Philadelphia College of Osteopathic Medicine
DO Student Handbook 2025-2026

The college will review this handbook on a periodic 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 DO Student Handbook

The DO student handbook describes the values, policies, and expectations of the PCOM undergraduate osteopathic medical education curriculum. The three campuses have uniform policies. The curriculum consists of learning objectives and assessments of student milestones, competencies, and entrustable practices.

1.1 MISSION

Philadelphia College of Osteopathic Medicine's osteopathic medical programs are 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 College's 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 College will be responsive to the healthcare needs of the respective communities in which the osteopathic medical programs are offered. PCOM 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.

1.1.1 FOCUS STATEMENTS

PCOM Georgia, Established 2005
The primary focus of PCOM Georgia is to recruit and educate students from Georgia and the surrounding states. PCOM Georgia seeks to retain graduate osteopathic physicians, pharmacists, biomedical scientists, and other healthcare professionals in the Southeast to serve the health needs of the region and advance the professions of osteopathic medicine and pharmacy.

PCOM South Georgia, Established 2019
The additional location of PCOM South Georgia is dedicated to educating osteopathic medical students and biomedical sciences graduate students in serving the healthcare needs of the people in Georgia and the Southeast by providing a program of medical study guided by osteopathic medical tradition, concept, and practice. Graduates are encouraged to remain in the Southeast and practice among underserved populations where they will have the most impact.

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 is committed to educating students to become highly skilled, compassionate, humanistic, and ethical physicians. This commitment to excellence includes the expectation of routine, professional communication, and conduct among its community members of students, faculty, staff, administration, and the greater community throughout their training. All students, including those on a leave of absence, are expected to abide by the policies, procedures, and practices described in this handbook, the General Student Handbook, specifically, PCOM's Conduct Policies, Policy on Academic Integrity, the Professional Code of Ethics, and all linked references in this handbook. Please also refer to the appendices on conduct in section 6.3 of this handbook.

General Expectations: The student is expected to demonstrate the following:

- Appropriate behavior, conduct, and demeanor
- Personal and professional integrity in all matters
- The ability to accept and complete responsibilities
- Professional attire, grooming, hygiene

A detailed description of specific expectations for students can be found here.

1.3.1 PROFESSIONALISM

A student who demonstrates unprofessional behavior toward the university, school, faculty, staff, peers, patients, community members, or others may be issued a professionalism warning or other sanctions. In accordance with the PCOM Professionalism Policies, Code of Conduct, Code of Ethics, and the Policy on Academic Integrity available in myPCOM, and as defined here.

Some students may be referred to the Student Professional Conduct Committee (SPCC) for adjudication. In addition to this, students are subject to the Violation of College Policies and the Disciplinary Process described in the General Student Handbook.

1.3.2 ATTENDANCE AT MANDATORY SESSIONS

Osteopathic medical students are expected to demonstrate professionalism in every sphere of their medical education. This includes mandatory attendance and participation in scheduled instruction, including active learning and laboratory sessions in an engaged, punctual, and reliable manner.

While active learning, problem-based, and laboratory sessions are always mandatory, course directors may designate additional activities or sessions as mandatory, which will be outlined in the course syllabus. The student must attend their assigned session or make alternate arrangements by following the process delineated in the course syllabus. In order to document attendance, students may be required to sign in at the beginning of each session and sign out at the end of each session using the method provided. It is the student's responsibility to sign in and

sign out of each session. Any difficulties with the sign-in/out process must be brought to the attention of the course director during the session so that they may be addressed at that time. Failure to notify the course director during the session of any technical difficulties or failure to sign in appropriately (even if the student was present) may result in an unexcused absence reflected in the attendance record. If a student leaves the session early without the approval of the course director, this will be considered an unexcused absence. No student may sign in for another student for attendance purposes. Signing in for another student is a violation of academic integrity.

To request an excused absence for a mandatory session, a student must submit a request for an excused absence using the Excused Absence Request Form prior to the date of the mandatory session, providing information and supporting documentation pertaining to the request. The student should also communicate with their course director(s) and course administrator(s) as soon as possible prior to the date of the session. An unexcused absence for a mandatory session may result in a professionalism action and/or grade deduction in some courses.

For all remote synchronous sessions, students should be logged into the session prior to the start time so that they are ready to begin when the session starts and should have their video on during the entirety of the session. At all times during these remote synchronous sessions, students should conduct themselves professionally. For remote synchronous sessions using breakout rooms, students shall enter the breakout room and return to the main meeting as instructed. Failure to follow these instructions will result in an unexcused absence for the entire session. Students are expected to have a video camera during virtual sessions unless otherwise approved by the professor.

Punctuality is considered an important tenet of professionalism and is an expectation for all PCOM students. Students are expected to arrive with ample time to begin the scheduled mandatory sessions at the designated start time. Tardiness can be disrespectful and disruptive. If a student anticipates being tardy due to an unavoidable reason, they must contact the Student Affairs Office, the course director, the laboratory instructor, and the linked administrator listed on the syllabus for their local campus. Additionally, students should notify their lab/session group mates as soon as possible. The doors to all mandatory sessions will be closed at the designated start time, and any student arriving after the doors close should report to the course directors. Some mandatory sessions may not allow admittance once the session has started. Course directors or laboratory instructors will keep track of students who are tardy, potentially resulting in a professionalism action, unexcused absence, and/or grade deduction for the student. Students who arrive 15 minutes or more late to a mandatory session will be asked to report to Student Affairs and may receive an unexcused absence for that session. Students who miss more than fifteen minutes of a mandatory session, either at the beginning, middle, or end, will report to Student Affairs and may be issued an unexcused absence. Student Affairs will communicate this information to the course director or laboratory instructor.

1.4 STUDENT RIGHTS AND RESPONSIBILITIES

Information about the rights and responsibilities of all PCOM students is 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 two (2) parts of the Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA): COMLEX-USA Level 1 and COMLEX-USA Level 2 CE, administered by the National Board of Osteopathic Medical Examiners (NBOME) and as required by the Commission on Osteopathic College Accreditation (COCA).

All requirements for graduation must be completed within a maximum of six (6) years from the first date of matriculation.

Each graduate must be free of indebtedness to the College. Those students who have received financial aid must complete the exit interview online at least one week before commencement. The College academic transcript for licensure or other reasons will be provided 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 they choose to practice. These requirements vary widely and are regulated by the laws of each state. It is the graduate's responsibility to obtain the information needed for state licensing and to fulfill these responsibilities.

1.4.2 EQUAL OPPORTUNITY AND NON-DISCRIMINATION

The University Statement and Policy are available here.

1.4.3. TITLE IX

You can find the university information for Title IX here.

The Philadelphia College of Osteopathic Medicine (PCOM) is an equal employment and educational opportunity institution complying with and conforming to all applicable legislation that prohibits sex discrimination. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at the Equal Opportunity and Non-Discrimination Statement.

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. Any student who has a complaint or grievance should refer to the "Student Complaints and Grievances" process.

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's core competencies and are available here.

The competencies include and are not limited to:

- **Osteopathic Principles and Practice** which are established and incorporated in the development of skills.
- **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.
- **Patient Care** that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.
- **Interpersonal and Communications Skills** that result in effective information exchange and teaming with patients, their families, and other health professionals.
- **Professionalism**, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.
- **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.
- **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.
- **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.

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.
5. Document a clinical encounter in the patient record.
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.
12. Perform general procedures of a physician.
13. Identify system failures and contribute to a culture of safety and improvement.

2.5 EDUCATIONAL PROGRAM OBJECTIVES

The program leading to the Doctor of Osteopathic Medicine degree is guided by the following goals for the purpose of providing a comprehensive and contemporary curriculum to educate health professionals to care for the whole person, advance the health of diverse communities, and participate in the ever-changing environment. At the end of the DO training program, the student will have demonstrated an ability to:

- Apply osteopathic principles to the knowledge of patient wellness, disease, and the body's capacity for self-healing.
- Integrate clinical skills and knowledge to provide comprehensive, whole-person care to the patient, family, and caregiver.
- Demonstrate interprofessional collaboration and practice-based learning by effectively interacting with healthcare teams.

See Policy 2.000 - Educational Program Objectives.

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 healthcare 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 the neuro-musculoskeletal system 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 per one hour in 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 into the curriculum. The first two years lay the foundation with a concentration on the basic sciences, taught in integrated systems-based courses. The basic sciences are complemented by instruction in areas such as humanities, physician wellness, ethics and interprofessional education, along with clinical education in cardiology, pulmonology, gastroenterology, endocrinology, hematology/oncology, osteopathic principles and practices (OPP), internal medicine, surgery, neurology, psychiatry, pediatrics, epidemiology/biostatistics, obstetrics and gynecology, family medicine, rehabilitation medicine, geriatrics, radiology, and physical diagnosis. Instructional activities may include lecture sessions and/or active learning sessions, which are not limited to patient observation, case conferences, and basic clinical skills workshops. In addition, the students are trained for the clinical setting and patient care by participating in robust experiences in our Simulation center utilizing standardized patients, high-fidelity mannequins, and task trainers.

2.6.3.1 Required Courses, Doctorate Of Osteopathic Medicine

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

2.6.3.1.1 M1 Courses

Longitudinal Courses M1T1-T3*

- Osteopathic Principles and Practice
- Primary Care Skills
- Medical Humanities and Wellness
- Critical Reasoning in Basic Sciences I
- Interprofessional Education

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

M1T1

- Cellular and Biochemical Foundations of Medicine

M1T2

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

M1T3

- HEENT & Neuroscience
- Infection and Immunity
- Introduction to Human Disease and Therapeutics

2.6.3.1.2 M2 Courses

Longitudinal Courses M2T1-T3*

- Osteopathic Principles and Practice
- 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

M2T2

- Clinical Approach to Hematology and Oncology
- Clinical Approach to Cardiovascular and Renal Medicine
- Clinical Approach to Pulmonary Medicine
- Clinical Approach to Endocrinology and Disorders of Metabolism
- Preventive Medicine and Public Health

M2T3

- Clinical Approach to Gastroenterology
- Clinical Approach to Reproductive Genitourinary and Obstetrical Medicine
- Clinical Approach to Musculoskeletal Medicine and Dermatology
- Medical Ethics

2.6.3.2 Pre-Clinical 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 are required for clinical clerkship participation and occur before M3. PCOM will only cover the cost one time. These certification programs will be offered by the PCOM Simulation Center and include:

- Basic Cardiac Life Support (BLS)
- Advanced Cardiac Life Support (ACLS)

2.6.4 CLINICAL CLERKSHIPS (M3-M4)

The second 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

There are a total of twenty-four (24) clerkship periods over two years, including three 4-week "vacation" or "study" periods and two short breaks ("Fall" at the end of December and "Summer" at the end of April). There are twelve (12) 4-week rotations in each of the third- and fourth-year of medical school. Completion of twenty-one (21) 4-week seventeen-credit hour (17) blocks of clinical clerkships and any other assigned mandatory sessions is required for graduation. See the Academic Calendar link.

The third-year schedule is designed as a "firm" or fixed schedule. Students must complete the outlined third-year core clerkships in order to advance 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 OR BOARD-ELIGIBLE, 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 campus are assigned to various regions throughout the state of Georgia. Students at the South Georgia campus are assigned to Core Clinical Campuses or Anchor Sites. These clinical settings are teaching arms of the college.

The program provides 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 clerkships relating to internal medicine, family medicine, osteopathic manipulative medicine, surgery, cardiology, emergency medicine, OB/GYN, pediatrics, psychiatry, radiology, and ambulatory medicine.

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

The College encourages graduates to practice in communities where healthcare services are most needed. Each student serves 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 may also require 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 COLLECT ANY FEE OR GRATUITY FOR PROFESSIONAL SERVICE FOR THEMSELF, OR FOR ANY OTHER PERSON.

2.6.4.3 Required Clerkships – M3

Each student must complete the Core and required clerkships listed in the Course Catalog. Please refer to the course catalog for complete descriptions and course credits.

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.

2.6.4.4 Required Clerkships – M4

The fourth-year schedule is designed to permit students ample opportunities to pursue desired rotations, audition before competitive programs, and ultimately match into residency.

Flexibility during the fourth year is provided by opportunities to participate in elective rotations, in addition to core and required rotations as listed in the course catalog. Graduation requires the completion of twenty-one (21) seventeen (17) credit hour rotations. Please refer to the course catalog for complete descriptions and course credits.

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 Grades and Grading section of the PCOM Catalog for calculating a GPA. A grade percentage for every course is calculated as a numerical value up to two (2) decimal places. Please see the course syllabi for course-specific grading requirements. Some courses are graded on a pass/fail basis and are not calculated into the GPA. For details regarding transcript records for remediated courses, refer to the section on successful remediation.

See POLICY #3.001 Assessment and Grading Policy

3.1.2 CLINICAL CLERKSHIPS (M3-M4) GRADING

Clerkships in Family Medicine, OMM, Internal Medicine, Pediatrics, OB/GYN, General Surgery, Psychiatry, and Emergency Medicine are graded via objective performance on the NBOME COMAT (Comprehensive Osteopathic Medical Achievement Test), subjective preceptor evaluation on the clerkship, and, if applicable, blended online learning. 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 solely on the preceptor evaluation, not a COMAT score. An elective is graded Honors/High Pass/Pass/Fail or Pass/Fail if a vetted assessment rubric is approved by the Curriculum Committee.

See POLICY #3.002 Clerkship Grading Policy on myPCOM and the Clerkship Manual for additional grading considerations.

3.1.2.1 Blended Learning

Some clerkships require additional self-directed online assignments (Blended Learning) outside of the in-person clinical experience. All Blended Learning assignments are usually administered through Blackboard and must be completed in their entirety to successfully complete the clerkship. Failure to satisfactorily complete assignments may impact the final grade.

NOTE: Clerkships with Blended Learning have both a Clinical Clerkship Director and a Blended Learning Preceptor.

The student's final grade for a Clerkship with a Blended Learning Component will be calculated by using the grading rubric (See POLICY #3.002, Section II). 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.
- Students who submit any assignment late, but before 2-weeks after the end of the rotation will be ineligible for Honors or High Pass, regardless of COMAT or evaluation scores.
- Students who fail to submit requirements by 2-weeks after the end of the rotation will receive a Failure for the rotation and be referred to SPEC.

All other Clerkships Blended:

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

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

3.1.2.2 COMAT Failure

To pass a clerkship, a student must pass both the Clinical Clerkship Evaluation and the COMAT (Comprehensive Osteopathic Medical Achievement Test) Exam. All COMAT exams must be taken on the scheduled date. See policies below.

Students who fail the COMAT Exam on the first attempt:

- Will receive a grade of INCOMPLETE (I) for the relevant clerkship until they retake the exam and successfully pass.
- Must retake the exam within forty-five (45) days, unless an extension is provided by the Assistant/Associate Dean of Clinical Education.
    - If the student passes the retake exam, the clerkship grade will be changed to PASS (P) if they also pass the Clinical Clerkship Evaluation.
        - Note that any COMAT that is successfully remediated is ineligible to receive a HIGH Pass or HONORS Pass for the clerkship.
    - If the student fails the COMAT exam a second time or does not retake the COMAT exam within forty-five (45) days, the student fails the COMAT and therefore will receive a grade of FAIL (F) for the clerkship, and the student will be referred to SPEC.
        - If permitted to remediate a clerkship, a student must repeat the clerkship in its entirety (Clerkship experience, COMAT, and Blended Online assignments as applicable). Successful remediation includes passing all these components. If the student successfully remediates the clerkship, the original FAIL will be converted

to a remedial PASS (P*). The repeated clerkship will be graded as a PASS (P), and is ineligible for HIGH Pass or HONORS Pass.

- If the repeat rotation is **failed**:
  - The first rotation will remain a FAIL (F) on the transcript
  - The repeat rotation will also receive a grade of FAIL (F) and the student will be referred back to SPEC.

3.1.2.3 Grading Policy for Non-Core Clerkships

Non-core rotations will be graded by the preceptor as Honors, High Pass, Pass, and Fail.

See POLICY #3.002 Clerkship Grading Policy on myPCOM and the Clerkship Manual for additional grading considerations. 3.1.2.4 Core and Non-Core Clerkship Grading Designations

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

Honors:	Superior work exceeding expected competency demonstrated in all knowledge and skill areas and fulfillment of the clerkship requirements.
High Pass:	Above-average work with above-expected competency demonstrated in all knowledge skill areas and fulfillment of the requirements of the core clerkship.
Pass:	Expected competency demonstrated in all knowledge and skill areas and fulfillment of the clerkship requirements.
Fail:	Below-expected competency and/or failure to meet clerkship requirements.

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: Minimum System Requirements - ExamSoft

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. These changes may only relate to the affected campus. 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.

At least one business day prior to each written 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 written assessment. No written 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 an assessment day, students who experience problems with their personal devices on which they will take a written exam or quiz with ExamSoft must contact ITS to resolve the computer issue. The same device will be used when reviewing any written exam or quiz in ExamSoft. Laptop computers are recommended for testing purposes.

If the problem is not with the computer but 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 the linked administrative assistant (contact information 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 written exam or quiz. The same device will be used when reviewing any written exam or quiz in ExamSoft. Emails will be available in each course syllabus.

In the emails to IT, the course director, AND the linked academic coordinator/course coordinator, the student must include the following:

- 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 Written Assessment Day

Arrival

1. Please assemble outside the classroom early.
2. Students, with permission of the proctor, may enter the assessment room up to 30 minutes prior to the start of the assessment. Instructions will be provided on whether your computer should have the assessment platform open or your computer should be powered down and closed.
3. The doors to the assessment room close 5-10 minutes before the assessment starts.
4. Students who arrive after the doors to the assessment room have closed must report directly to the reporting station outside the exam room or to a designated table inside the assessment room (See section on Tardiness)
5. Once students enter the assessment room, 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 Proctor will provide specific instructions.

7. Students must await the proctor's instruction to begin the assessment.
8. Students may not write on the blank paper until the assessment begins.

What to Bring into the Written Assessment Room

- PCOM-issued identification or driver's license (**required**)
- Laptop and power cord (**required**)
- Pencil or pen (**required, if not provided**)
- Computer mouse (optional)
- Foam earplugs (optional)
- A beverage for assessments over one hour in length (optional)

What Not to Bring into the Written 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, smart watches, or other electronic devices
- Additional items considered inappropriate by the proctor

Starting the Written Assessment

- The password to sign in to an assessment will be displayed in the classroom at the start time by the proctor
- The proctor will inform students when they can start the assessment
- All students must sign in to the assessment within five minutes. Students experiencing computer or internet issues should alert the proctor in the room. Failure to sign in within five minutes may result in a professionalism action.

Bathroom Policies During the Written Assessment

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

Completion of the Written Assessment

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

3.2.1.3 Tardiness

If a student anticipates being tardy to an assessment, they should contact the Student Affairs Office and the linked administrator listed on the syllabus for their local campus, who will share the message with the reporting station or the proctor.

Students who arrive after the doors to the written assessment room have closed should report directly to the reporting station outside the exam room or to the designated table near the doors inside the assessment room if there is no reporting station. The proctor will keep track of late students by writing the names of late students on a blank sheet of paper at the reporting station or the designated table inside the assessment room. The list of names will be given to the Course Director to document individual lateness.

Location and place for a written assessment, if late, will be determined by the following circumstances:

- Doors are closed, but the written assessment hasn't started: The student should go to the reporting station or the designated table inside the assessment room to determine if they will be immediately permitted to take the assessment in the assessment room.
- The written assessment has started: The student should go to the reporting station or the designated table inside the assessment room to determine if they will be assigned an alternate space to take the assessment.
- Classmates have completed the written assessment and left the assessment room: Permission to take the assessment will be determined by the campus-specific Student Affairs Office. The Student Affairs Office will consult with the Course Director to determine if, when, and where the student will take the assessment.

For laboratory practical examinations, students who arrive later than the designated time will either be sent to the local Student Affairs Office or course delegate and may receive an unexcused absence. Students should always refer to the most up-to-date information regarding the designated time provided by the course director or delegate.

If a student's tardiness is not excused by Student Affairs, the grade for the assessment will be reflective of the course syllabus policy.

3.2.1.4 Assessment Absence and Make-up 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 impacts the ability to take the assessment at the scheduled time, the student must:

- Submit a request for an excused absence using the Excused Absence Request Form prior to the assessment date, providing information and supporting documentation pertaining to the request.
- Approval will be granted (or not) by the Student Affairs Testing and Absences Specialist and communicated to the Course Director.
    - If approval is given, the student will arrange the date and time for the make-up assessment with the Student Affairs Office and the Course Director.
        - Generally, makeups are scheduled two business days later. In extenuating circumstances, it may be up to five days later.
    - Exams cannot be administered earlier than the scheduled date. The only exception to this would be students with required military obligations.

- Attendance at any scheduled assessment is expected until receiving official (emailed written) permission from the Student Affairs Testing and Absences Specialist to reschedule the assessment.
    - Absences will be recorded, and no professionalism actions will be delivered if there is approval from Student Affairs to reschedule.
- Once make-up assessment dates and times are scheduled, the assessment will be administered by the Student Affairs Office 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 a 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 the Student Affairs Office or designee, the student will fail the assessment under the terms of the course syllabus.

NOTE: The Student Affairs Testing and Absences Specialist will consider true sudden emergencies or serious illness for an assessment extension. In addition, where applicable, the Student Affairs Testing and Absences Specialist may grant a pre-approved assessment extension in consultation with the Course Directors for reasons involving academic activities.
While a voicemail or email message may begin the process of requesting an assessment extension, this outreach does not constitute a valid excuse to miss an assessment. The student must receive official approval from the Student Affairs Testing and Absences Specialist. A message left by 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 Testing and Absences Specialist.

A message left with another department or faculty member at the college similarly does not confirm that an excuse will be approved. Any absence request must be verified by the Student Affairs Testing and Absences Specialist before the scheduled time of the assessment.

To request an excused absence, reschedule an assessment, etc, students should submit a request for an excused absence using the Excused Absence Request Form prior to the assessment date, providing information and supporting documentation pertaining to the request.

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

Do not call the main switchboard for closing information.

Should an assessment be canceled due to 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 and Philadelphia campuses will coordinate all matters related to the COMAT administration and policies associated with third- and fourth-year clerkships.

All COMAT exams must be taken on the date designated for testing. Failure to obtain an excused absence will result in an automatic failing grade for the exam.

Students may obtain information related to third- and fourth-year clerkship examination policies from 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 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.
- Students who experience an emergent situation on the COMAT testing day must notify their respective campus Assistant/Associate Dean of Clinical Education and COMAT coordinator as soon as possible to discuss their situation and schedule a retake COMAT exam.
- 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 seven (7) business days* of the date of the missed exam unless otherwise specified by the Assistant/Associate Dean of Clinical Education. Make-up exams are by appointment only. If not completed within seven (7) business days, the COMAT exam will be recorded as a failure.

3.2.3 ADA ASSESSMENT ACCOMMODATIONS

Students can contact Disability Services at disabilityservices@pcom.edu to discuss the disability accommodation process. 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 the process.

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

Before each new course, students must share the accommodation letter with the course directors and linked administrators for the new course to confirm that they will use the accommodation. Students can select not to apply accommodations to assessments. The student must receive official acknowledgement for the assessment(s) to which accommodations will be applied from the Office of Student Affairs Testing and Absences Specialist via email.

The Student Disability Services and the Office of Student Affairs do not grant ADA accommodations for the national licensure exams. This must be applied to and granted by the NBOME. Information about licensure testing accommodations can be found here.

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 (I). Please see the Academic Catalog section on Grades and Grading in the DO Program for more information.

3.3.2 M3 AND 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 Assistant/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 their responsibility to address deficiencies with the course director, faculty, and advisors in a timely manner. The accumulation of any failures (successfully remediated or not) on a transcript is subject to review by the Student Progress and Evaluation Committee (SPEC). A failure of any course in the M1 or M2 course will be referred to SPEC for review of eligibility to remediate. Any student who fails a total of ten (10) or more pre-clinical credits in M1 and/or M2 cumulatively is liable for dismissal. A student who fails any M1 and/or M2 course and/or two (2) or more clerkships during M3 and/or M4 is liable for dismissal. There is no reset of failures when progressing through the four years of the curriculum. All pre-clinical and clinical courses will be considered by SPEC.

3.4.1 PRE-CLINICAL BARRIERS TO PROGRESSION: M1

- A student who fails **any** pre-clinical course totaling less than ten (<10) credits either in one (1) term or cumulatively, regardless of prior successful remediation during M1, will be referred to SPEC.
- A student who fails **ten (10) or more (≥ 10)** pre-clinical credits during M1, either in one (1) term or cumulatively, regardless of prior successful remediation, must meet with SPEC to discuss the course of action.
- A student who fails **any** mandatory remediation during M1 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 SPEC.
- To advance into M1 from M2, see the section on promotion to M2.

3.4.2 PRE-CLINICAL BARRIERS TO PROGRESSION: M2

- A student who fails **any** pre-clinical course totaling less than ten (<10) credits either in one term or cumulatively, regardless of prior successful remediation during M1 or M2, will be referred to SPEC.
- A student who fails **ten or more (≥ 10)** pre-clinical credits during M2 and/or in combination with M1, either in one (1) term or cumulatively, regardless of successful remediation of prior courses, must meet with SPEC.
- A student who fails **any** mandatory remediation during 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 SPEC.
- To advance into M3 from M2, see the section on promotion to M3.

3.4.3 CLERKSHIP BARRIERS TO PROGRESSION: M3-M4

- A student who fails **one (1) clerkship** during M3/M4 must meet with the respective campus Assistant/Associate Dean of Clinical Education, and the failure will be referred to SPEC.

- A student who fails **two (2) clerkships** during M3 and/or M4 must meet with SPEC.
- To advance into M4 from M3, see the section on promotion to M4.

3.4.4 PRE-CLINICAL COURSE REMEDIATION

3.4.4.1 Eligibility

A failure of any courses in the M1 or M2 year will be referred to SPEC for review about eligibility to remediate.

3.4.4.1.1 Pre-clinical remediation by means other than written assessment

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

Repeating a year may be recommended with failures of ten or more (≥ 10) pre-clinical credits throughout M1 and M2, regardless of prior remediation status or academic status. This repetition will count towards the six (6) year maximum timeline from initial matriculation to completion of the degree.

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 repeat all courses regardless of previously successful completion. Both grades will appear on the transcript. The highest of the two grades will be utilized to calculate the student's GPA. A failure in a previously passed course will be evaluated by SPEC.

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 can 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 70 and will be referred back to SPEC for an additional course of action.

Successful remediation for a Pass/Fail (P/F) course occurs when a student completes the remediation requirements outlined in the syllabus. Successful remediation means a student can continue their studies in sequence. Students will receive a P* on their transcript.

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. 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 will be referred to SPEC for decisions about eligibility to remediate. Permission to remediate will be communicated during the **term break** via email with a return receipt from the respective campus Dean or their administrative assistant. Students are required to be available for the remediation as scheduled. Students should prepare as if they have permission to remediate.

3.4.4.4 Save The Dates For Remediation

Exams will be scheduled during the first week of the next term's classes, with the date listed in the email. Dates are derived from the campus schedules.

- Students will be notified by the Wednesday following the end of the term about their ability to remediate courses from that term.
- Courses may be shorter than a full term. All course failures will be reported on the transcript and calculated towards the ten (10) credit maximum in M1 and M2 total.
    - If a student fails a course that ends prior to the end of the term, the student should prepare as if they are granted permission to remediate and report on the first date scheduled for the remediation of a course at the end of the term break.
    - If there is doubt, a student should prepare as if they are granted permission to remediate and report on the first date scheduled for the remediation of a course.
    - If the ten (10) credit threshold is reached during a term, the student may be stopped from progressing. However, they should still prepare as if they are granted permission to remediate.
- Courses requiring remediation during T1 and T2 must be remediated no later than the Friday of the following term. If the need to remediate occurs in T3, it should occur no later than 2 weeks following the end of the term.
- Remediation of longitudinal courses may have special requirements defined in the course materials.
- Remediation exams cannot be taken prior to the Friday of the term break or, in the case of T3 prior to the Friday after the term completion.
- If a student thinks they might need to remediate, it is in their best interest to attend the scheduled final exam review. There will be no other chance to review the assessment.
- Student Affairs and ADA accommodations for remediation exams follow the same policies as regular assessments.

Remediation Save The Dates M1T1:

- Remediating one (1) M1T1 course will most likely occur on the Friday of the term break between M1T1 and M1T2.
- Remediating two (2) M1T1 courses will most likely occur on the Friday of the term break between M1T1 and M1T2 (Course #1) and the first Monday (Course #2) of M1T2.
    - Permission to remediate the second course (Course #2) is contingent upon successfully passing the first (Course #1) remediation.

- Remediating three (3) M1T1 courses will most likely occur on the Friday of the term break between M1T1 and M1T2 (Course #1), first Monday of M1T2 (Course #2), and first Wednesday of M1T2 (Course #3).
- Permission to remediate the third course is contingent upon successfully passing the first (Course #1) and second (Course #2) remediations.

Remediation Save The Dates M1T2:

- Remediating one (1) M1T2 course will most likely occur on the Friday of the term break between M1T2 and M1T3.
- Remediating two (2) M1T2 courses will most likely occur on the Friday of the term break between M1T2 and M1T3 (Course #1) and the first Monday (Course #2) of M1T3.
    - Permission to remediate the second course (Course #2) is contingent upon successfully passing the first (Course #1) remediation.
- Remediating three (3) M1T2 courses will most likely occur on the Friday of the term break between M1T2 and M1T3 (Course #1), first Monday of M1T3 (Course #2), and first Wednesday of M1T3 (Course #3)
    - Permission to remediate the third course is contingent upon successfully passing the first (Course #1) and second (Course #2) remediations.

Remediation Save The Dates M1T3:

- Remediating one (1) M1T3 course will most likely occur on the Friday of M1 Summer Term Break.
- Remediating two (2) M1T3 courses will most likely occur on the first Friday of M1 Summer Term Break (Course #1), second Monday of M1 Summer Term Break (Course #2)
    - Permission to remediate the second course (Course #2) is contingent upon successfully passing the first (Course #1) remediation.
- Remediating three (3) M1T3 courses will most likely occur on the first Friday of M1 Summer Term Break (Course #1), second Monday of M1 Summer Term Break (Course #2), and the second Wednesday of M1 Summer Term Break (Course #3)
    - Permission to remediate the third course is contingent upon successfully passing the first (Course #1) and second (Course #2) remediations.

Remediation Save The Dates M2T1:

- Remediating one (1) M2T1 course will most likely occur on the Friday of the term break between M2T1 and M2T2.
- Remediating two (2) M2T1 courses will most likely occur on the Friday of the term break between M2T1 and M2T2 (Course #1) and the first Monday (Course #2) of M1T2.
    - Permission to remediate the second course (Course #2) is contingent upon successfully passing the first (Course #1) remediation.
- Remediating three (3) M2T1 courses will most likely occur on the Friday of the term break between M2T1 and M2T2 (Course #1), first Monday of M2T2 (Course #2), and first Wednesday of M2T2 (Course #3).

- Permission to remediate the third course is contingent upon successfully passing the first (Course #1) and second (Course #2) remediations.

Remediation Save The Dates M2T2:

- Remediating one (1) M2T2 course will most likely occur on the Friday of the term break between M2T2 and M2T3.
- Remediating two (2) M2T2 courses will most likely occur on the Friday of the term break between M2T2 and M2T3 (Course #1) and the first Monday (Course #2) of M2T3.
    - Permission to remediate the second course (Course #2) is contingent upon successfully passing the first (Course #1) remediation.
- Remediating three (3) M2T2 courses will most likely occur on the Friday of the term break between M2T2 and M2T3 (Course #1), first Monday of M2T3 (Course #2), and first Wednesday of M2T3 (Course #3)
    - Permission to remediate the third course is contingent upon successfully passing the first (Course #1) and second (Course #2) remediations.

Remediation Save The Dates M2T3:

- Remediating one (1) M2T3 course will most likely occur on the Friday of M2 Summer Term Break.
- Remediating two (2) M2T3 courses will most likely occur on the first Friday of M2 Summer Break (Course #1), second Monday of M2 Summer Term Break (Course #2)
    - Permission to remediate the second course (Course #2) is contingent upon successfully passing the first (Course #1) remediation.
- Remediating three (3) M2T3 courses will most likely occur on the first Friday of M2 Summer Term Break (Course #1), second Monday of M2 Summer Term Break (Course #2), and the second Wednesday of M2 Summer Break (Course #3)
    - Permission to remediate the third course is contingent upon successfully passing the first (Course #1) and second (Course #2) remediations.

3.4.5 CLINICAL CLERKSHIP REMEDIATION

Students who fail a clerkship will be referred to SPEC for review regarding eligibility to remediate. Students who fail two (2) clerkships may be subject to dismissal.

- Core clinical clerkships are remediated by repeating the entire clerkship.
- Repeating all or part of a year may be recommended with failures of any pre-clinical M1 or M2 courses and/or two (2) or more 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 a 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). Refer to the graduation requirements for additional information.

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.

Repeating all or a portion of the year may count towards the six (6) year maximum timeline from initial matriculation to completion of the degree.

NOTE: All M3 clinical clerkships must be completed before any M4 clerkships can begin unless approved by the Assistant/Associate Dean of Clinical Education.

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 online, attendance and participation may be recorded. Acceptable excused absences are available from the Student Affairs Office.

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. Students should submit a request for an excused absence using the Excused Absence Request Form prior to the date of the mandatory session, providing information and supporting documentation pertaining to the request. 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.

PCOM recognizes the value of professional development experiences and notes the tradeoff between attending these experiences and participating in mandatory sessions as part of their curriculum. Therefore, first-year (M1) students who are in good academic standing and without any failures in ongoing courses may apply for excused absences (not to exceed one (1) day of mandatory sessions) to participate in professional development experiences. Second-year (M2) students who are in good academic standing and without any failures in ongoing courses may apply for excused absences (not to exceed two (2) days of mandatory sessions) to participate in professional development experiences. Students will be responsible for all information missed. Assessments must be completed within two (2) business days of return from travel, should an excused makeup be awarded. Failure to complete the assessment within the timeline outlined or at the discretion of the course director will result in a zero (0) on the assessment.

3.5.2 M3-M4 EXCUSED ABSENCES

A student may have a maximum of four (4) days of excused absences in a four (4) week clerkship; no more than two (2) days of excused absences in a two (2) week clerkship. Third-year (M3) and fourth-year (M4) students must report and document any missed attendance/absence to the Office of Clinical Education on their respective campuses. If a student has any questions about a requested absence, the student should contact the Office of Clinical Education. The relevant office may contact the clinical site and/or the clerkship director for consideration.

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 can return to clerkship rotations. A copy of this note must be sent to the relevant Office of Clinical Education after three days.

PCOM recognizes the value of professional development experiences as part of its curriculum. Students in good academic standing and without any failures in ongoing clerkships may apply for an excused absence to attend or present at medical conferences:

- M3 student conference attendance shall not exceed three (3) days total during the academic year
- M4 student conference attendance shall not exceed four (4) days total during the academic year

These days will be counted towards the total number of excused absences during a clerkship, not in addition to the total number of excused absences. For example, if a student submits an Excused Absence Request to take 3 days for a conference presentation, this would count as 3 excused absences, and the student has only 1 day left for any other excused absence (illness, COMLEX exam, etc).

Failure to comply with this procedure will result in a failure of the clerkship.

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 three campuses. The SPEC monitors the academic performance of students who fail a course(s) in pre-clinical or clerkship years and perform consistently low within the class. The SPEC may:

- Evaluate student's academic record

- Meet with individual students to discuss issues that affect the student's success and to recommend strategies for improvement.
- Recommend to the respective campus dean a written academic standing or status change and potential intervention strategies for students whose academic record requires close monitoring.

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 (NRMP) 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 submit a complete MPSE to their residency application. Various residency programs may have different application deadlines, and students are responsible for investigating programs of interest early in their fourth year. Examples of programs with different dates from ERAS are those in the military and those interested in Obstetrics and Gynecology, Urology, Ophthalmology, and Anesthesiology.

The MSPE is a seven (7)-page evaluation and includes information about the following:

- Three (3) Noteworthy Characteristics – drafted by the student
- Professionalism performance compared to the cohort from the clerkship evaluations
- Pre-clinical GPA compared to the cohort
- Clerkship performance compared to the cohort
- Clerkship sites and locations
- Preceptor "overall" comments
- COMLEX-USA and USMLE (optional) performances
- Overall evaluation level (adjective) compared to 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-clinical grade point average and M3 core clerkship performances; COMLEX-USA Level 1 performance; leadership, service, and research contributions. 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 on the algorithm process, students are described as **Distinguished, Outstanding, Superior, Excellent, Very Good, or Good**.

3.7.1.1 MSPE DEADLINES AND IMPLICATIONS

COMLEX-USA Level 2 CE: Date Taken	COMLEX-USA Level 2 CE: Score Release	48 hour MSPE Review	ERAS Upload	Options	Implications
8/04/25 Deadline	Before 8/26/25	8/07/25 - 9/1/25	On time		
8/5/25 - 8/23/25	9/11/25	8/07/25 - 9/13/25	On time		
8/24/25 - 9/12/25	9/23/25	8/07/25 - 9/13/25	By 9/24/25	1.Hold for COMLEX-USA Level 2 CE score 2.Upload with no COMLEX-USA Level 2 CE score	1. PD will most likely have availability to access on day 1 of ERAS opening 2. May have lower adjective; May have fewer interviews
After 9/12/25	10/23/25 and after	9/4/25 - 9/13/25	As directed by student	1. Hold for COMLEX-USA Level 2 CE score 2. Prepare for SOAP 3. Prepare for out-of-match positions 4. Enter next year's match 5. Upload with no COMLEX-USA Level 2 CE score	1. May have fewer interviews 2. Discuss strategy with the Senior Advisor to the Provost 3. Discuss strategy with Assistant/ Associate Dean of Clinical Education

Notes:

- PD: Program Director

- 48-hour MSPE Review: students may review the MSPE for *factual errors* only. Examples of factual errors are misspelled names, wrong gender, or wrong grades. Grade changes can only be made with documentation. After 48 hours, MSPEs are finalized even if students don't respond. Students are not permitted to review the MSPE a second time after the 48-hour Review.
- Students may receive their MSPE before a CE score is available. The score will be added prior to uploading.
- Students who do not respond and do not have a CE score will have their MSPE held.
- Students may receive a final copy of the MSPE after the all MSPEs have been uploaded from the Registrar's Office through the Registrar Request Form, https://app.smartsheet.com/b/form/fc6b1393bc3745478068fd7239b887df.

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 are 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 standing are eligible to enroll in elective courses. 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 Warning

This status applies when a student's academic performance becomes a concern to the faculty and administration; it becomes part of the student's academic record until the issue is resolved. This status may be applied by SPEC and/or campus-specific Dean 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 may be required to meet with designated 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. The student is permitted to continue in the academic program.

While on Academic Warning, a student is ineligible to enroll in any pre-clinical elective courses.

4.1.1.3 Academic Probation

This status applies when 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 SPEC and/or campus-specific Dean for the following:

- One or more course failures equaling greater than three and a half (3.5) and less than ten (10) credits across all pre-clinical terms
- Failure of a national board examination

A student in this status may be required to meet with designated faculty and discuss opportunities for success. It may be recommended that they attend class in person and/or provide frequent status updates to key faculty/administrators. The student will be required to relinquish leadership positions including but not limited to DO Student Council, DO Class Chairs, SGA, SOC, SOMA, etc. The student is permitted to continue in the academic program.

Students with probation status may be recommended to remediate one (1) 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 respective campus dean. See the section on barriers to progression for additional details.

While in academic probation, a student is ineligible to enroll in any pre-clinical elective courses or participate in clinical clerkships.

4.1.1.4 Dismissal

After a review of the academic deficiencies or deficiencies of a student by SPEC, a student may be dismissed from the academic program of the college. 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.

If a student intends to appeal a decision of dismissal, the student should send an email to the dean indicating their intent to appeal to remain in class before filing the formal appeal within five (5) business day. Please note that the email is not an official documentation of intent to appeal, but simply a notification that the student will be present and attending courses until a decision is rendered by the appeals committee.

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, a leave of absence, withdrawal, dismissal, or graduation.

4.1.2.1 Matriculation And Retention Policy

The Doctor of Osteopathic Medicine program is a four (4)-year program for which completion of the program cannot exceed six (6) years from the date of initial matriculation, Policy #4.002. The following statuses count toward the six (6) years for completion:

- Repeating a year
- Remedial year
- Research year
- Affiliated degree
- Falling below full-time status

For students entering in or after the fall 2021 term, the maximum program duration of six (6) years will be inclusive of any program extensions for academic extensions or personal leaves of absence.

For students matriculating prior to the fall 2021 term, and leaves of absence for academic or personal reasons that were initiated prior to the fall 2021 term will not be included in the maximum duration of six (6) years; however, any additional academic extensions and/or personal leaves of absence will be included in the maximum duration of six (6) years.

4.1.2.2 Leave Of Absence

A Leave of Absence (LOA) is a temporary period of time (not to exceed one (1) 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. Additionally, students may elect to take an LOA to pursue research opportunities or obtain an additional degree. It is not a vacation.

A leave of absence might be voluntary or mandatory, occur while a student is in good standing or on academic probation, or 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's website. In addition to the implications of taking an LOA, which 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 (1) year in length (See Extension to Leave of Absence), and time away counts towards the six (6) year maximum length of completion of the program.

A leave of absence and/or withdrawal that occurs after completing 50% of the course or more will result in a Withdrawal (W)/ Withdrawal Pass (WP)/ Withdrawal Fail (WF) based on the grade achieved to that point as per the General Student Handbook Grading Policies.

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

1. Graduation may be delayed
    a. If an LOA occurs in M3 or M4, residency applications and residency placement/ NRMP Match may be affected.
    b. If graduation requirements cannot be fulfilled prior to July 1 of the intended graduation year, eligibility to participate in the NRMP Match program may be compromised.
2. The reason for the LOA will be reflected in the Medical School Performance Evaluation (MSPE).

4.1.2.2.1 Initiating A Voluntary Leave Of Absence (Voluntary LOA)

To initiate a request for a voluntary LOA, the student must complete a Student Status Change form found on mypcom.edu. Once initiated, the student will be asked to meet with members of the academic administration to discuss the reasons, alternative options, and potential length of LOA for the approval process. Final approval will be made by the respective campus dean.

4.1.2.2.2 Involuntary Leave of Absence (Involuntary LOA)

There is no need to fill out a form when the college has mandated 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 LOA, 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.
- Will not have access to ERAS (M3 and M4 students).

Financial Aid Eligibility

Students are eligible for federal financial aid for a period up to 150% of the length of the academic 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 Pre-Clinical Years

To initiate a return from LOA, the student must complete a form requesting a return. The student, upon return from a Leave of Absence, will be required to work with the Registrar's office and the respective campus Student Affairs to discuss fees and requirements for return.

4.1.2.2.5 Returning from LOA in the Clerkship Years

To initiate a return from LOA, the student must complete a form requesting return. The student will be required to work with the respective Assistant/Associate Dean of Clinical Education to construct a new schedule of clerkships based on availability and resources at that time. The office of Clinical Education cannot guarantee or reserve clerkship or core clinical campus or J-group location upon return from leave, and housing reimbursement is not guaranteed.

4.1.2.2.6 Extension to Leave of Absence

Students requesting an extension to leave of absence must submit their request in writing to the respective campus dean. Requests should outline the reason for the desired extension and the expected date of return. Any Leave of Absence that extends beyond one (1) year, either singularly or in total, must be approved by the respective campus Dean. The final approval of the extension will be submitted in writing by the dean to the student and recorded with the Registrar.

All extensions to leave of absence may be counted towards the six (6) year maximum length of completion of 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, 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.
    - A failure of any courses in the M1 or M2 year will be referred to SPEC for decisions about eligibility to remediate. See the section on barriers to progression.
- A student may be subject to dismissal following ten (10) credits or more of total failures.

4.1.3.2 M2-M3 Promotion

- A student may be promoted to M3 with successful completion of all M2 courses.
    - A failure of any courses in the M1 or M2 year will be referred to SPEC for decisions about eligibility to remediate.
    - See the section on barriers to progression.
- An M2 student may provisionally progress into the M3 year if they schedule and sit for COMLEX-USA Level 1 by the deadline listed in the table (upon meeting the metrics of test certification in the spring of their M2 year). Once a passing score is achieved, the student's provisional status will be removed, and the student will be designated as an M3 student. A student who does not take their COMLEX-USA Level 1 by this date may be placed in an alternate course of study, mandatory LOA, or may elect a voluntary LOA.
    - Students with accommodations may be required to cancel a previously scheduled COMLEX Level 1 to reschedule with the approved accommodations. Students must show documentation of the previously scheduled exam (prior to the must-take by deadline) and schedule for as early in July as possible. Dates must be shared with the respective campus Assistant/Associate Dean for Clinical Education.

4.1.3.3 M3-M4 Promotion

- A student may be promoted to M4 with successful completion of COMLEX-USA Level 1.
- AND successful completion of all core M3 clerkships, including COMAT examinations, unless approved by the campus-specific Dean due to extenuating circumstances.
- See the section on barriers to progression.

4.1.3.4 Graduation Requirements

Each candidate for the degree of Doctor of Osteopathic Medicine must:

- Maintain PCOM-established standards of personal and professional conduct
- Successfully fulfill all pre-clinical and clerkship academic and clinical requirements
- Pass two (2) parts of the Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA): COMLEX-USA Level 1 and COMLEX-USA Level 2 CE, administered by the (National Board of Osteopathic Medical Examiners (NBOME) and as required by the Commission on Osteopathic College Accreditation (COCA).

All requirements for graduation may be completed within a maximum of six (6) years from the first date of matriculation.

Each graduate must be free of indebtedness to the College. Those students who have received financial aid must complete the exit interview online process at least one week before

commencement. The College academic transcript will be provided for licensure or other reasons will be provided 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 they choose to practice. These requirements vary widely and are regulated by the laws of each state. It is the graduate's responsibility of the graduate to obtain the information needed pertaining to state licensing and to fulfill these responsibilities.

4.2 NATIONAL LICENSING BOARD EXAM POLICIES

4.2.1 COMLEX-USA LICENSING EXAMS

Passing the Comprehensive Osteopathic Medical Licensing Examinations (COMLEX-USA) COMLEX-USA Level 1 and COMLEX-USA Level 2 CE is a graduation requirement for each candidate for the degree of Doctor of Osteopathic Medicine as outlined by the Commission on Osteopathic College Accreditation (COCA). COMLEX-USA examinations are administered by the National Board of Osteopathic Medical Examiners (NBOME).

Students are eligible to take COMLEX-USA Level 1 after completion of all pre-clinical coursework beginning in the spring of the second year. Students are eligible to take COMLEX-USA Level 2 CE after passing COMLEX-USA Level 1 and completing all M3 core clerkships. Deadlines vary based on the student's anticipated graduation date (including off-cycle students).

4.2.1.1 COMLEX-USA Dates for Completion

Class of 2028 Dates for COMLEX in fulfillment of DO Graduation Requirements			
Exam	Eligible to Take Exam	Deadline to 1st Take Exam	Deadline to submit passing score
Level 1	Successful completion of all pre-clinical courses and counseled based on metrics	End of Block #2 of the M3 year, July 3, 2026 Required*	End of Block 12 of the M3 year**
Level 2 CE	Successful completion of COMLEX-USA Level 1 *AND* Successful completion of all M3 cores	September, 2027	January 1st of graduation year*

Class of 2027 Dates for COMLEX in fulfillment of DO Graduation Requirements			
Exam	Eligible to Take Exam	Deadline to 1st Take Exam	Deadline to submit passing score

Level 1	Successful completion of all pre-clinical courses and counseled based on metrics	End of Block #2 of the M3 year, June 26, 2025 Required*	End of Block 12 of the M3 year**
Level 2 CE	Successful completion of COMLEX-USA Level 1 *AND* Successful completion of all M3 cores	September, 2026	January 1st of graduation year*

Class of 2026 Dates for COMLEX in fulfillment of DO Graduation Requirements			
Exam	Eligible to Take Exam	Deadline to 1st Take Exam	Deadline to submit passing score
Level 1	Successful completion of all pre-clinical courses and counseling based on metrics	End of Block #2 of the M3 year, June 27, 2025 Required*	End of Block 12 of the M3 year**
Level 2 CE	Successful completion of COMLEX-USA Level 1 *AND* Successful completion of all M3 cores	No later than September 12, 2025	January 1st of graduation year*

* The above deadlines are firm. All considerations for modification to the deadlines due to extenuating circumstances should be submitted in writing to the respective Associate/Assistant Dean of Clinical Education for prior approval.
**See section on COMLEX-USA Level 1 Policy to Enter Clerkships, COMLEX-USA Level 1 Policy to Remain in or Return to Clerkships, and Returning to Clerkships in M3 post-LOA by Passing COMLEX-USA Level 1.

In addition to PCOM's COMLEX policies, the NBOME occasionally makes changes, and it is incumbent upon students to be aware of stipulations regarding COMLEX-USA scoring, attempts, score release dates, etc. For details, visit www.nbome.org.

4.2.1.2 COMLEX-USA Accommodation

Information about licensure testing accommodations for COMLEX-USA Level 1 and COMLEX-USA Level 2CE can be found here.

Students can apply for a COMLEX-USA Level 1 accommodation as soon as they complete their first year of medical school. Students must submit their application for a COMLEX-USA Level 1 testing accommodation no later than December 31 of the students' M2 year. Students must submit evidence that they requested the accommodation to their respective campus dean.

PCOM requires that all students have taken COMLEX-USA Level 1 by the deadline listed above.

Students need to submit written proof that they have applied for accommodations 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 unaccommodated date, and they MUST re-purchase the exam on their NBOME dashboard
    - The NBOME provides a voucher if it is within thirty (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.
- The Accommodations office then adds the approved accommodation, and the student is provided with a special number for the assigned testing site (Pearson VUE) to schedule their exam at a time and place that can provide the approved accommodation.

4.2.1.3 COMLEX-USA Level 1

COMLEX-USA Level 1 preparation occurs throughout the D.O. program coursework in M1 and M2 years. In general, students are provided with various tools and resources to help them prepare for the COMLEX-USA Level 1 examination. These may include attendance at study strategy sessions, tutoring sessions, content reviews, and/or assigned work in question banks and meetings with faculty mentors.

Performance metrics historically utilized to determine the level of additional preparation required include, but are not limited to, student grades in courses, particularly on written exams, throughout the didactic years (M1 and M2), GPA, and assessment exams from outside sources, including the NBOME.

For a student to be endorsed to take the COMLEX-USA Level 1, multiple metrics will be used, including prior performance and a formalized qualifying assessment, such as the COMSAE in the third term of the M2 year (M2T3). Students who achieve less than the minimum score designated by the administration may be placed in a preparatory course to demonstrate readiness. Students in a preparatory program will be linked to advisors from all three campuses as they prepare for a repeat qualifying exam. All students are required to obtain a minimum score designated by the administration on the repeat qualifying exam prior to sitting for COMLEX-USA Level 1. Students who do not reach a minimum score designated by the administration on the repeat qualifying exam will be enrolled in an alternative course of study in the M3 year. Students in these alternative courses of study will meet with their respective assistant/associate dean of clinical education for management of their exam deadlines and schedules, as well as for the review of their progress and further scheduling.

All students who achieve the minimum score designated by the administration on the first or second qualifying exam may participate in an internal PCOM administered elective clerkship rotation, in Block #2 of their M3 year. Students may not sit for the COMLEX-USA Level 1 until approved by the respective Assistant/Associate Dean of Clinical Education.

Students who do not meet the benchmarks expected in CAMR-I, on a qualifying exam, or other aspects of the preparatory program will be advised on a case-by-case basis, and may be placed on a modified course of study. The maximum amount of time for COMLEX- USA Level 1 board preparatory and remediation programs, courses, and/or electives may not exceed a maximum of six (6) months. Please note that all requirements for graduation may be completed within a maximum of six (6) years from the first date of matriculation.

In order to advance into clinical-based clerkships in Block #3 of the M3 year, students are expected to register and sit for COMLEX-USA Level 1 no later than the end of Block #2. Failure to sit for the COMLEX-USA Level 1 by the deadline (indicated above) will be reviewed by the respective campus Assistant/Associate Dean of Clinical Education. Failure to comply with the above guidelines without prior approval may result in a mandatory LOA and a professionalism action.

4.2.1.3.1 COMLEX-USA Level 1 Policy to Enter Clerkships

To enter clerkships (M3), students must meet the following criteria:

1. Satisfactorily complete all coursework requirements of M1 and M2 years.
2. Be endorsed to take COMLEX-USA Level 1.
3. Complete the COMLEX-USA Level 1 Examination by the deadlines listed above.
4. If a student takes COMLEX-USA Level 1 by the deadline and fails to pass, the student:
    1. is required to immediately report the failing score to the Assistant/Associate Deans for Clinical Education of the respective campus.
    2. will be removed from clerkship
    3. may be enrolled in a remedial alternate course of study
    4. may elect a voluntary LOA
    5. will be counseled by the administrative leadership to determine readiness for the additional attempt. Once readiness is demonstrated, the student is released to retake COMLEX-USA Level 1.

4.2.1.3.2 COMLEX-USA Level 1 Policy to Remain in or Return to Clerkships

Students are required to sit for their COMLEX-USA exams by the above deadlines. Students will be allowed up to six (6) months of coursework for COMLEX-USA Level 1. If a student has not passed COMLEX-USA Level 1 after six (6) months of preparation, the student will be referred to SPEC and may be placed on a Mandatory LOA. Students will be permitted to return to clerkship once a passing score has been achieved. Failure to submit a passing score by the deadlines will be put on a mandatory LOA.

All requirements for graduation may be completed within a maximum of six (6) years from the first date of matriculation.

4.2.1.3.3 Returning to Clerkships in M3 post-LOA by passing COMLEX-USA Level 1

A student who has been placed on a Leave of Absence for not submitting a passing COMLEX-USA Level 1 score will not be able to return to clerkships until a passing score is received. Once the student receives a passing score, the student MUST schedule a meeting with the respective Assistant/Associate Dean of Clinical Education to discuss when to return to clerkships as well as other requirements necessary to return. For extended amounts of leave, cognizant of the total time allowed for graduation (6 years), students may be required to perform additional remedial clerkships to achieve clinical and licensure examination proficiency.

The student will meet with the respective campus Assistant/Associate Dean of Clinical Education 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, unless due to extenuating circumstances approved by the campus-specific Dean.

4.2.2 COMLEX-USA Level 2 CE

In order to assess student readiness to take the COMLEX-USA Level 2 CE, multiple metrics will be used, including past performance and a formalized qualifying assessment such as COMSAE, which will be administered in Spring to all M3 students. While on clerkships, preparatory support programs will be implemented to improve COMLEX-USA Level 2 CE readiness and performance. The maximum amount of time for COMLEX-USA Level 2 CE board preparatory and remediation programs, courses, and/or electives may not exceed a maximum of six (6) months. Please note that all requirements for graduation may be completed within a maximum of six (6) years from the first date of matriculation.

Students are expected to take the COMLEX-USA Level 2 CE exam early in their M4 year, by no later than mid-September, the year before the student anticipates graduating, in order to have a score for this exam written in their MSPE and be available to program directors once ERAS opens. Students **MUST** receive a passing score for COMLEX-USA Level 2 CE by the deadline listed above to be eligible to participate in the National Resident Matching Program (NRMP) match in the year they expect to graduate.

If a student does not submit a passing score by the deadlines listed above, 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.

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

4.2.2.1 Returning to M4 Clerkships post-LOA by passing COMLEX-USA Level 2 CE

A student on a Leave of Absence for not submitting a passing score on COMLEX-USA Level 2 CE by the deadline listed above will not be able to return to clerkships until a successful passing score is received. **This will delay their ability to participate in the National Resident Matching Program (NRMP) by one year.**

Once the student receives a passing score, the student will meet with the respective campus Assistant/Associate Dean of Clinical Education 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.

4.2.3 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 to apply to their program.

If a student chooses to take the USMLE, information on the registration process is available on the NBME website.

4.3 CONFERRAL OF DEGREE

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

4.4 PARTICIPATION IN COMMENCEMENT

Students who have not completed all degree requirements may be permitted to participate in Commencement ceremonies without the 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 the student's respective campus.

5.0 Resources

5.1 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 the student open-ended questions 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
7. 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).

5.3 ACADEMIC CALENDAR AND TUITION

5.3.1 Academic Calendar

Information on the academic calendar and other deadlines is available in the following link: Academic Calendar

The Academic Year 2025-2026 marks a shift in the timing of all terms at the Philadelphia College of Osteopathic Medicine for all Programs. The table below represents the academic calendar for M1 and M2 students.

Summer 2025			TERM BREAK	FALL 2025			TERM BREAK	SPRING 2026			TERM BREAK
START	Exam Week	END		START	Exam Week	END		START	Exam Week	END	
30-Jun	18-Aug	24-Aug	Aug 25 - Sept1	2-Sep	15-Dec	21-Dec	Dec 22 - Jan 4	5-Jan	20-Apr	26-Apr	Apr 27 - May 3
Jul 4				Sept 1 Nov 26-28				Jan 19 Mar 12-13			
8			0	16			0	16			0
8			1	16			2	16			1

Clinical Education (M3 and M4) Block Calendar Dates:

2025-2026													
May	June	July	August	Sept	Oct	Nov	Dec	BREAK	Jan	Feb	Mar	Apr	BREAK
SUMMER					FAL				SPRING				
05/05/25 to 05/30/25	06/02/25 to 06/27/25	06/30/25 to 07/25/25	07/28/25 to 08/22/25	08/25/25 to 09/19/25	09/22/25 to 10/17/25	10/20/25 to 11/14/25	11/17/25 to 12/12/25	12/15/25 to 12/26/25	12/29/25 to 01/23/26	01/26/26 to 02/20/26	02/23/26 to 03/20/26	03/23/26 to 04/17/26	04/20/26 to 05/01/26

5.3.2 Tuition Fees and Deadlines

For information on tuition fees and deadlines click on the following link: Bursar's Office

6.0 Appendices

6.1 DO GRADUATE STATISTICS

PCOM annually reports statistics related to COMLEX Level I, Level II CE, 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: Doctor of Osteopathic Medicine (DO) PCOM Program Data

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 sought appropriate guidance and feedback as appropriate.
- Knowledge, skills, and attitudes are 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.

6.1.2 DO CAREER AND RESIDENCY PLANNING

A career in osteopathic medicine offers diverse opportunities to practice whole-person care across a variety of specialties and settings. PCOM provides guidance on residency preparation, specialty selection, and long-term career planning to support the professional journey from student to physician. For more information click on the link for Career and Residency Planning.

6.2 FAIRNESS AND EQUAL OPPORTUNITY

PCOM policy prohibits discrimination on the basis of age, race, sex, color, gender, gender identity and expression, national origin, ancestry, sexual orientation, religion, creed, disability, genetic information, marital status, military and military veteran status or any other legally protected class status in all its programs, activities, and employment practices. This policy applies to recruitment and admission of students, employment of faculty and staff, and scholarship and loan programs. This policy is also 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 Manager, 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. Return to section 1.3 on expectations here.

6.3.1 THE CODE OF CONDUCT

PCOM's core Code of Conduct is the commitment to uphold all legal requirements in an environment that maintains the highest standards of ethical behavior. This Code of Conduct applies to all PCOM trustees, officers, faculty, students, and employees, including PCOM-affiliated physicians, physicians-in-training, physician assistants, pharmacists, psychologists, and other individuals involved in the provision of health care services (herein, "Health Care Professionals," collectively, the "PCOM Community," or, individually a "PCOM Community Member," unless otherwise indicated. The Code of Conduct is the foundation that guides the policies, procedures, and practices that are the framework for our interactions with patients, suppliers, vendors, regulatory agencies, the surrounding community, and each other. It is not meant to detract from or otherwise amend any faculty by-laws, the Faculty Handbook, or the Student Handbook, or to replace any of PCOM's more detailed policies and procedures.

It is the duty of each PCOM Community Member to understand and accept this Code of Conduct and to comply with all of PCOM's standards, policies, and procedures.

Academic Integrity is taken seriously.

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 Professional Code of Ethics and College Disciplinary Policy (see the General Student Handbook about Academic Integrity). Students are obligated to perform their own work and neither give nor receive unauthorized aid on graded material nor 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 sexual harassment or disability should be directed to the Equity and Title IX Manager.

Also, see POLICY #1.38 Sexual Harassment (Title IX) and POLICY #7.101 Student Complaints and Grievances on myPCOM

6.3.3.2 Course/Clerkship-Related Grievance or Complaint Process

See POLICY #3.006 Academic Grade Appeal and POLICY #7.101 Student Complaints and Grievances on myPCOM

6.3.4 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.

6.3.4.1 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. 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 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
American Osteopathic Association
142 East Ontario Street

Chicago, IL 60611-2864 1-800-621-1773
predoc@osteopathic.org

6.4 SPECIFIC EXPECTATIONS OF PROFESSIONALISM

Accountability: Students are expected to be accountable to their patients, the community, and their peers. It is the duty of those in the profession to help meet the needs of the population they serve and to uphold the integrity and ethical standards of the profession.

Responsibility:

- The student is expected to complete all assignments and fulfill all duties in the time period specified.
- The student must abide by all school and hospital policies.
- The student is expected to take responsibility for performing and completing quality work and contributing effectively and professionally to the healthcare team, faculty, staff, and students they encounter.
- The student is expected to take responsibility for their mistakes and admit to any errors of commission or omission, as well as continually seek to improve their knowledge and performance.
- Students are expected to behave in a respectful, controlled manner in all circumstances, no matter how difficult or how unfair they may be perceived to be.
- The student is expected to report any errors and impairments of their peers to the appropriate designated higher leadership.
- Students are expected to seek and maintain a lifelong commitment to learning.
- Students should respond to all communications in a timely manner and use proper and respectful language in any form of correspondence or communication.
- Students are expected to report accurately and timely manner on their patients in all aspects of care and documentation.
- It is expected that the student will make superiors aware of any mistakes or conflicts of interest in a timely manner.
- The student is expected to show up on time and be prepared to actively participate in all aspects of learning, including laboratories, simulations, reviews, evaluations, assessments, classroom discussions, feedback sessions, and other educational activities.
- Students are expected to take responsibility for notifying all faculty, supervisors (chief resident and attending physicians), and necessary administrative staff (student affairs) if they will be late or not able to attend a required activity.

Self–Awareness

- The student is expected to take criticism with appropriate self-reflection and acceptance to continually improve themselves and their performance.
- The student is expected to seek feedback and address any problems or concerns in a timely manner.
- The student will always seek to improve skills and knowledge.
- The student is dedicated to providing compassionate and quality health care to all patients through continual education and life-long learning.
- Students are expected to show progress towards mastery of the competency domains in becoming a physician while recognizing individual weaknesses that require seeking help and further knowledge for continual improvement.
- The student is expected to show altruistic behavior by placing the needs of their patients above their own self-interest.
- The student will handle any conflicts with respect, care, and proper demeanor at all times.
- The student is expected to recognize and inform any superiors of any personal conditions that may interfere with or in any way hinder proper patient care, which may include substance addiction/abuse, sleep deprivation, illness, physical or mental health conditions or personal situations.

Honesty and Integrity:

- The student is expected to act with honesty, integrity, and commitment to professional standards in all encounters, communications, presentations, reports, and research.
- The student recognizes the need for and maintains confidentiality in all aspects of the education and work environment and does not discuss patients in public places
- The student will not falsify or plagiarize any information in writing, research, communication, discussion or other documentation.
- The student will maintain integrity by not sharing or receiving any information with another student during any exam or assessment that is being evaluated or scored which would be considered cheating.
- A student will not access confidential patient information unless directly involved in the patient's care with a need-to-know basis.

Respect for Others:

- The student is expected to treat with dignity and respect everyone they encounter including, but not limited to, patients, family, faculty, physicians, nurses, colleagues, residents, fellows, medical students, nurses, administrators, hospital and school staff
- The student is expected to show empathy and compassion to others without discrimination or bias.

- The student is expected to treat all patients and their families equally and show proper sensitivity towards personal, family, societal, socioeconomic and cultural differences
- The student is expected to properly include others for the appropriate educational needs and care of patients
- The student will maintain appropriate relationship boundaries in the school and work environment in their encounters with other students, faculty, colleagues, staff, patients and their families.
- The student will not harass, mistreat or bully anyone through any form of communication including speech, behavior, text, or email.
- The student is expected to be cognizant of different attitudes and beliefs and will not communicate or behave in a way that may be considered offensive or inappropriate to others

Patient Care

- The student will show up on time, with appropriate professional appearance and attire to actively participate in all educational activities related to patient care and appropriate professional conduct
- The student is expected to attentively listen to patients with compassion, sensitivity, empathy, and care.
- The student will always respect and maintain a patient's rights, autonomy and confidentiality
- The student should communicate clearly with their patients and take the time and effort to ensure patient understanding and maintain patient dignity.

6.5 POLICIES AND IMPORTANT LINKS

This section is hyperlinked to policies or important links mentioned in this handbook. Please note: this is not an all inclusive list of all policies or important links.

6.5.1 PCOM POLICIES

- The PCOM General Student Handbook contains policies pertinent to student enrollment.
- For details see the PCOM General Student Handbook Quick Links
    - Academic Integrity: https://catalog.pcom.edu/gsh/additional-policies/academic-integrity/
    - Academic Standing Policy (Policy #7.005) https://catalog.pcom.edu/academic-info-policies/academic-standing/, https://pcom.policystat.com/policy/16924908/latest/
    - Appealing an Academic Dismissal: https://catalog.pcom.edu/academic-info-policies/academic-standing/appeal-academic-dimissal/
    - Conduct Policies: https://catalog.pcom.edu/gsh/conduct-policies/

    - Professional Code of Ethics: https://catalog.pcom.edu/student-life/code-conduct/
    - Professionalism Policies: https://www.pcom.edu/disclosures/summary-of-professionalism-policies.pdf
    - Student Status: https://catalog.pcom.edu/academic-info-policies/student_status/
    - Violation of College Policies and the Disciplinary Process: https://catalog.pcom.edu/gsh/violations/
- Sexual Harassment (Title IX) (Policy #1.38) https://pcom.policystat.com/policy/12972210/latest
- Student Complaints and Grievances (Policy #7.101): https://pcom.policystat.com/policy/14092918/latest/

6.5.2 PCOM OSTEOPATHIC MEDICINE PROGRAM POLICIES

- Assessment and Grading (Policy #3.001) https://pcom.policystat.com/policy/18358449/latest/
- Clerkship Grading (Policy #3.002): https://pcom.policystat.com/policy/18163200/latest
- Educational Program Objectives (Policy #2.000): https://pcom.policystat.com/policy/18383613/latest/
- Academic Grade Appeal (Policy #3.006): https://pcom.policystat.com/policy/18354377/latest
- Maximum Length of Curriculum (Policy #4.002): https://pcom.policystat.com/policy/18339200/latest/

6.5.3 IMPORTANT LINKS & EMAILS

- Academic Calendar: https://www.pcom.edu/academics/academic-calendar/
- Career and Residency Planning: https://my.pcom.edu/web/home/residency-planning-stu
- Course Catalog: https://catalog.pcom.edu/philadelphia/osteopathic-medicine/doctor-osteopathic-medicine-do/#requirementstext
    - Academic Standing: https://catalog.pcom.edu/academic-info-policies/academic-standing/
    - Grades and Grading: https://catalog.pcom.edu/academic-info-policies/grades-grading/#osteopathicmedicinetext
- Guide to Disability Services: https://my.pcom.edu/documents/10354/202803/GuidetoDisabilityServicesatPCOM.pdf/2f22cd5c-9de1-404e-b56f-4579329d3ef2
    - Disability Services Email: disabilityservices@pcom.edu
    - Office of Student Affairs Testing and Absences Specialist: kristalle@pcom.edu
- Disclosures and Compliance: https://catalog.pcom.edu/compliance/
- Equal Opportunity and Non-Discrimination: https://www.pcom.edu/about/departments/human-resources/equal-opportunity.html
- Excused Absence Request Form: https://forms.gle/ZrsuopYSFC9puizb6

- Help Desk: helpdesk@pcom.edu
- Leave of Absence and Withdrawal: https://www.pcom.edu/about/departments/registrar/leave.html
    - To request a Voluntary Leave of Absence or Withdrawal: https://app.smartsheet.com/b/form/c8601d80892d426bb918ac51b0b9d4c6
    - To request a Return from Leave of Absence: https://app.smartsheet.com/b/form/57fd32de90ae40bab8f409d264d01c84
- MyPCOM: https://my.pcom.edu/web/home/studentresources-stu
- PCOM Administration: https://catalog.pcom.edu/the-college/administration/
- PCOM Faculty: https://catalog.pcom.edu/the-college/acad-dept-faculty/
- PCOM Program Data for Doctor of Osteopathic Medicine: http://www.pcom.edu/program-statistics/doctor-of-osteopathic-medicine.html.
- P.E.N.S Alerts: https://pcom.omnilert.net/subscriber.php
- Registrar's Office: Registrar@pcom.edu
    - Registrar Request Form: https://app.smartsheet.com/b/form/fc6b1393bc3745478068fd7239b887df
    - Registration: https://www.pcom.edu/about/departments/registrar/registration.html
- Student Complaints and Grievances: https://www.pcom.edu/disclosures/student-complaints-and-grievances.html
    - Student Complaints and Grievances (Policy #7.101): https://pcom.policystat.com/policy/14092918/latest/
- Title IX Compliance: https://www.pcom.edu/title-ix/
    - Sexual Harrassment (Title IX) (Policy #1.38) https://pcom.policystat.com/policy/12972210/latest

6.5.4 EXTERNAL ORGANIZATION LINKS

- AACOM/AAMC Foundational Competencies for Undergraduate Medical Education: https://image.email.aamc.org/lib/fe8e13727c63047f73/m/1/3d55a3aa-b3ba-4c14-a447-8c60e27a6f05.pdf
- American Association of Colleges of Osteopathic Medicine Osteopathic Considerations for Core Entrustable Professional Activities (EPAs) for Entering Residency: https://www.aacom.org/docs/default-source/old-documents/old-med-ed/core-epas.pdf?sfvrsn=b6145397_2
- AOA Code of Ethics: https://osteopathic.org/about/leadership/aoa-governance-documents/code-of-ethics/
- Commission on Osteopathic College Accreditation (American Osteopathic Association): https://osteopathic.org/accreditation/
- ExamSoft Minimum System Requirements: https://examsoft.com/resources/examplify-minimum-system-requirements/
- Georgia Nonpublic Postsecondary Education Commission: https://gnpec.georgia.gov/
- Middle States Commission on Higher Education: https://www.msche.org/
- NBOME: https://www.nbome.org/

    - COMLEX-USA Bulletin of Information: https://www.nbome.org/assessments/comlex-usa/bulletin-of-information/
    - COMLEX-USA Level 1: https://www.nbome.org/assessments/comlex-usa/level-1/
    - COMLEX-USA Level 2 CE: https://www.nbome.org/assessments/comlex-usa/level-2-ce/
    - COMLEX-USA Blueprint: https://www.nbome.org/assessments/comlex-usa/comlex-usa-blueprint/
    - COMLEX-USA Testing Windows and Score Release Dates: https://www.nbome.org/assessments/comlex-usa/testing-windows-score-release-dates/#level-2
    - What to Expect on Exam Day: https://www.nbome.org/assessments/comlex-usa/what-to-expect-on-exam-day/
    - Test Accommodations: https://www.nbome.org/assessments/test-accommodations/
    - COMAT: https://www.nbome.org/assessments/comat/
    - COMAT Administration and Policies: https://www.nbome.org/assessments/comat/clinical-subjects/administration/guide/
- Pennsylvania Department of Education: https://www.education.pa.gov/Pages/default.aspx
- United States Medical Licensing Exam (USMLE): https://www.usmle.org/