook and on the registrar website. In addition to the implications of taking an LOA that are described in the General Student Handbook, this handbook refers to specific considerations for the DO Program. A Leave of Absence cannot be more than one year in length. (See Extension to Leave of Absence.) A leave of absence cannot be granted in the last two weeks of a term.

4.1.2.2.1 Initiating A Voluntary Leave Of Absence

To initiate your own Leave of Absence request, the form that needs to be completed in the process can be found on the MyPCOM website, through the registrar’s department and this link. Once initiated, you will be asked to meet with a member(s) of the academic administration to discuss the reasons, alternative options, and potential length of LOA before it goes through the remaining queue in the approval process. Final approval will be made by the local program Dean.

4.1.2.2.2 Involuntary Leave of Absence

There is no need to fill out a form when the school has decided that a student will take a leave of absence. In this instance, the process will be started for the student by the academic leadership.

4.1.2.2.3 Leave Of Absence Implications

When a student is on a Leave of Absence, the student:

- Is not enrolled at the institution.
- Will not be able to receive financial aid for the duration of the leave.
- Will not be eligible for an In-School Loan deferment.

Financial Aid Eligibility

Students will be given 150% of the time it would take a student to complete the program as detailed in the school’s course catalog. Any term in which a student is enrolled counts toward the student’s 150% regardless of whether the student receives federal financial aid. Students should consult with the Financial Aid Office to discuss the financial implications of being on a Leave of Absence.

4.1.2.2.4 Returning from LOA in Clerkship Years

Return to Table of Contents
The student, upon return from a Leave of Absence, will be required to work with the Senior Program Manager of Medical Education (by contacting the Provost’s Office) and the Associate Deans of Clinical Education to construct a new schedule of clerkships based on availability and resources at that time.

Students enrolled in the DO program should be aware of the following potential implications:

1. Graduation may be delayed
   a. If an LOA occurs in M3 or M4, residency applications and Match may be affected.
   b. If graduation requirements cannot be fulfilled prior to July 1 of the intended graduation year, eligibility to participate in a residency Matching program may be compromised.

2. The reason for the LOA will be reflected on the Medical School Performance Evaluation (MSPE).

4.1.2.5 Extension to Leave of Absence

Should additional time be requested beyond one year, a student must make a request to the campus Dean. Any Leave of Absence that extends beyond one year either singularly or in toto must be approved by the Senior Vice President for Academic Affairs. Any approved extension is submitted to the Senior Program Manager of Medical Education. A student cannot be granted a Leave of Absence for more than four consecutive or cumulative years. Any student who has been on a leave for four (consecutive or cumulative) years will be withdrawn from the program.

4.1.2.3 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.

4.1.3 ACADEMIC PROMOTION

4.1.3.1 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 successful remediation.
    - A failure of any courses in M1 or M2 year will be referred to SPEC for decisions about eligibility to remediate. Remediation of preclerkship courses may be evaluated by the Dean when cumulative credit failures exceed 10 credits, regardless of prior successful remediation.
    - See section on barriers to progression.
  - 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.

4.1.3.2 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 successful remediation.

■ A failure of any courses in M1 or M2 year will be referred to SPEC for decisions about eligibility to remediate. Remediation of preclerkship courses may be evaluated by the Dean when cumulative credit failures exceed 10 credits, regardless of prior successful remediation.

■ See section on barriers to progression.

● AND demonstrated readiness for COMLEX Level 1 through current mechanisms (i.e. COMSAE performance or other exam)
  o COMLEX Level 1 exam taken by end of Block #1 of the clinical clerkship year for the class of 2024.
  o COMLEX Level 1 exam successfully passed by: Please return after the winter quarterly review for official dates for the class of 2025.

● 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.

4.1.3.3 M3-M4 Promotion

● A student may be promoted to M4 with successful completion of COMLEX Level 1.
● Successful completion of all clerkships including COMAT examinations.
● See section on barriers to progression.

4.3 NATIONAL LICENSING BOARD EXAM POLICIES

4.3.1 COMLEX LICENSING EXAMS

Passing the Comprehensive Osteopathic Medical Licensing Examinations (COMLEX-USA) Level 1, Level 2 CE and Level 2 PE\(^1\) is a graduation requirement for each candidate for the degree of Doctor of Osteopathic Medicine. COMLEX-USA examinations are administered by the National Board of Osteopathic Medical Examiners (NBOME).

Students are eligible to take COMLEX-USA Level 1 beginning in the spring of the second year and are eligible to take COMLEX-USA Level 2 CE and Level 2 PE any time after passing COMLEX-USA Level 1. Deadlines\(^2\) vary based on your anticipated graduation date including off cycle students.

4.3.1.1 COMLEX-USA Dates for Completion

| Class of 2025 Dates for COMLEX in fulfillment of DO Graduation Requirements |

\(^1\)IMPORTANT: Note that at the time this Handbook was written, the COMLEX Level 2 PE exam had been put on an indefinite suspension. Please check on the NBOME website for any current updates with respect to the COMLEX Level 2 PE Board exam.

\(^2\)This handbook will undergo scheduled quarterly reviews to update any important dates based on licensure exams.
<table>
<thead>
<tr>
<th>Exam</th>
<th>Eligible to Take Exam</th>
<th>Deadline to 1st Take Exam</th>
<th>Deadline to submit passing score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Upon demonstration of readiness</td>
<td><em>To Be Determined by the Winter Quarterly review</em></td>
<td><em>To Be Determined by the Winter Quarterly review.</em></td>
</tr>
</tbody>
</table>
| Level 2 CE | Successful completion of Level 1
*Highly recommended*: Successful completion of all M3 cores | No later than the M4 Clerkship #2 Week #2 | *Estimated 1/31 of graduation year* |
| Level 2 PE | Successful completion of Level 1
*Highly recommended*: Successful completion of all M3 cores | To Be Announced | *Estimated 1/31 of graduation year* |

### Class of 2024 Dates for COMLEX in fulfillment of DO Graduation Requirements

<table>
<thead>
<tr>
<th>Exam</th>
<th>Eligible to Take Exam</th>
<th>Deadline to 1st Take Exam</th>
<th>Deadline to submit passing score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Upon demonstration of readiness</td>
<td>End of Clerkship #1, July 1, 2022 Required</td>
<td>End of M3, Clerkship #12</td>
</tr>
</tbody>
</table>
| Level 2 CE | Successful completion of Level 1
*Highly recommended*: Successful completion of all M3 cores | No later than the M4 Clerkship #2 Week #2 | *Estimated 1/31 of graduation year* |
| Level 2 PE | Successful completion of Level 1
*Highly recommended*: Successful completion of all M3 cores | To Be Announced | *Estimated 1/31 of graduation year* |

### Class of 2023 Dates for COMLEX Level 1 in fulfillment of DO Graduation Requirements

<table>
<thead>
<tr>
<th>Exam</th>
<th>Eligible to Take Exam</th>
<th>Deadline to 1st Take Exam</th>
<th>Deadline to submit passing score</th>
</tr>
</thead>
</table>
| Level 1 | Upon demonstration of readiness | *Highly Recommended*
On or before 7/9/21 | End of M3, Clerkship #12 |

### Class of 2023 Dates for COMLEX Level 2 in fulfillment of DO Graduation Requirements

<table>
<thead>
<tr>
<th>Exam</th>
<th>Eligible to Take Exam</th>
<th>Deadline for on time MSPE Score Reporting</th>
<th>Deadline to submit passing score</th>
</tr>
</thead>
</table>
| Level 2 CE | Successful completion of Level 1
*Highly recommended*: Successful completion of all M3 cores | No later than the M4 Clerkship #2 Week #2 | *Estimated 1/31 of graduation year* |
| Level 2 PE | Successful completion of Level 1
*Highly recommended*: Successful completion of all M3 cores | To Be Announced | *Estimated 1/31 of graduation year* |

In addition to PCOM’s COMLEX policies, changes are occasionally made by the NBOME, and it is incumbent upon students to be aware of stipulations regarding COMLEX-USA scoring, attempts, etc. For details, visit [www.nbome.org](http://www.nbome.org).

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3 **Class of 2024**: Students in good standing who have not scheduled and sat for the COMLEX Level 1 by July 1, 2022 must contact the Associate Deans of Clinical Education for their respective campus.

4 Any score reported after this date means the student will be ineligible for the ERAS Match.
4.3.1.2 COMLEX-USA Level 1 Readiness

4.3.1.2.1 Class of 2024

The COMLEX Readiness Program for the 2021-22 Academic Year (Class of 2024) was designed to assist students at risk of poor performance on COMLEX-USA Level 1. This readiness program began in July 2021. Metrics used to assess risk of poor performance included but were not limited to student grades in courses, particularly on written exams, throughout the didactic years (M1 and M2), class rank, and assessment exams from outside sources including the NBOME.

In general, students with an average of 75% and below on written exams during their M1 year were selected for the COMLEX Readiness program at the start of M2T1. Additional students who experienced academic difficulty in the M2 year, as indicated by test grades averages of 75% or below or scoring in the bottom 15% on other assessment exams may also be assigned to the program. Additional students were also included after taking their COMSAE exams in March 2022. Requirements for the program were determined by faculty and administrative leadership. Program requirements included, but are not limited to, required participation in a PCOM endorsed formalized comprehensive board preparatory program (aka Boards Boot Camp), attendance at study strategy sessions, tutoring sessions, content reviews, and/or assigned work in question banks and meetings with faculty mentors.

Successful completion of the COMLEX Readiness Program is determined by the administrative leadership as appropriate for the student’s year of training, based on improvement in scores on question banks, and by internal and/or external cumulative assessment exams.

Students in the COMLEX Readiness Program may be encouraged to delay taking COMLEX-USA Level 1 until they have successfully completed the program. If a student takes the COMLEX-USA Level 1 without readiness approval, the student may be issued a professionalism warning. Students who do not follow the recommendations of the COMLEX Readiness Team may be reviewed by the professionalism committee and may be placed on a mandatory leave of absence.

4.3.1.2.2 Class of 2025

The COMLEX Readiness Program for the 2022-23 Academic Year (Class of 2025) is designed to assist students at risk of poor performance on COMLEX-USA Level 1. This readiness program begins in January 2023. Metrics used to assess risk of poor performance include but are not limited to student grades in courses, particularly on written exams, throughout the didactic years (M1 and M2), class rank, and assessment exams from outside sources including the NBOME.

In general, students with an average of 75% and below on written exams during their M1 year will be selected for the COMLEX Readiness program at the start of M2T1. Additional students who experience academic difficulty in the M2 year, as indicated by test grades averages of 75% or below or scoring in the bottom 15% on other assessment exams may also be assigned to the program. Requirements for the program are determined by faculty and administrative leadership. Program requirements may include but are not limited to required participation in a PCOM endorsed formalized comprehensive board preparatory program (aka Boards Boot Camp).
Camp), attendance at study strategy sessions, tutoring sessions, content reviews, and/or assigned work in question banks and meetings with faculty mentors.

For a student to be released and endorsed to take the COMLEX-USA Level 1, a student will need to demonstrate readiness by obtaining a certain score on their COMSAE. Please return after the winter quarterly review for specific dates and performance indicators.

Successful completion of the COMLEX Readiness Program is determined by the administrative leadership, as appropriate for the student’s year of training, based on improvement in scores on question banks, and by internal and/or external cumulative assessment exams.

4.3.1.2.3 COMLEX-USA Level 1 Accommodation

Please return after the winter quarterly review for specific dates and performance indicators.

We recommend that all students have a scheduled date for COMLEX-USA Level 1 prior to July 1. If a student applies for accommodations and it is granted by NBOME, the date can be moved. If not granted, the student will be secured for a date as per the Handbook by the deadline of July 1.

Students need to submit written proof that they have applied for an accommodation through the NBOME and that their application is complete and under review (screenshot, email verification etc). While the NBOME states that the students should not schedule a date for the exam until they receive their approval or denial, the following is also true.

- A student with an open request for accommodation may schedule their exam.
  - If their request is not approved, the student still has their date.
  - If a student appeals the decision, the whole process begins anew.
- HOWEVER, if their request is approved, they MUST cancel that date and they MUST re-purchase the exam on their NBOME dashboard
  - The NBOME provides a voucher if it is within 30 days of their scheduled exam.
- At that point, the student is registered but not scheduled, with no date.
- The approved student must notify the Accommodations office at the NBOME that they have completed this process.
- Accommodations then adds the approved accommodation and the student is provided with a special number with Prometrics to schedule their exam at a time and place that can provide the approved accommodation.

Based on the Class of 2024, you should at present plan for taking the COMSAE in March 2023 (first attempt) and April 2023 (second attempt if necessary). Those students who are unsuccessful at attaining a score of 380 or higher on the first attempt, will be provided a second opportunity to qualify on. To qualify for COMLEX-USA Level 1 via the second attempt, a student will be required to attain a score of 450 or higher. If the student does not meet the minimum score requirement (either 380 by COMSAE #1 or 450 by COMSAE #2), they will remain enrolled in the COMLEX Readiness Program. If a student has not demonstrated readiness for COMLEX-USA Level 1 by COMSAE #2, the student must enroll into the Boards Boot Camp program and continue to be monitored by the COMLEX Readiness team. Performance below 380 on COMSAE #1 by students who were not selected for the COMLEX Readiness Program at the start of M2T1 may determine if they will be placed in the COMLEX Readiness Program during M2T3.
4.3.1.3 COMLEX-USA Level 1 Policy to enter and return to Clerkships

4.3.1.3.1 Class of 2024:
A student must have satisfactorily completed all M1-M2 course work, demonstrated readiness for COMLEX-USA Level 1, and should have taken COMLEX-USA Level 1 by the end of Block #1 of M3 (I2C) to continue into rotations into Block #2 of the M3 year. A student who has demonstrated readiness for COMLEX-USA Level 1, but whose score has not been reported, may begin clerkship training.

To enter clerkship, the Class of 2024 student must meet the following criteria:

1. Satisfactorily complete all coursework requirements of M1 and M2
2. Demonstrate readiness for COMLEX-USA Level 1
3. Complete the COMLEX-USA Level 1 Examination by the end of the Introduction to Clerkship (I2C) course (July 1, 2022)

Conditions:

● If a student has demonstrated readiness for COMLEX-USA Level 1 and is unable to take the exam because of compelling or extenuating circumstances beyond their control, the student may petition the Associate Dean of Clinical Education for a conditional accommodation.
● If a student is deemed not ready to take COMLEX-USA Level 1 by the July 1, 2022 deadline, the student will be:
  1. Placed on a mandatory academic leave of absence to continue to prepare for the COMLEX-USA Level 1
  2. Will not be allowed to begin clerkships.
  3. Required to demonstrate readiness, after which the student will be recommended to take COMLEX-USA Level 1, complete the examination, and enter clerkships.
● If a student has started clerkships, taken, and not successfully passed COMLEX-USA Level 1, the student:
  1. is required to immediately report the failing score to the Associate Deans for Clinical Education
  2. will be referred to the Student Progress Evaluation Committee
  3. may be counseled to elect a voluntary academic leave of absence
  4. may be recommended to enroll, at their own expense, into a PCOM endorsed formalized comprehensive board preparatory program.
  5. may be counseled by the administrative leadership to determine readiness for the additional attempt. Once readiness is demonstrated, the student is released to take COMLEX-USA Level 1.
● If a student has not successfully passed COMLEX-USA Level 1 by the end of M3, the student will be
  1. Placed on a mandatory academic leave of absence
  2. May not resume clerkship activities without presenting a passing score in both COMLEX-USA Level 1, COMLEX-USA Level 2 CE, and COMLEX-USA Level 2 PE (if reinstated).
4.3.1.3.2 Class of 2025:  

Please return after the winter quarterly review for specific dates and performance indicators⁶.

To enter clerkship, the Class of 2025 student must meet the following criteria:

1. Satisfactorily complete all coursework requirements of M1 and M2  
2. Demonstrate readiness for COMLEX-USA Level 1  
3. Complete and Pass the COMLEX-USA Level 1 Examination by a date to be determined by the winter review.

Additional conditions will be provided by the winter review.

4.3.1.3.3 Returning to Clerkships M3 post LOA by passing Level 1

A student who has been placed on a Leave of Absence for not submitting a passing COMLEX-USA Level 1 score by the end of the third year⁷ will not be able to return to clerkships until a passing score is received for ALL required licensure exams (COMLEX Level 1 and Level 2 CE; at the time of writing this handbook, Level 2 PE was on permanent suspension). Once the student receives passing scores of all exams, the student MUST schedule a meeting with the appropriate Associate Dean of Clinical Education, to discuss when to return to clerkships.

The student will meet with the respective campus Associate Dean of Clinical Education and the Senior Program Manager to construct a new schedule of clerkships based on availability and resources at that time.

Students returning to clerkships will be placed in the first available clerkship at the start of the next rotation (week 1).

NOTE: Students will not be permitted to perform any fourth-year clerkships until after ALL third-year clerkships are completed.

4.3.1.5 COMLEX-USA Level 2 Policies to remain in or return to clerkships

4.3.1.5.1 COMLEX-USA Level 2 CE

⁶At present, students should anticipate sitting for COMLEX-USA Level 1 by the beginning of Block #1 of M3 to continue into rotations in to Block #2 of the M3 year: Additional verification will be provided by the winter review of this handbook. A student who has demonstrated readiness for COMLEX-USA Level 1, but whose score has not been reported, may begin clerkship training.

⁷If a student is put out on a LOA after their 12th clerkship (usually Block #12) of their M3 year, they are required to take both Level 1 and Level 2 CE to be re-matriculated. If extenuating circumstances require that a student go out on LOA prior to completing their 12th clerkship, the student will only be required to take Level 1 to re-matriculate before finishing the outstanding M3 clerkships, followed by an adjusted off-cycle timeline for taking and passing Level 2 CE.
Students are urged to take the COMLEX-USA Level 2 CE exam no later than M4 Block #2, Week #2 of the year before the student anticipates graduating in order to have a score for this exam written in their MSPE. Students MUST receive a passing score for COMLEX-USA Level 2 CE by January 31st of M4 to be eligible to participate in the National Resident Matching Program (NRMP) match.

If a student does not submit a passing score by January 31st of M4, the student:

- Will not be able to continue on clerkships and will be placed on a Leave of Absence.
- Will not be able to return to clerkships until COMLEX-USA Level 2 CE has been passed.

NOTE: Please refer to the NBOME website and/or Bulletin for score release dates. A December 23 of M4 test date was compliant with this due date for the Class of 2022. Dates will vary for the Class of 2023 (see ranges here).

NOTE: A delay in passing COMLEX-USA Level 2 CE may impact a student’s ability to participate in any match program and/or obtain a residency. It may also prevent a student from starting their residency program by July 1.

4.3.1.5.2 Returning to M4 Clerkships post LOA by passing Level 2 CE

A student on a Leave of Absence for not submitting a passing score on COMLEX-USA Level 2 CE by January 31 of M4, will not be able to return to clerkships until a successful passing score is received.

Once the student receives a passing score, the student will meet with the respective campus Associate Dean of Clinical Education and the Senior Program Manager to construct a new schedule of clerkships based on availability and resources at that time to discuss:

- When to return to clerkships.
- Completion of degree and residency start date.
- Scheduling Level 2 PE if the assessment is no longer on suspension.

4.3.1.5.3 COMLEX-USA Level 2 PE Policy

Section 4.3.1.5.3 and its subsections apply only if the Level 2 PE is no longer on suspension by the beginning of a student’s M4 year.

Students will need to take COMLEX-USA Level 2 PE prior to December 31 of M4.

If a student does not take COMLEX-USA Level 2 PE by December 31 of M4 the student:

- would be removed from clerkships and placed on a Leave of Absence.

8IMPORTANT: Note that at the time this Handbook was written, the COMLEX Level 2 PE exam had been put on an indefinite suspension. Please check on the NBOME website for any current updates with respect to the COMLEX Level 2 PE Board exam.
Students MUST receive a passing score for COMLEX-USA Level 2 PE by January 31 of M4

If a student does not submit a passing score by the end of the winter term of the student’s fourth year, the student:

- would be removed from clerkships and will be placed on a Leave of Absence.
- would not be permitted to return to clerkships until a passing score is received.

NOTE: Please refer to the NBOME website and/or Bulletin for score release dates. Typically candidates can expect to receive test results within ten weeks after taking the examination.

NOTE: A delay in passing COMLEX-USA Level 2 PE** may impact a student’s ability to participate in any match program and/or obtain a residency. It also may prevent a student from starting their residency program by July 1.

Procedure to return to M4 Clerkships after LOA if Level 2 PE is no longer on suspension

A student who has been placed on a Leave of Absence for not submitting a passing score on COMLEX-USA Level 2 PE by January 31 of M4 will not be able to return to clerkships until a passing score is received.

Once the student receives a passing score on Level 2 PE, the student will meet with the respective campus Associate Dean of Clinical Education, the Senior Program Manager, and a representative from the Registrar’s Office, to construct a new schedule of clerkships based on availability and resources at that time to discuss:

- When to return to clerkships.
- Completion of degree and residency start date.

Students returning to clerkships will be placed in the first available clerkship at the start of the next rotation (week 1).

NOTE: Students will not be permitted to perform any fourth-year clerkships until after ALL third-year clerkships are completed.

4.3.2 UNITED STATES MEDICAL LICENSING EXAM (USMLE)

PCOM does NOT require students to sit for or pass any part of the USMLE exam which is administered by the National Board of Medical Examiners (NBME). The College, therefore, does not record score reports of the USMLE in the student’s permanent file.

Some students’ career plans may present special considerations related to taking the USMLE. It is therefore each student’s responsibility to determine if the student should take the USMLE. This decision can be informed by contacting the program directors at potential residency sites and inquiring whether the USMLE is required for applying to their program.
If a student chooses to take the USMLE, information on the registration process is available on the NBME website.

4.4 CONFERRAL OF DEGREE

The DO degree will be conferred only when graduation requirements are successfully completed, including successful completion of COMLEX (National Board of Osteopathic Medical Examiners) Level 1, Level 2 CE and Level 2 PE. In addition, all degree candidates must be presented to the Dean and to the Executive Faculty for review, with the final approval to grant the degree being given by the Board of Trustees.

4.5 PARTICIPATION IN COMMENCEMENT

Students who have not completed all degree requirements could be permitted to participate in Commencement ceremonies without conferral of the DO degree if all requirements are expected to be completed by December of that year. Information can be provided by the Office of the Dean on your campus.
5.0 Resources
In addition to the library, your professors, and your course directors which you should encounter on a daily basis, there are other parts of PCOM that can be called upon at the right moments.

5.1 MEDICAL EDUCATION CENTER OF EXCELLENCE

5.1.1 MECOE MISSION
The mission of the Medical Education Center of Excellence (MECOE) is to support and facilitate education of the finest osteopathic physician-leaders in patient-centered healthcare.

5.1.2 MECOE VISION
To be a national leader in innovative evidence-based medical education.

5.1.3. MECOE GOALS
1. Integration: MECOE integrates basic and clinical sciences in a translational educational model.
2. Outcomes: MECOE adopts an outcomes-based approach to pedagogy, equating student outcomes to patient outcomes; capitalizes on outcomes data to drive future curricular development through a collaborative and transparent process.
3. Health Equity: MECOE proactively addresses issues of health equity, cultural humility, and social determinants of health through the curriculum, active learning, training, and community experiences.
4. Collaboration: MECOE fosters collaboration across all PCOM locations to create an educational environment that encourages and inspires innovation in teaching, research, and service and promotes development of faculty- and student-led initiatives.

5.2 ACADEMIC COUNSELING TEAM (ACT)
The Academic Counseling Team (ACT) is composed of faculty members on each campus to provide and promote effective early interventions for students to correct departures from good academic health. The ACT will meet with students with the following academic concerns:

- failure to meet competency within a course on assessments.
- A cumulative grade point average below 2.5 at the end of a term.

Activities Of The Act
Activities of the academic counseling team include but are not limited to:

1. Student self-analysis
2. Test analysis
3. Asking open ended questions of the student to ascertain what went wrong.
4. Skill training
   a. Test taking
   b. Time Management
   c. Study Skills
4. The ACT will take appropriate actions to identify opportunities in academic disciplines and set up a study plan/tutoring schedule with the appropriate staff.
5. Make appropriate recommendations for student services as needed.
6. Follow student progress with intentional follow-up and communication with the Medical Education Center for Osteopathic Excellence.

In cases where the above strategies are not successful and a student fails additional exams, the student will meet with the Student Promotion and Evaluation Committee (SPEC).
6.0 Appendices

6.1 DO GRADUATE STATISTICS

PCOM annually reports statistics related to COMLEX Level I, Level II CE, Level II PE and Level III NBOME 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 US military. These statistics may be found on the PCOM website at: http://www.pcom.edu/program-statistics/doctor-of-osteopathic-medicine.html.

6.1.1 DO PROGRAM EDUCATIONAL OUTCOMES

PCOM is dedicated to the mission of “educating health professionals to care for the whole person and advance the health of diverse communities”. The satisfactory completion of the required curriculum and the internal and external assessments demonstrates the following learning outcomes are met by each DO candidate for graduation:

- Sufficient mastery of the medical knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences to warrant acceptance into a graduate medical education program
- Patient care skills that reflect compassionate, appropriate, culturally sensitive and effective care.
- Communication Skills that effectively (orally, written, and interpersonal) demonstrate cultural sensitivity and situational accommodation with colleagues, patients and families, and the health care team; work effectively as a member of an interdisciplinary team
- Evidence of knowledge of and commitment to the professional and ethical attitudes and behaviors that support all medical training and care provision activities; demonstrated self-awareness and seek appropriate guidance and feedback as appropriate.
- Knowledge, skills and attitudes needed to support practice-based learning and improvements to support CQI in self-development and patient care activities; this includes the ability to evaluate and use evidence-based literature.
- Competency in OMM principles and practice and its application to patient care skills needed for acceptance to a graduate medical education program.
- Evidence of sufficient mastery of all cognitive, affective and psychomotor skills needed to graduate and successfully secure a post-graduate training residency (if pursuing such training).
- Mastery of all cognitive, affective, and psychomotor learning outcomes associated with the PCOM DO Curriculum.
6.2 FAIRNESS AND EQUAL OPPORTUNITY

PCOM policy prohibits discrimination on the basis of age, race, color, gender, gender identity and expression, national origin, ancestry, sexual orientation, religion, creed, disability or marital status. This policy applies in recruitment and admission of students, employment of faculty and staff, and scholarship and loan programs. This policy also is followed in the operation of all other programs, activities and services of the College.

Philadelphia College of Osteopathic Medicine 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; and the Age Discrimination Act of 1975, as amended.

Evidence of practices inconsistent with this policy should be reported to the Equity and Title IX Coordinator, who is the designated coordinator of PCOM’s nondiscrimination program. Inquiries regarding compliance with the sex discrimination provisions of Title IX may also be directed to the Assistant Secretary for Civil Rights, Department of Education, Washington, D.C.

6.3 GENERAL STATEMENTS ON CONDUCT

Recognizing the importance of providing ethical and professional guidance for the Philadelphia College of Osteopathic Medicine community, PCOM, acting through its Board of Trustees, has promulgated the following Code of Conduct.

6.3.1 THE CODE OF CONDUCT

PCOM’s ethical and legal obligations run to many constituents. As a leading academic institution, PCOM must uphold the tenets of honesty and integrity in learning and in serving its students and other members of the academic community. As a provider of medical service through its healthcare centers, the College strives to attain the highest standards of patient care. As a Pennsylvania nonprofit corporation, the College is prohibited from engaging in any activity the primary purpose of which is to financially benefit any individual. As a member of the business community, the College must foster honest business practices that do not unfairly favor one vendor or purveyor over another. And finally, as an employer, PCOM must provide broad guidance to its officers, employees, staff and faculty regarding the standards of conduct to which they are expected to adhere in performing their job responsibilities at PCOM, including guidance regarding the avoidance of conflicts of interest that might jeopardize the outstanding reputation of the College.

PCOM is committed to upholding all legal requirements and 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, nurses and other individuals involved in the provision of health care services ("Health Care
Professionals”) (collectively, the “PCOM Community,” or individually, a “PCOM Community Member”), unless otherwise indicated.

The Code of Conduct outlines the principles that guide our interactions with patients, suppliers, vendors, regulatory agencies, the surrounding community and each other. The Code represents a summary of the principles underlying the policies, procedures and practices that govern PCOM’s operations. 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 read this Code of Conduct carefully and to understand and comply with all laws, rules and regulations, as well as PCOM’s standards, policies and procedures, that apply to that community member’s individual positions and duties. Additional advice as to compliance with legal requirements and ethical standards may be found in other policies, procedures and guidance issued by PCOM, and PCOM Community Members are expected to comply with such guidance as well.

**Breach of the Code of Conduct**

Students on the Philadelphia, Georgia and South Georgia campuses should notify the Student Affairs representative, on their respective campus, of any suspected violation/breach of the Code of Conduct. Please refer to the PCOM General Student Handbook for an overview of disciplinary policies as they relate to breaches of the Code of Conduct.

**6.3.2 ACADEMIC HONESTY**

Academic honesty at PCOM is governed by the Ethics Code and College Disciplinary Policy (see the General Student Handbook). Students are obligated to perform their own work and to neither give nor receive unauthorized aid on graded material, nor to leave unreported any knowledge of such aid given or received by another student.

**6.3.3 COURSE/CLERKSHIP-RELATED COMPLAINTS**

**6.3.3.1 Non-Course/Clerkship-Related Grievance or Complaint Process**

Non academic problems should be initially addressed to the personnel in the office from which the matter originated. Information on the process to resolve a non-academic grievance or complaint can be found in the General Student Handbook. Students may contact the Student Affairs representative, on their respective campus, for additional information. Items that concern harassment or ADA should be directed to the Equity and Title IX coordinator.

*See POLICY #1.38 Policy Name: Sexual Harassment (Title IX) in myPCOM*

*See POLICY # 5.1 Policy Name: Student Complaints and Grievances in myPCOM*

**6.3.3.2 Course/Clerkship-Related Grievance or Complaint Process**

*See POLICY # 5.1 Policy Name: Student Complaints and Grievances in myPCOM*
Students who have a course-related grievance or complaint should speak first with the appropriate faculty member. Complaints related to M1-M2 courses that are not resolved informally between the student and faculty member should be referred to the faculty member’s Course Director. Complaints related to M1-M2 courses that are not resolved in discussion with the Course director should be filed with the faculty member’s Department Chair. Complaints related to M1-M2 courses that are not resolved in discussion with the Department Chair should be filed with the Medical Education Center for Osteopathic Excellence. Complaints related to M1-M2 that are not resolved with the MECOE will be filed with the Dean of the local COM.

If the issue concerns a grade then the student should first consult with the Course Director. If a satisfactory resolution is not obtained, the next step would be to file a grade appeal following the procedure under Appealing a Grade in the General Student Handbook.

Complaints/grievances related to M3-M4 should be directed to the Associate Dean of Clinical Education of the student’s respective campus.

If the complaint remains unresolved, the student may then bring the issue to the attention of the campus Dean on that student’s campus. The decision of the Dean regarding the issue or issues of concern is final.

6.3.3 AOA CODE OF ETHICS

The American Osteopathic Association has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic physician’s ethical and professional responsibilities to patients, to society, to the AOA, to others involved in health care and to self. Further, the American Osteopathic Association has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

Find the complete document here.

AOA Rights and Grievances

PCOM is committed to meeting and exceeding the standards for accreditation of colleges of osteopathic medicine as described by the American Osteopathic Association Commission on Osteopathic College Accreditation (AACOM). A copy of the standards is available upon request from the Office of Student Affairs. Any student who believes that the College may not be in compliance with a standard of accreditation, or has a complaint or grievance, should refer to the "Student Complaints and Grievances" process. This can be found on myPCOM, [Student View] off the "Student Resources" tab, in the "Student Handbook" section, sub-section, "College Policies" is a link "Student Complaints and Grievances." Included is how to receive the standards for Accreditation of Colleges of Osteopathic Medicine as described by the Commission on Osteopathic College Accreditation (COCA). If a concern remains about the the College’s compliance after pursuing a complaint through the general grievance process as described in the previous section, the student has the right to file a complaint to the following:

Chairperson, Commission on Osteopathic College Accreditation

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