

Western University of Health Sciences

University Catalog

2023/2024 Academic Year

Western University of Health Sciences

2023-2024 Catalog

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COVID-19 Impact

The contents of this 2023-2024 catalog reflect standard operating conditions for the academic year. However, the global COVID-19 pandemic has resulted in a rapidly changing environment for higher education, and Western University of Health Sciences will respond to those changes in the interest of the health and well-being of all our students, faculty, staff, and administration. Changes to COVID-19 Vaccine policy, procedure and practice may be necessary from time to time, and these changes will be published using typical communication channels, including mail, email, publication to the [university web site](#), press releases, and other channels as deemed appropriate. These changes may supplement and supersede any inconsistent provisions found in this Catalog.

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Conditions of Accuracy

The information within is accurate at the time of publication. Students are responsible for informing themselves of and satisfactorily meeting all requirements pertinent to their relationship with the University. Students and others who use this catalog should be aware that the information changes from time to time at the sole discretion of Western University of Health Sciences (WesternU) and that these changes might alter information contained in this publication. More current and complete information may be obtained in the appropriate department, school, or administrative offices. Some changes can also be found on the Western University of Health Sciences website. Western University of Health Sciences reserves the right, at any time and without notice, to make any changes to all rules, policies, procedures and any other information that pertains to students or the institution including, but not limited to, admission, registration, tuition and fees, attendance, curriculum requirements, conduct, academic standing, candidacy and graduation. This catalog does not constitute a contract, or terms or conditions of contract between the student, staff, and/or faculty and Western University of Health Sciences.

Text for the catalog was prepared as of May 2023. The information herein applies to the academic year 2023-2024.

Message from the President

Dear Colleagues and Friends,

As you know, my mantra as your 3rd permanent President of Western University of Health Sciences, is to be a servant leader, dedicated to the service of our WesternU students and their families. Specifically, I am focused on delivering a high quality and unique education to our students, within our 9 colleges. In fact, all five branches of our WesternU government, academic senate, dean's council, staff council, student governing body, and the university executive and operations team must be focused on the education of our esteemed students!

The University Catalog is a critically important summary of rules, regulations, policies, and procedures focused upon the student which is meant to serve as a guide for the student. Hence, by definition, the University Catalog is an important document to have at hand, when the student needs it.

I urge you all to scan the table of contents, and then appreciate that this important catalog exists. It is meant to offer you the guidance you require when you have questions concerning the policies and practices of the University relevant to students.

These policies and procedure enable the smooth operation of a health sciences university that is committed to a humanistic, compassionate, and caring approach to healthcare and healthcare education, and which is dedicated to the training and well-being of its students.

Please know that WesternU is always here for you!

My very kindest regards,

Robin Farias-Eisner MD PhD MBA
President
Western University of Health Sciences

General Information

For over 45 years, Western University of Health Sciences has had a special mission: Educating tomorrow's health-care professionals with a combination of scientific excellence and a humanistic, compassionate approach to patient care.

WesternU is one of the largest graduate schools for the health professions in California. Alumni rank among the top leaders in health care and medicine throughout the country and the world.

The University is home to more than 3,700 students in 8 health sciences colleges and 21-degree programs, as well as more than 1,000 employees, and its main campus in Southern California is one of the most thriving enterprises in the Pomona and Inland valleys. WesternU Pomona, encompassing 22 acres, has helped transform downtown Pomona into a thriving mix of retail, commercial and educational enterprises.

The University also operates a campus in the Pacific Northwest, in Lebanon, Oregon. This campus includes COMP-Northwest and CHS-Northwest, welcomed its inaugural classes of 107 osteopathic medical students in July 2011 and 49 physical therapy students in July 2021, and has grown to more than 500.

Mission

Our mission is to produce, in a humanistic tradition, health care professionals, and biomedical knowledge that will enhance and extend the quality of life in our communities.

Vision

To continue to flourish as a pioneering institution that has enjoyed phenomenal growth we must build on our foundation in humanistic health sciences, The WesternU Way – the caring, respect, empathy, and trust that have ever made us so innovative, audacious, and nimble. This bedrock of values informs all that we do, ensuring our work is ever a beacon that reflects compassion as we serve our communities.

Guiding Values

Our guiding values include:

- Embodying humanism through caring, respect, empathy, and trust.
- Creating a pioneering culture of bold innovation, courage, and passion.
- Displaying a collaborative mindset in how we operate, how we educate, and how we deliver health care.
- Achieving excellence in all that we do.

University Outcome Domains

The University has adopted a set of eight outcome domains that serve to guide its academic programs in their development and ongoing quality improvement. Within each outcome domain, each academic program has developed specific ability-based outcomes appropriate to the particular degree program.

The eight domains are as follows:

1. Critical Thinking
2. Breadth and Depth of Knowledge in the Discipline/Clinical Competence
3. Interpersonal Communication Skills
4. Collaboration Skills
5. Ethical and Moral Decision-Making Skills
6. Life-long Learning Skills
7. Evidence-based Practice
8. Humanistic Practice

History

The founding institution, the College of Osteopathic Medicine of the Pacific (COMP), was established in 1977 as a direct and important response to a critical shortage of primary care physicians in the western United States. Philip Pumerantz, PhD, accepted the invitation of the college's board of directors to become the founding president in September 1977. In January 1978, COMP received pre-accreditation status from the American Osteopathic Association. Provisional accreditation status was achieved in July of 1978 and full accreditation in February 1982.

COMP admitted its charter class of 36 students in 1978, and classes began on October 2. This occasion marked the successful culmination of efforts begun in 1974 by the Society of Osteopathic Physicians and Surgeons of California "to seek the establishment of a college of osteopathic medicine in the state of California". The charter class graduated on June 13, 1982.

In response to a nationwide demand for qualified clinical educators, COMP initiated a Master of Science in Health Professions Education degree program (known on campus as MSHPE) in September 1986. This program was housed within a newly created Graduate Division, and its charter class graduated in June 1987. The program has grown in subsequent years, with an enrollment reflecting a wide spectrum of health professionals.

As a new decade began, COMP accepted its first class of physician assistant (PA) students, who matriculated on February 2, 1990. With the addition of this program, the Graduate Division became the Division of Allied Health Professions, and subsequently, the School of Allied Health Professions. The start of the PA program signaled a new era in which COMP expanded its mission of educating family-oriented health care professionals for the western United States.

In response to a growing need for physical therapists in this country, a master's degree program in physical therapy (the MPT degree) was launched on January 6, 1992. Within the School of Allied Health Professions, COMP enrolled 49 students in the charter class and hired five faculty members for the program. The two-year, four-month MPT program educates physical therapists to function as generalists in the field who are also concerned about wellness, health promotion, and a humanistic approach to the care of the whole patient.

In 1991, the institution achieved the status of an academic health center (AHC) due to its multi-faceted programs in medical and allied health education. The academic health center formed a partnership with San Bernardino County Medical Center, which moved to a state-of-the-art facility in Colton, California, and changed its name to the Arrowhead Regional Medical Center (ARMC) in the spring of 1999. The partnership, known as the Academic Center for Excellence in the Health Sciences (ACEHS), provides the University with a primary teaching hospital. ARMC sponsors the largest family practice residency-training program in California and the second largest in the nation.

In August 1996, in order to better reflect its stature, COMP was restructured into a university with a new name: Western University of Health Sciences. The College of Pharmacy also welcomed its charter class into the Doctor of Pharmacy (PharmD) program at that time. This program was the fourth college of pharmacy to be established in the state of California, and prepares students in a humanistic, interdisciplinary tradition to become competent, qualified professionals. Graduates of WesternU's College of Pharmacy complement other health care team members by offering their expertise in comprehensive drug therapy management.

In March 1998, WesternU created a College of Graduate Nursing in order to satisfy an increasing demand for advanced practice nurses. The College offers a Master of Science in Nursing (MSN) degree, a Family Nurse Practitioner (FNP) certificate program, and a joint MSN/FNP program for advanced practice nurses in a distance-learning format. The arrival of the Internet as an electronic information management tool provided the university with a unique opportunity to offer students individualized learning experiences that would be impossible through other media. Online discussion forums and e-mail also provide important lines of communication and support among distance learners, faculty, and other program personnel.

WesternU founded the College of Veterinary Medicine -- its fifth college -- in August 1998. Shirley D. Johnston, DVM, PhD, was hired as the founding dean the following month, and was the first female dean of a veterinary college in the United States. WesternU now provides an AVMA-accredited educational program that serves as a new paradigm in veterinary education. The University also founded the Center for Disability Issues and the Health Professions in August 1998. Headed by Brenda Premo, MBA, the former director of the Department of Rehabilitation for the state of California under Governor Pete Wilson, the Center was established to improve the capabilities of primary health care providers to meet the growing needs of people with disabilities. In 2010, the Center's name was changed to the Harris Family Center for Disability and Health Policy.

In August 1999, the University changed its Primary Care Physician Assistant certificate program to the master's degree level, effective with the class entering in August 2000. Students who complete the two-year program are awarded the Master of Science (MS) degree in Physician Assistant Studies. Current with this program change, the faculty developed an online Master of Science in Health Sciences degree program, designed for licensed physician assistants who possess a bachelor's degree and seek advanced education at the graduate level.

In 2001, the Department of Health Professions Education in the College of Allied Health Professions merged the MS in Health Professions Education with the MS in Health Sciences program. The Department was renamed the Department of Health Sciences to be consistent with this degree change.

In 2003, WesternU enrolled its charter students in the Doctor of Veterinary Medicine and in Doctor of Physical Therapy programs. In addition, the College of Pharmacy began offering a MS in Pharmaceutical

Sciences degree program. A new Veterinary Medicine Center opened in conjunction with the matriculation of the first class of veterinary medicine students in August 2003. A second building dedicated to the College of Veterinary Medicine, the Banfield Veterinary Clinical Center, opened in August 2008.

In August 2004, the College of Graduate Nursing instituted a new entry-level nursing track into its MSN program. The MSN program itself has been expanded to provide a series of master’s level courses with a nurse leadership focus. This effort was followed by the establishment of a new Doctor of Nursing Practice program, which began classes in January 2008.

The 2009-10 academic year opened with the inaugural classes of our Doctor of Dental Medicine, Doctor of Optometry, and Doctor of Podiatric Medicine programs. In conjunction with the inauguration of these three new health professions programs, the university initiated the first phase of its interprofessional education program (IPE), which involves interprofessional teams from all of the University’s health professions programs in the analysis of clinical cases. In conjunction with these new professional programs, the University opened its newly constructed Health Education Center and adjacent Patient Care Center. In January 2010, the University enrolled the first class of students in its new Master of Science in Biomedical Sciences program, the initial academic program sponsored by WesternU’s new Graduate College of Biomedical Sciences. In June 2010, the University enrolled the first class of students in its new Master of Science in Medical Sciences program within the Graduate College of Biomedical Sciences.

In July 2011, WesternU enrolled the inaugural class of Doctor of Osteopathic Medicine students on its campus in Lebanon, Oregon, a facility known as COMP-Northwest. These students will complete the entire four-year DO curriculum on this campus.

WesternU at a Glance

As of the 2022/2023 academic year, WesternU’s enrollment reached 3,724 students in over 20 degree programs. Demographic information on the student body is shown below:

Gender	<ul style="list-style-type: none"> •Female, 64% •Male, 36% •Non-binar, 0.01%
Ethnicity/Race	<ul style="list-style-type: none"> •American Indian/Alaskan Native, 0.32% •Asian, 40.82% •Black or African American, 3.54% •Hispanic, 16.51% •Native Hawaiian or Pacific Islander, 0.01% •White, 33.78% •Two or More Races, 3.71% •Unknown/Unreported, 0.13%
Region	<ul style="list-style-type: none"> •In-State, 80.72% •West, 9.00% •Other, 8.78% •International, 1.5%

University Impact

- WesternU has more than 1,000 full-time employees and is one of the largest employers in the Pomona Valley.
- WesternU has approximately \$528 million in total assets.
- The University's operating budget totals more than \$221 million.
- The University provided more than \$1.3 million in COVID relief funds to more than 3,500 students.
- The University received more than \$12 million in research support, grants, and contracts from government and private sources in 2020-21.

Academic and Research Centers

In addition to the degree-granting programs, the University has also established other units that serve to expand its regional and national impact. These include:

- Harris Family Center for Disability and Health Policy
- Center for Academic and Professional Enhancement
- WesternU Health | Pomona
- WesternU Health | Rancho Mirage
- WesternU Health | Los Angeles
- WesternU Health | Portland
- Pet Health Center

Accreditation

Western University of Health Sciences is accredited by the Senior College and University Commission of the Western Association of Schools and Colleges (WASUCU). WASC's statement of accreditation status can be found at <http://www.wascsenior.org/institutions/western-university-health-sciences>. You may contact WASC at 985 Atlantic Avenue, Suite 100, Alameda, CA 94501. Phone: (310) 748-9001, Fax: (310) 748-9797, E-mail: wascsr@wascsenior.org. WASC is a non-profit organization that evaluates the quality and educational effectiveness of schools, colleges, and universities. WASC is one of six regional accreditation agencies in the United States. While it is not officially regulated by the government, it is regularly reviewed by the [U.S. Department of Education](#) and the [Council for Higher Education Accreditation](#).

Please refer to the specific college sections of this catalog for further information on program and professional accreditations.

Complaints Regarding WASC Accreditation Standards

Western University of Health Sciences is committed to meeting and exceeding the standards for accreditation of colleges and universities as described by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). It is the policy of Western University of Health Sciences that a student, employee, or other constituent of the University that believes that they University may not be in compliance with the standards of accreditation has a right to file a complaint can view the complaint submission process at: <http://www.wascsenior.org/comments>.

State Authorizations

The most updated information regarding **State Authorizations** can be found [online](#).

Western University of Health Sciences (WesternU) has a campus in Pomona, California and Lebanon, Oregon. According to Federal and State Regulations, institutions conducting educational activities outside of their home state must receive authorization, exemption, or license to conduct these activities. Educational activities include but are not limited to: online courses and experiential learning opportunities (e.g., clinical rotations). States hold the right to choose whether and how to regulate institutions within its' borders. The regulations also require a state to have a process to review, and appropriately act on, complaints about an institution.

As an institution in the state of California, the only state not part of the National Council for State Authorization Reciprocity Agreements (NC-SARA), state authorization is what allows WesternU to enroll students outside of California into its online programs. In addition, adhering to federal regulations around state authorization and distance learning is tied to the university's participation in Federal Student Aid programs authorized under Title IV of the HEA.

Western University of Health Sciences pursues authorization to offer distance education programs and experiential learning opportunities in other states. Accordingly, WesternU, like all other California schools, is required to secure individual authorization/exemptions with a respective state, as required by their state law, with respect to its educational activities. While WesternU strives to establish a broad range of appropriate authorization/exemptions for our educational activities, we are unable to guarantee it.

Western University of Health Sciences has obtained special authorization/exemptions to operate in the following states, based on the program:

Western University of Health Sciences has obtained special authorization/exemptions to fully operate in the following states: California and Oregon. Inquiries regarding the standards or school/clinical site compliance can be directed to:

California Bureau for Private Post-Secondary Education

An individual may contact the Bureau of Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Dr, Suite 400, Sacramento, CA 95833, <https://www.bppe.ca.gov/students>, telephone (916) 431-6924, or fax (916) 263-1897.

Oregon

This school is a non-profit corporation and is authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, Higher Education Coordinating Commission, 775 Court St NE, Salem, Oregon 97301.

University Academic Calendar

All colleges at Western University of Health Sciences maintain specific, detailed program calendars. Please consult the appropriate program to determine additional official dates. In addition, students completing clinical experiences or rotations must follow their preceptor’s schedule, which may or may not include working on federal holidays.

June 19, 2023	Juneteenth Holiday Observed, No Classes
July 4, 2023	Independence Day, No Classes
July 5, 2023	Classes Resume
July 5 – July 7, 2023	Orientation Week (CHS Northwest)
July 31 – August 3, 2023	Orientation Week (COMP Northwest)
August 4, 2023	Convocation/White Coat Ceremony (WesternU Oregon)
August 7 – 11, 2023	Orientation Week (WesternU)
August 19, 2023	Convocation/White Coat Ceremonies (WesternU)
September 4, 2023	Labor Day, No Classes

October 9, 2023	Indigenous People’s Day, No Classes
November 10, 2023	Veterans Day Holiday Observed, No Classes
November 22, 2023	Thanksgiving Recess Begins (Classes dismiss @ 5:00 p.m.)
November 27, 2023	Classes Resume
December 22, 2023	Winter Recess Begins (Classes dismiss @ 5:00 p.m.)
January 8, 2024	Classes Resume
January 15, 2024	Martin Luther King Day (No Classes)
February 19, 2024	President’s Day (No Classes)
May 15 – 17, 2024	Commencement (WesternU)
May 24, 2024	Commencement (WesternU Oregon)
May 27, 2024	Memorial Day, No Classes

Consumer Information

Notice of Non-Discrimination and Equal Opportunity

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race (inclusive of traits historically associated with race, including hair texture and protective hairstyles), color, national origin, ancestry, sex, gender, gender identity, gender expression, sexual orientation, physical or mental disability, age, religion, creed ((including religious observances, practices, dress, head scarves, beards, and grooming standards associated with one's religious beliefs or practices), medical condition (as defined by statute), genetic information, marital status, pregnancy (including childbirth, breastfeeding or related medical conditions), veteran status or any other characteristic protected by law. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community in accordance with all applicable laws.

The following person has been designated to handle inquiries regarding WesternU's non-discrimination policies and to receive discrimination or harassment complaints from members of the WesternU community:

Cristina Alvarez
Associate Vice President for Equal Opportunity and Title IX Coordinator
Western University of Health Sciences
309 East Second Street
Pomona, CA 92766
otixeo@westernu.edu

For further information related to this statement, including the associated policies and procedures related to WesternU's prohibition of harassment, retaliation, sexual harassment, and sexual misconduct, please contact the OTIXEO.

For inquiries related to concerns under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please contact the Harris Family Center for Disability and Health Policy (CDHP) at (909) 469-5441.

Safety and Security: Annual Security Report

The security of all members of the campus community is of vital concern to the Western University of Health Sciences. In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, information concerning campus security programs, recommended personal safety practices, the authority of the University security guards, campus disciplinary procedures and campus crime statistics for the most recent three-year period is now available at <https://www.westernu.edu/safety/safety-handbook/>. The information included in this document has been prepared by the Office of Health and Safety using statistical and other information supplied by the Pomona Police Department and Campus Security.

Diversity Statement

The students, faculty, administration, and staff of Western University of Health Sciences place great value on diversity. For us, it is a philosophy of inclusion, with pluralism and academic freedom as its foundation. WesternU is committed to an open environment that promotes, accepts, and celebrates different points of view.

WesternU is a community of individuals in which diversity is recognized as being the core of our intellectual, social, cultural, physical, emotional, and moral lives. We are enriched by our encounters with one another, and we strive to learn from each other in an atmosphere of positive engagement and mutual respect. Our understanding and acceptance of one another in the campus environment contributes to our ability to care for our patients, who live in a diverse society.

We acknowledge our guaranteed rights of free expression under the First Amendment to the Constitution of the United States. However, we also hold unique responsibilities as individuals, answerable for our own behavior and fully accountable for our actions. Seeking balance between rights and responsibilities makes us keenly aware of the dangers of defamatory, libelous, or obscene behavior, the value of community and the importance of respecting our differences and commonalities.

As individuals committed to health professions education in the osteopathic tradition, we embrace the important principle of caring for the whole person-in body, mind and spirit.

Equal Opportunity and Civil Rights (EOCR) Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race (inclusive of traits historically associated with race, including hair texture and protective hairstyles), *color, national origin, ancestry, sex, gender, gender identity, gender expression, sexual orientation, physical or mental disability, age, religion, creed ((including religious observances, practices, dress, head scarves, beards, and grooming standards associated with one's religious beliefs or practices), medical condition (as defined by statute), genetic information, marital status, pregnancy (including childbirth, breastfeeding or related medical conditions), veteran status or any other characteristic protected by law.* WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community in accordance with all applicable laws.

WesternU also prohibits any form of retaliation against a person, who under good faith, reported a violation under the policy or who participated in any investigation or proceeding under the policy. Violations of the policy will lead to prompt and appropriate administrative action, including and up to termination of employment or expulsion from the University.

Whom to Contact If You Have Complaints, Questions or Concerns

The AVP of Equal Opportunity and Title IX Coordinator is the designated individual responsible for the coordination of WesternU's compliance with all applicable federal and state laws prohibiting discrimination and harassment. Any WesternU community member who believes they have been subjected to prohibited conduct is encouraged to report such concerns immediately. An individual can choose to report violations under this policy by contacting the AVP of Equal Opportunity and Title IX

Coordinator, Cristina Alvarez, via email at otixeo@westernu.edu. An individual can also file a complaint with the following reporting agency:

Mail or Fax	
California Office of Civil Rights San Francisco Office U.S. Department of Education 50 Beale Street, Suite 7200 San Francisco, CA 94105-1813 T: (415) 486-5555 F: (415) 486-5570 E: OCR.SanFrancisco@ed.gov	Oregon Office of Civil Rights Seattle Office U.S. Department of Education 915 Second Avenue, Room 3310 Seattle, WA 98174-1099 T: (206) 607-1600 F: (206) 607-1601 E: OCR.Seattle@ed.gov
Online Reporting:	
If you wish to fill out a complaint form online with the OCR, you may do so at: https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm .	

Complaint Procedures

WesternU utilizes complaint procedures that provide an adequate, reliable, and impartial investigation and resolution of discrimination and harassment complaints. For further information, including the full policy and the applicable procedures, please contact the OTIXEO at the contact information stated above.

Title IX: Sexual and Gender-Based Harassment, Interpersonal Violence, and Other Sexual Misconduct (SIM) Policy

Special Note: *Western University of Health Sciences' (WesternU) strives to stay up to date on updates in federal, state, and local regulatory requirements; therefore, this policy is reviewed periodically and updated, as needed. Please visit WesternU's [Title IX](#) resource website for the most up to date policies and procedures.*

The Sexual and Gender-Based Harassment, Interpersonal Violence, and Other Sexual Misconduct (SIM) policy and procedure addresses WesternU's applicable responsibilities under Title IX of the Education Amendment of 1972, the Violence Against Women Reauthorization Act of 2022, and California Senate Bill 493. This policy is implemented to ensure a safe WesternU campus community free from sex or gender-based discrimination, harassment, and interpersonal violence.

WesternU's SIM policy strictly prohibits discrimination or harassment, in its education programs and activities, on the basis of sex or gender. WesternU does not discriminate on the basis of sex or gender in its educational or employment programs or activities, including admission and employment. All members of WesternU have the right to fully participate in all WesternU programs and activities and be free from unlawful discrimination or harassment. Prohibited conduct, for purposes of this policy, includes but is not limited to acts such as sexual or gender-based harassment, sexual assault, dating violence, domestic violence, and stalking. WesternU also prohibits any form of retaliation against a person, who in good faith, reported a violation under this policy or who participated in any investigation or proceeding under the policy.

WesternU will take appropriate administrative action to eliminate prohibited conduct, prevent its recurrences, and remedy its effects. WesternU utilizes grievance procedures that provide an adequate, reliable, and impartial investigation and resolution of these matters. Employees who are determined to have violated the policy may be subject to administrative actions, including disciplinary action up to and including termination. Students who are determined to violate the policy may be subject to administrative action, including dismissal or academic suspension. It is the responsibility of each member of WesternU to contribute positively to the University community in a manner that fosters an environment free from prohibited conduct. For the full policy and procedure, including information related to WesternU's grievance process and resources available to someone who may have experienced prohibited conduct, please visit WesternU's [Title IX](#) resource website.

Whom to Contact If You Have Complaints, Questions or Concerns

Title IX requires the university to designate a Title IX Coordinator to monitor and oversee overall Title IX compliance. Your Title IX Coordinator is available to explain and discuss your right to file a criminal complaint (for example, in cases of sexual violence); the university's complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters.

If you are in the midst of an emergency, please call the police immediately by dialing 9-1-1.

Cristina Alvarez
Associate Vice President of Equal Opportunity and Title IX Coordinator
Western University of Health Sciences
309 East Second Street
Pomona, CA 92766
otixeo@westernu.edu
[Title IX](#) resource website

An individual can also file a complaint with the following reporting agency:

Mail or Fax	
<p>California Office of Civil Rights San Francisco Office U.S. Department of Education 50 Beale Street, Suite 7200 San Francisco, CA 94105-1813 T: (415) 486-5555 F: (415) 486-5570 E: OCR.SanFrancisco@ed.gov</p>	<p>Oregon Office of Civil Rights Seattle Office U.S. Department of Education 915 Second Avenue, Room 3310 Seattle, WA 98174-1099 T: (206) 607-1600 F: (206) 607-1601 E: OCR.Seattle@ed.gov</p>
Online Reporting:	
<p>If you wish to fill out a complaint form online with the OCR, you may do so at: https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm.</p>	

Grievance Procedures

WesternU utilizes grievance procedures that provide a prompt, thorough, and objective investigation and resolution of SIM complaints as well as provide training, education, and preventive measures. **For further information, including the full policy and the applicable procedures, please visit the University’s [Title IX resource website](#).**

Confidential Resources

WesternU will make reasonable and appropriate efforts to preserve the privacy of all individuals involved in a report under the policy. Please note that confidentiality cannot be completely guaranteed when making a report to a non-confidential resource. The University will endeavor to make reasonable efforts to protect and safeguard privacy while balancing the need to gather information to assess the report; take steps to eliminate the prohibited conduct; prevent its reoccurrences; and remedy the effects.

Confidentiality, in accord with the law, protects certain communications from disclosure, without consent, that occur within certain legally recognized relationships. WesternU has designated resources that possess this protection under “Confidential Resources” listed below. Except as outlined under “Confidential Resources” or in the case of a privilege recognized under the law (examples of which include psychotherapist-patient; attorney-client; sexual assault counselor-victim; and domestic violence counselor-victim), any member of the University community who knows of or has reason to know of prohibited conduct under the SIM policy or allegations is encouraged to promptly inform the Acting Title IX Coordinator, in accordance with policy guidelines. Resources are available to students, faculty, and staff who experience sexual violence, domestic violence, dating violence and instances of stalking. The following is a list of confidential resources available to the WesternU community. While discussing allegations with a confidential resource may not result in an identifying report to the Acting Title IX Coordinator, they may have reporting or other obligations under the law. For more information on privacy and confidentiality, please visit the University’s [Title IX](#) resource website.

On-Campus	
<p>WesternU (Pomona Campus) Anna Couch, PhD, MA, MFT Optum Behavioral Health On-Site Provider Anna.couch@optum.com (626) 391-8508</p> <p>Luis Orozco, DSW, MSW, LCSW Optum Behavioral Health On-Site Provider Luis_orozco@optum.com (562) 219-4537</p> <p>Services: Counseling, Coaching, Critical Incident Response Services</p>	<p>WesternU (Oregon Campus) Lisa Schulz Optum Behavioral Health On-Site Provider Lisa_schulz@optum.com</p> <p>Services: Counseling, coaching, critical incident response services</p>
Off-Site	
<p>WesternU Project Sister Family Services 24 Hour Hotline: (909) 626 – 4155 (626) 966 – 4155</p>	<p>WesternU Oregon Center Against Rape and Domestic Violence (CARDV) 24 Hour Hotline: (541) 754-0110 (800) 927-0197</p>

Services: Walk in clinic, crisis intervention, prevention education, hotline, and counseling.

Services: emergency shelter, crisis intervention, prevention education, hotline, counseling, and support groups.

Other Resources

There are numerous resources for both students and employees whether for support and guidance in relation to any report of prohibited conduct. Comprehensive information on available resources, including community resources, emergency and on-going assistance; mental health services; reporting options and other available support are as follows and can be located on the University's [Title IX](#) resource website.

Religious Accommodations and Cultural Practices Policy

Western University of Health Sciences (WesternU) provides reasonable accommodations for students based upon their religious and/or cultural practice(s), and observances, including religious attire, subject to applicable laws and regulations. A religious accommodation is defined as any adjustment that allows a student to practice religious beliefs, practices or observances, which do not compromise safety, infringe on the rights of others or cause undue hardship. Please review WesternU's Religious Accommodations and Cultural Practices Policy for specific information on student academic accommodations for religious and/or cultural practice(s), and observances, including institutional policy requirements for requesting an accommodation.

Drugs and Alcohol on Campus Policy

The Federal Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act and its amendments require all federal grant recipients to certify a drug-free environment. It is the policy of Western University of Health Sciences (WesternU) to comply with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act and its amendments (DFSCA). The Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act and its amendments requires WesternU to adopt and implement a program to prevent the unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or alcohol by students and employees on WesternU property, at WesternU sponsored activities or events, and to offer anti-drug and alcohol abuse programming.

WesternU Drug and Alcohol Abuse Prevention Program

The Drug and Alcohol on Campus Policy can be located here and addresses the following:

- I. The health risks associated with alcohol and drug use and abuse;
- II. Alcohol and drug abuse resources for students and employees;
- III. Policies on alcohol and other drugs;
- IV. Information on state, municipal and federal laws and sanctions

- V. University standards and Sanctions that clearly prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of its on-campus or off-campus activities.

In order to enforce this policy, the University reserves the right to conduct searches of university property, student, and/or their personal property, and to implement other measures necessary to deter and detect abuse of this policy.

The university has the right to take reasonable steps to determine if a student is under the influence (when on-campus or when participating in university sponsored activities or events, including but not limited to off-campus clinical rotation sites, including requiring non-invasive testing. Off campus illegal drug activity or alcohol abuse that could have an adverse effect on the individual's performance at WesternU or that could jeopardize the safety of others, University equipment, or the University's relations with the public, will not be tolerated and is strictly prohibited. Violations of this policy will be referred for review/action to the College.

The illegal use or abuse of drugs that impair a student's ability to perform academically or disrupts others in the performance of their work or academic endeavors is strictly prohibited. The unlawful distribution, dispensing, possession, or use of controlled substances on the University's campuses is strictly prohibited. Students convicted of any criminal drug violation are required to notify a college administrator within five (5) days of the conviction. The college administrator may then report this conviction to the appropriate agencies.

Any student who is using prescription or over-the-counter drugs that may impair their ability to safely perform their academic duties, or affect the safety or well-being of others, must notify the Student/Employee Health Office. The student need not disclose the condition(s) for which the drugs are being used. Following the required disclosure, the University will determine whether reasonable accommodations can be provided which would allow the student to perform their duties safely.

Any student who violates this policy will be subject to disciplinary action, up to and including dismissal from their program of study.

The University will encourage and reasonably accommodate students with alcohol or drug dependencies to seek treatment and/or rehabilitation. Students may consult with OptumHealth's Employee Assistance Program (EAP) for Students for referral information. The University is not obligated, however, to retain any student whose academic or professional performance is impaired because of drug or alcohol use, nor is the University obligated to re-admit any person who has participated in treatment and/or rehabilitation if that student's performance remains impaired as a result of dependency. Students who are given the opportunity to seek treatment and/or rehabilitation, but fail to overcome their dependency successfully, will not automatically receive a second opportunity to seek treatment and/or rehabilitation. WesternU is committed to maintaining a drug-free environment in compliance with applicable laws. The unlawful distribution, dispensing, possession, or use of controlled substances is prohibited on the University's campuses or any of its medical facilities. Violation of this policy may result in the appropriate disciplinary action up to and including dismissal.

Health Risks and Laws Relating to Drug Violations

The health risks associated with drug use as well as state and federal laws governing drug violations can be found here.

Drug Conviction Notification and Imposed Sanctions

1. Any student must notify Western University of Health Sciences of any criminal drug statute conviction for a violation no later than five business days after such a conviction.
2. Within 30 days after receiving notice of a student conviction, Western University of Health Sciences will impose corrective measures on the student convicted of drug abuse violations by:
 1. Taking appropriate action against the student up to and including dismissal and/or,
 2. Requiring such student to participate satisfactorily in a drug abuse assistance or rehabilitation program.

Rehabilitation

Western University of Health Sciences will reasonably accommodate any student who volunteers to enter an alcohol or drug rehabilitation program, provided the reasonable accommodation does not impose undue hardship on Western University of Health Sciences. Reasonable accommodation could include a Medical Leave of Absence. However, Western University of Health Sciences is not obligated to offer an accommodation for any student who has violated any University policy. Western University of Health Sciences will take reasonable measures to safeguard the privacy of the student concerning enrollment in an alcohol or drug rehabilitation program. If student enters into a state approved rehabilitation program, they shall sign an agreement with Western University of Health Sciences, which will include the following:

1. Enroll in and complete a University approved rehabilitation program at the student's expense.
2. Execute the appropriate release of medical information forms to the University in order to monitor the compliance with the rehabilitation program.
3. Ensure the treatment facility provides the University with the necessary documentation to establish compliance.
4. Abstain from any illegal drug misconduct.
5. Acknowledge that any future violation of Western University of Health Sciences drug prohibitions shall result in immediate dismissal.
6. Failure to comply with any provision of the agreement shall result in immediate dismissal.

Where can students go for help?

Call the Employee Assistance Program (EAP) for Students through OptumHealth at (800) 234-5465. You may also visit OptumHealth's web site www.liveandworkwell.com and click the "register" button. If you would like to enter the site anonymously, go to www.liveandworkwell.com and click the "Click here to enter using only an Access Code" button on the right side. A field will appear, and you can enter your Access Code, "westernu".

Students also have the option to make an appointment with an on-site Optum counselor either in-person (in Pomona, CA, or Lebanon, OR) or virtually via tele/video counseling. Please visit <https://www.westernu.edu/students/services/counseling/> for information about meeting with one of the Optum Pre-Authorized Providers.

Drug Abuse & Addiction Information & Treatment Centers

- OptumHealth's Employee Assistance Plan for Students: 1-800-234-5465
- Substance Abuse and Mental Health Services Administration: <http://findtreatment.samhsa.gov> or 1-800-662-4357
- All US and Canada Alcoholics Anonymous (AA) Meetings: <http://www.usrecovery.info/AA/>
- All US and Canada Narcotics Anonymous (NA) Meetings: <http://www.usrecovery.info/NA/>

Rights and Privacy Act/Confidentiality of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) FERPA rights begin at WesternU when a student is accepted to the University and pays their first enrollment deposit (if applicable). These rights include:

The right to inspect and review the student's education records within 45 days of the day Western University of Health Sciences receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The University official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Western University of Health Sciences in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Western University of Health Sciences who performs an institutional service or function for which the school would otherwise use its own employees and who is under direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, collection agent or a student volunteering to assist another school official in performing their tasks. A school official has a

legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities to Western University of Health Sciences. Upon request, the school also discloses education records without consent to officials of another school in which the student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Western University of Health Sciences to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Release of Educational Records

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully ordered subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education without obtaining prior written consent of the student ---

- To other school officials, including faculty, within the Western University of Health Sciences whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Western University of Health Sciences, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your education records. However, Western University of Health Sciences may disclose appropriately designated “directory information” without written consent, unless you have advised the University to the contrary in accordance with University procedures. The primary purpose of directory information is to allow the Western University of Health Sciences to include this type of information from your education records in certain school publications. Examples include:

- Dean's List or other recognition lists; and/or,
- Graduation programs.

Under the Family Educational Rights and Privacy Act of 1974, as Amended (FERPA), the following directory information may be made public unless the student desires to withhold any or all of this information. The student's name; local address; permanent address; e-mail address; local telephone number; permanent telephone number; dates of attendance; program of study (college, major, and campus); classification; previous educational agencies/institutions attended; degrees, honors and awards received; and participation in officially recognized activities.

Currently enrolled students wishing to withhold any or all directory information items may do so by completing and returning the [Directory Information Waiver](#) form and submitting it to the Office of the Registrar. If a student restricts their directory information and leaves the University, the restriction continues until the student removes it by submitting a request in writing to the Office of the Registrar.

Admissions Files

The Director of Admissions Operations is responsible for maintaining files that contain letters of recommendation for admission to the University, transcripts of work performed at other institutions, required standardized test scores, plus the applicant's supplementary application. The Director of Admissions, Members of the Admissions Committee and the President have access to these files for carrying out the admissions function. After an applicant has been admitted and is actually registered, the files are combined with those of the Registrar.

Registrar's Files

The Registrar is responsible for maintaining files that contain official WesternU transcripts and copies of occasional letters written by faculty and administration, along with students' replies. These letters generally concern academic progress, examinations, etc. Members of the faculty and administration have access to the files for use in student advisement. The Registrar also has access to the files to maintain them and to provide authorized data to authorized persons. In addition, the Registrar may also release student information (name, address, etc.) to selected third party agencies working on behalf of the University. A listing of third-party agencies currently receiving student information may be accessed by contacting the Registrar's Office at (909) 469-5491.

If any material or document in the educational record of the student includes information on other students, the University will not supply the actual material or document. Instead, only the specific information contained therein that directly relates to the student seeking access will be provided. In addition, no student may have access to:

- Financial records of parents or any information contained therein, or
- Any confidential recommendations to which the student has properly waived the right of access.

Other Student Files

Records of students and graduates are maintained by the program in accordance with University rules. The original application and supporting materials are maintained by the Office of the Registrar. In addition, the program maintains an academic profile record for each student, including information related to academic and clinical performance in all phases of the program. Course grades are recorded on the appropriate profile sheet as soon as computed. This file is maintained for department and student use. It is NOT meant to serve as an official record of grades. Final course grades are submitted to the University Registrar and only then become part of the official record/transcripts. Transcripts of the work completed are maintained and may be requested from the University Registrar.

Electronic Communications

Every student of WesternU is provided access to a westernu.edu e-mail address. Most official communications to students will be sent to this e-mail address. It is therefore expected that each student will check their e-mail on a regular basis to keep informed. On the Pomona campus, computer terminals are located on the first floor of the Health Sciences Center and the Health Professions Center, and on the first, second, and third floors of the Health Education Center. On the Lebanon campus, computer terminals

are available in the student commons on the first floor of the COMP-NW building and the CHS-NW building.

Please note: Email is the primary channel for official communications with students at WesternU. Failure to read official university communications sent to your WesternU email address is not a valid excuse for failing to comply with the content of these communications. Students are also responsible for all requirements and/or directives sent via email.

Acceptable Use of University Computing Resources Policy

WesternU Computing Resources (WUCR) are intended to support and enhance the mission of the University. This [Acceptable Use Policy \(AUP\)](#) states the rules regarding the use of these technologies. This AUP complements and supplements, rather than replaces, other policies concerning appropriate conduct of employees and students of WesternU. WUCR includes any computer, computer-based network and supporting infrastructure, computer peripheral, operating system, software or any combination thereof, owned by WesternU or under the custody or control of WesternU. This policy also applies to any of the above-mentioned items, which fall under University and/or personal ownership, used in conjunction with any portions of the WesternU Networked infrastructure. In this regard, use of WesternU Computing Resources is granted based on the acceptance of the following rules.

Users shall:

- Be responsible for using these computing resources in an effective, ethical, and lawful manner.
- Use only those facilities for which they have authorization, whether these facilities are at WesternU or at any other location accessible through the network or Internet.
- Take all reasonable steps to protect the integrity and privacy of the WUCR including software and data. In particular, users shall not share with others the access codes, account numbers, passwords, or other user privileges that have been assigned to them.
- Respect the copyrights of the owners of all software and data they use.
- Respect the privacy of others. This includes, but is not limited to, respecting the confidentiality of email, files, data, and transmissions.
- Refrain from using WUCR for any unauthorized or illegal purposes. Such purposes might include destruction or alteration of data owned by others, interference with legitimate access to computing resources or harassment of users of such resources at WesternU or elsewhere, unauthorized disruption of WUCR, attempts to discover or alter passwords or to subvert security systems in WUCR or in any other computing or network facility.
- Properly identify themselves in any electronic correspondence and provide valid, traceable identification if required by applications or servers within the WUCR or in establishing connections from the WUCR.
- Be responsible for checking their individual WesternU email on a regular basis. WesternU may send official University correspondence to employees and students using their WesternU email address.

The level of privacy granted users does not exceed that of reasonable expectations. WUCR are not private, they are University accounts, authorized University representatives may need to access individual accounts in order to properly support the University. Users should further recognize that, as specified in the relevant policies at WesternU, authorized WesternU personnel have the obligation to take reasonable and appropriate steps to ensure the integrity of the WesternU Computing Resources, and to ensure that these policies are observed.

Individuals are advised that improper use of University resources, as described in this policy, may violate State and/or Federal regulations and subject the University and the individual to legal action. The University will take appropriate, necessary steps to ensure its ongoing compliance with all State and Federal laws and protect the University from any legal actions.

WesternU reserves the right to revise, amend, or modify its Acceptable Use Policy at any time and in any manner. Notice of any revision, amendment, or modification will be posted.

Please note: The on-line version of this policy may be updated from time to time. [Use the on-line version](#) as the authoritative and current source.

Questions concerning this policy should be directed to the Technical Support Desk. Please call (909) 469-5342, or email techsupport@westernu.edu.

Social Networking Recommendations

There are many potential benefits to social networking web sites; however, it is important to also recognize and consider the inherent risks that may come with their use. In an effort to inform and protect our students, we recommend that you consider the following:

- Understand that your online presence can negatively reflect upon your professional image. Weigh the risks and benefits of self-disclosure.
- Remember that electronic sites are never completely secure, and that what is posted can be seen by many.
- Respect copyright laws, and reference or cite sources appropriately. Plagiarism applies online as well as in print.
- Remember that University/College or Hospital partner logos and trademarks may not be used without written consent from the owner(s) of that logo or trademark.
- Always respect the delicate relationship between patient and health care provider; student and faculty member; and employer and employee.
- Ensure that information you post complies with existing policies and laws governing privacy and dissemination of data (e.g., HIPAA, FERPA, etc.)
- Clearly state that the views expressed are your own and do not represent the views of others.

- Review the privacy policy of the sites you use and consider your personal and property safety when posting information online.

Student Consumer Information Disclosures

The Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEOA Sec. 485(a) requires that universities make available to current and prospective students information and disclosure reporting requirements containing a list of the consumer information it must disseminate, and the procedures for obtaining this consumer information to ensure fairness and transparency for all higher education consumers. A disclosure requirement is information that an institution of higher education is required to distribute or make available to another party, such as students and or employees. A reporting requirement is information submitted to the U.S. Department of Education or other governmental agencies.

Western University of Health Sciences has developed a website to serve as a source for locating and obtaining important consumer information about our institution. The website can be accessed via the following link: <https://www.westernu.edu/financial/about/student-consumer-information/>.

Campus Facilities

WesternU Campus

Western University of Health Sciences
Pomona Campus
309 E. Second Street
Pomona, CA 91766-1854
(909) 623-6116

The main campus of WesternU is in Pomona, a city of approximately 151,000 residents, located about 35 miles east of Los Angeles near the foothills of the San Gabriel Mountains. It is an area with a high concentration of private and state colleges and universities. Mountain resorts are nearby, and Pacific Ocean beaches, Palm Springs, Hollywood, Pasadena, Los Angeles, arboretums, theme parks, museums, art galleries, libraries, theaters, and concert halls are all within about an hour's drive.

Campus and area maps, as well as virtual campus tours for the Pomona and Lebanon campuses, are available on our website at: <http://www.westernu.edu/campus/campus-directions/> and <https://www.westernu.edu/facilities/facilities-campus-hours/>

See below for a complete listing of campus buildings:

Administration and Alumni Center (AAC) 359 E. Second Street, Pomona, CA 91766		
Building Hours	Monday – Friday	7:00 a.m. to 5:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed
Anderson Tower 100 W. Second Street, Pomona, CA 91766		
Building Hours	Monday – Friday	7:00 a.m. to 5:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed
Campus Store (WesternU) 521 E. Third Street, Pomona, CA 91766		
Building Hours	Monday – Friday	7:30 a.m. to 4:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed
The Daumier Office Center 615 E. Third Street, Pomona, CA 91766		
Building Hours	Monday – Friday	7:00 a.m. to 5:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed

Harriet K. and Philip Pumerantz Library and Learning Resources Center (PLC)		
287 E. Third Street, Pomona, CA 91766		
Building Hours (Fall/Spring)	Monday – Thursday	7:00 a.m. to 11:00 p.m.
	Friday	7:00 a.m. to 6:00 p.m.
	Saturday – Sunday	11:00 a.m. to 7:00 p.m.
	Holidays	Closed
Building Hours (Summer)	Monday – Thursday	7:00 a.m. to 9:00 p.m.
	Friday	7:00 a.m. to 6:00 p.m.
	Saturday	11:00 a.m. to 7:00 p.m.
	Sunday and Holidays	Closed
Harris Family Center for Disability and Health Policy (CDHP)		
390 E. Second Street, Pomona, CA 91766		
Building Hours	Monday – Friday	8:00 a.m. to 5:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed
Health Education Center (HEC)		
701 E. Second Street, Pomona, CA 91766		
Building Hours	Monday – Sunday	6:30 a.m. to Midnight
	Holidays	Open on some holidays except for Thanksgiving, Memorial Day and Labor Day weekends and Winter Break
Health Profession Center (HPC)		
521 E. Third Street/550 E. Second Street, Pomona, CA 91766		
Building Hours	Monday – Sunday	7:00 a.m. to Midnight
	Holidays	Open on some holidays except for Thanksgiving, Memorial Day and Labor Day weekends and Winter Break
Health Sciences Center (HSC)		
450 E. Second Street, Pomona, CA 91766		
Building Hours	Monday – Friday	7:00 a.m. to 11:00 p.m.
	Saturday – Sunday	7:00 a.m. to 10:00 p.m.
	Holidays	Open on some holidays except for Thanksgiving, Memorial Day and Labor Day weekends and Winter Break
Nursing Sciences Center (NSC)		
479 E. Second Street, Pomona, CA 91766		
Building Hours	Monday – Friday	8:00 a.m. to 5:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed

Pet Health Center (PHC)

795 E. Second Street, Pomona, CA 91766		
Building Hours	Monday – Friday	7:00 a.m. to 6:00 p.m.
	Saturday	8:00 a.m. to 3:00 p.m.
	Sunday and Holidays	Closed
Patient Hours	Monday – Friday	7:00 a.m. to 6:00 p.m.
	Saturday	8:00 a.m. to 12:00 p.m. 1:00 p.m. to 3:00 p.m.
	Sunday and Holidays	Closed
Rodney P. Wineberg Center (RWC)		
309 E. Second Street, Pomona, CA 91766		
Building Hours	Monday – Friday	7:00 a.m. to 5:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed
Student Services Center (SSC)		
352 E. Second Street, Pomona, CA 91766		
Building Hours	Monday – Friday	7:00 a.m. to 5:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed
University Service Center (USC)		
401 E. Second Street, Pomona, CA 91766		
Building Hours	Monday – Friday	7:00 a.m. to 5:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed
Veterinary Clinical Center (VCC)		
611 E. Second Street, Pomona, CA 91766		
Building Hours	Monday – Friday	7:00 a.m. to 5:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed
Veterinary Medicine Center		
505 E. Second Street, Pomona, CA 91766		
Building Hours	Monday – Friday	7:00 a.m. to 5:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed
Veterinary Pathology Center		
557 E. Second Street, Pomona, CA 91766		
Building Hours	Monday – Friday	7:00 a.m. to 6:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed
WesternU Health		
795 E. Second Street, Pomona, CA 91766		
Building Hours	Monday – Friday	7:30 a.m. to 5:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed
Patient Hours	Monday – Friday	8:00 a.m. to 5:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed

WesternU Oregon Campus

Western University of Health Sciences

200 Mullins Drive
Lebanon, OR 97355

COMP-Northwest		
200 Mullins Drive, Lebanon, OR 97355		
Building Hours	Monday - Friday	8:00 a.m. to 5:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed
Book Store		
Building Hours	Monday - Friday	9:00 a.m. to 1:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed
Research Lab		
Building Hours	Monday – Friday	8:00 a.m. to 6:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed

CHS-Northwest		
2665 S. Santiam Highway, Lebanon, OR 97355		
Building Hours	Monday - Friday	8:00 a.m. to 5:00 p.m.
	Saturday – Sunday	TBD
	Holidays	Closed
Medical Education and Research Center		
Building Hours	Monday – Friday	8:00 a.m. to 5:00 p.m.
	Saturday – Sunday	Closed
	Holidays	Closed

Food in Lecture Halls, Laboratories, and Library

Food is not allowed in the lecture halls or laboratories. Drinks in closed containers are permitted. Occasionally, noon-hour lectures or seminars are scheduled in lecture halls. At these times, students are permitted to bring their lunches; however, care must be taken to dispose of all refuse in trash containers after the lecture. The student lounges may be used for eating. The Library provides a lounge and food area with microwaves available on the first floor.

Videotaping, Audiotaping, Still Photography, and Digitized Note Taking in Laboratories, Lecture Halls, or Associated Academic Activities

Students may not create a video, audio or other digital recording of lectures, class discussions, academic meetings or other academic activities without prior written permission of the instructor or prior written

authorization through the Harris Family Center for Disability and Health Policy (^{HF}CDHP). Students who create an unauthorized recording may be subject to disciplinary actions under the University Standards of Student Conduct. For the purposes of this policy, "recording" will include audio and/or video or photographic capture of classroom activities (e.g., lecture, discussion, laboratory sessions, learning activities, meetings, etc.) by any electronic or digital means, either original or copied/shared.

For students requesting recording authorization based on a disability, they must contact the Harris Family Center for Disability and Health Policy to initiate the request for accommodation process. The ^{HF}CDHP is responsible for notifying the College on behalf of any students requiring such approved accommodations prior to the start of a given semester or course, or as soon as possible if a student's disability arises or is declared after the start of a semester or course. Any materials provided to or used by a student as part of a student disability accommodation are only for the personal academic use of the individual student, and any further duplication, dissemination, or retransmission of these materials in any format is prohibited without the expressed written permission of the instructor and the Office of Academic Affairs. Students approved for such an accommodation agree that the recording will not be distributed and agree to protect the recording from accidental disclosure. Additionally, students agree that the recording will be stopped during sensitive conversations. Failure to adhere to this policy may result in the loss of recording privileges and may be considered a violation of the Standards of Student Conduct.

Faculty members concerned about the recording of sensitive data, such as patient information shared as part of a case study, or unpublished research data should contact the ^{HF}CDHP to discuss.

Smoking and Vaping

As a graduate university of medical health sciences committed to training and educating health care professionals, we have a responsibility to be a role model for proper health maintenance and prevention. We are concerned about the health and well-being of all individuals who learn and work here, as well as those who visit. Out of respect and loyalty to the University, its mission and its constituents, smoking and vaping are not permitted on campus (except in designated areas) or inside University vehicles. Designated smoking and vaping areas have been posted to assist in insuring compliance with this policy.

Campus Safety and Security

The University strongly suggests the following precautions for its students, faculty, and staff:

Since some streets through the campus are open to vehicular traffic, please use extreme caution when crossing between buildings and do not congregate on the street.

Please make sure your car is locked at all times in the parking lot and do not leave anything of value in plain sight.

You should be advised that the doors to some buildings are locked at 5:00 p.m. It would be to your advantage to walk to the parking lot with a friend or close associate or to use our student “Safety Escorts” or one of the guards, if you are leaving after business hours. If you find it necessary to work or study late, you should move your vehicle as close as you can to that building and notify security personnel on campus, ext. 3000, before leaving the building, so that someone can walk you to your car.

Security guards are on campus 24 hours a day 7 days a week, 365 days a year. Student Safety Escorts are available Monday-Friday 5:00pm to 10:00pm, they will gladly walk you to your car or building.

Do not admit an unknown person into the building. If someone says they need help, offer to call the proper person (security, police, paramedics, etc.). All students and staff are required to wear their WesternU ID and have it visible while on campus. Admittance into a building may be denied if you do not have your WesternU ID.

In case of emergency, if someone from the University needs to be informed or contacted, please call:

Pomona Police	911
Pomona Police (Non-Emergency)	(909) 622-1241
Campus Security	(909) 706-3000
EHS/Lost and Found	(909) 469-8231/8699

Additional information regarding safety on campus, as well as our most recent crime statistics, can be found at <https://www.westernu.edu/safety/safety-handbook/>.

Student ID Badges

All students, faculty, and employees are issued identification badges, which must be worn at all times.

Campus Visitors

Visitors are always welcome at the University and campus tours are available. Visitors are required to obtain a visitor’s pass at the Security desk in the University Services Center.

Student Parking

WesternU students have the option to purchase an annual parking permit for \$235 or a semester parking permit for \$118. The purchase of a yearly parking placard can be added to the student budget upon

request of the student. Parking permits are available for purchase via the [Student Portal](#). WesternU Oregon students are not required to purchase a WesternU parking permit.

Roving security officers patrol the University parking lots Monday through Sunday, 24 hours a day. Employees and students who plan on remaining on campus late into the evening to study or work should move their vehicle to a lot closer to campus buildings (i.e. Lots 17 or 24 or the Parking Structure.) The Parking Structure will close at 1:00 a.m. If your car is not removed from the structure prior to that time, it will be locked in or towed. The University Service Center (USC) parking lot is available after 5:00 p.m., as well as the faculty/staff parking lot north of the Nursing Science Center.

City Parking Lots - Those who elect to park in the metered lots without a permit will be required to pay \$3.50 per day per vehicle (\$1.00 after 7:00 p.m.). Parking along the streets is permitted with certain posted restrictions. Parking rates are subject to change by the City of Pomona.

Motorcycle parking is provided to the rear of the University Services Center (USC) building. Annual motorcycle parking permits are available for \$118 and semester permits are \$59. Bicycle racks are provided to the front of the Harris Family Center for Disability and Health Policy (^HFCDHP), Daumier Apartments and Health Education Center (HEC) buildings.

Once a parking permit is purchased, the parking fee is non-refundable. Any permit that is lost, damaged, or stolen will have to be repurchased at full price.

Student Services

New Student Orientation/Welcome Week

Orientation programs are planned each year to welcome and facilitate the integration of new students into each of the colleges of the University. In addition, students are provided with opportunities to interact socially with peers, meet faculty, administration, and staff members, learn about University services available on campus, and develop a sense of belonging to the University community as well as individual college communities. Attendance at orientation activities during Welcome Week is mandatory unless otherwise indicated.

Student Housing

The [Daumier](#) in Pomona is a uniquely designed independent residence, located directly across the Esplanade from the Health Education Center (HEC), available to WesternU graduate students. Each resident of the Daumier has dedicated parking.

Additionally, WesternU offers a secure online listing of available rentals, both local to the campus and nationwide for our students on rotation. Students can access general information about housing and a substantial list of local housing complexes via the Office of University Student Affairs.

All students on clinical/clerkships are responsible for making their own housing arrangements. Some hospitals offer housing on a first-come, first-served basis during your assignment at their facility. It is the student's responsibility to contact the hospital for information regarding availability and cost of housing. Please note: The University provides a housing referral service as a courtesy only. The University assumes no responsibility for the accuracy of information provided by property owners or other third parties, and each student should independently verify the condition of any property, its amenities, security arrangements, etc. Under no circumstances shall the University have any responsibility or be liable for damages, losses, injuries, or liabilities of any nature relating to any housing provided by third parties.

Student Government Association (SGA)

Currently, over 170 student clubs have been established on the Pomona and Lebanon campuses. The umbrella for all student clubs is the Student Government Association (SGA), which is charged with official representation of the student body. Student clubs facilitate hundreds of events every year including community health fairs, general community service, lectures, fundraising for third parties and more.

Students are encouraged, individually and collectively, to express their views on issues and administrative policy on campus. Through the elected representatives of the student body and membership on various University committees, students have the opportunity to participate in the administrative activities of the University. This body represents the students in all matters of concern with regard to faculty and administration.

The objective of the Student Government Association is:

- a) To act as elected representatives of the student body in all matters with regard to the faculty, administration, fellow professionals and the public-at-large.
- b) To ascertain and express student opinion in matters pertaining to the University.

- c) To formulate and execute policy on matters relative to the student body.
- d) To budget and disburse funds for student activities or other related functions.
- e) To organize and implement various educational, social and community service projects.

Students are invited to select representatives on the following University committees:

- Academic Committee
 - Each Class Vice-President will be a voting member. The duty of the Committee is to advise the administration and/or college-specific curriculum committees in matters of concert to the faculty and students relevant to the curriculum.
- Finance Committee
 - Each Class Treasurer is a voting member of this committee. The purpose of this committee is to formulate annual budget recommendations and review long-range SGA activity projections and needs.
- Bylaws Committee
 - Each Class President is a voting member of this committee. The purpose of the Committee is to review legislation that has been referred to the Committee by the Student Senate, review the Student Body Bylaws for contraction, ambiguity, or unconstitutionality, and generate legislation regarding such matters with the purpose of correcting them.
- Campus Recreation Committee
 - Each Class Recreation Leader shall be a member of the committee that coordinates campus recreation and sporting events.
- Community Outreach Committee
 - Each Class Vice President is a voting member of this committee. The purpose of this committee is to serve the local community and foster students' service efforts. Funds are allocated to this Committee from the SGA budget to execute SGA-sponsored community outreach activities including health fairs, outreach to foster kids and more
- Newsletter Committee
 - Each Class Secretary shall be a member of the Newsletter Committee. This committee will work with the Student Body Secretary to publish a summary of accomplishments, position, and activities of the SGA.

- Student Organization Committee (SOC)
 - Each Class Recreation Leader shall be a member of this committee. The SOC is responsible for reviewing all new club applications as well as auditing all student organizations' annual reports.

Recreational Activities and Facilities

Community Activities

Seminars and events that are open to students, faculty, staff, and families are posted to the University's Facebook and Twitter pages as well as the University calendar. The Office of University Student Affairs also regularly communicates community service opportunities to student leaders that offer an opportunity to both serve the community and practice their clinical skills.

Fitness Memberships

WesternU provides individual memberships to LA Fitness/SamFit for students at a subsidized rate. If interested, students may purchase a membership via CashNet. Family memberships may be purchased at reduced rates throughout the year. Alternatively, students may be reimbursed up to \$100 per year to a non-LA Fitness/SamFit gym of their choice. Information on the fitness options available to enrolled students can be found at <http://www.westernu.edu/students/students-services-fitness/>.

Humanism and the Health Sciences

In 1996, the University established the Humanism in the Health Sciences Committee. The committee's working definition of humanism is: Humanism is a way of caring that is fundamental to positive interaction and is manifested as responsiveness to the needs of fellow human beings through respect, compassion, empathy, and understanding.

The mission statement of the Humanism in the Health Sciences Committee states: To create a climate for defining, teaching, and implementing humanism throughout the University. Programs are grounded in the philosophy, which fosters valuing the diversity and humanness of persons at our locations and in our communities. The committee will support and encourage scholarly activities that promote humanism.

Activities of the committee include:

- The annual publication of a scholarly journal, Humanism in the Health Sciences, which features articles, poetry, commentaries, and essays. The journal is student run, edited and produced;
- Curriculum development: Belief System and Patient Care Program funded by the National Institute of HealthCare Research; and
- Care Teams and Monthly Care Teams News.

Student Clubs and Organizations

WesternU has a wide range of student clubs and organizations that allow students to explore particular areas of interest. For a current listing of these clubs and their missions on both campuses, please visit: <https://www.westernu.edu/students/clubs/>.

Student Commons

On both campuses, there are Student Common areas in all academic buildings. These spaces provide study space, computer access, refrigerators, and microwaves. Nearby parks offer picnic areas and basketball. There are also numerous tennis courts, golf courses, ski slopes, and hiking trails in the immediate area.

Student Discounts

A variety of discounts to attractions and services are available to students and can be access via the University Student Affairs website at <http://www.westernu.edu/students/students-discounts/>.

Harriet K. and Philip Pumerantz Library and Learning Resources Center

The mission of the Harriet K. and Philip Pumerantz Library is to promote critical thinking among the Western University of Health Sciences community, provide resources and services in support of university heritage and research, and foster a humanistic environment.

Pumerantz Library holds collections in osteopathic medicine, general medicine, dental medicine, optometry, podiatric medicine, basic sciences, veterinary medicine, nursing, pharmaceutical sciences, allied health, and general education. The library offers individual and collaborative study spaces with available Wi-Fi throughout the building.

Librarians and staff provide assistance with locating, evaluating and effectively using print and electronic information sources. Librarians are assigned as liaisons to all WesternU colleges to work closely with and address specific needs. Reference staff provide research assistance via phone, email, chat, and web conferencing. The library also offers in-class instruction, research guides, tutorials, book checkout, software training, copyright guidance, citation assistance and more.

Pumerantz Library's collection of electronic resources provides 24/7 ready access to a wide variety of full-text and multimedia information, both on-campus and off-campus. Access the library's online catalog to renew books and place holds on books for pickup. The library offers Interlibrary Loan and Document Delivery services and maintains partnerships with other academic libraries which provide access to additional materials not currently held in its collections. .

Note: More detailed information regarding library services, policies, and procedures may be found on the Library's Web site at: <http://www.westernu.edu/library/>.

Harris Family Center for Disability and Health Policy (^{HF}CDHP)

The mission of the Harris Family Center for Disability and Health Policy (^{HF}CDHP) is to increase the number of qualified individuals with disabilities to successfully pursue careers in the health professions at Western University of Health Sciences. We support the University's commitment to equity and diversity by providing support services and academic accommodations to students with disabilities. We share information, promote awareness of disability issues, and ensure access for students within the University community.

About ^{HF}CDHP

^{HF}CDHP values the uniqueness of each student as an integral member of our diverse WesternU community and is the designated office to determine and approve academic modifications or accommodations. ^{HF}CDHP's role in the accommodation process is to provide students with disabilities with the legally mandated and necessary support to work toward a higher education.

^{HF}CDHP serves students with disabilities at both the Pomona and Lebanon campuses. ^{HF}CDHP accepts requests at any time. To request accommodations and start the interactive process at WesternU, students are encouraged to visit the ^{HF}CDHP webpage (<https://www.westernu.edu/cdhp/>) to learn more about the registration process, requirements for disability documentation, and to complete the Student Intake Form. All inquiries are confidential, and students are welcome to obtain general information without registering.

To schedule an appointment with ^{HF}CDHP, please email disabilityaccommodations@westernu.edu. Students are welcome to call the office at (909) 469-5441, or visit the Pomona office in person at 309 E. Second Street, Pomona CA, 91766, Building 390. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. For more information, please visit the website: <https://www.westernu.edu/cdhp/>.

Facilities, Resources, and Services for Students with Disabilities

General Policy

The University endeavors to provide a welcoming and supportive community environment for students with disabilities.

WesternU is committed to the fundamental principles of non-discrimination and accommodation in all of its academic programs as set forth in the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These laws establish that students with disabilities may not, on the basis of their disabilities, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity at WesternU.

In that spirit, the University acknowledges its obligations to make reasonable adjustments and accommodations to provide students with disabilities access to its programs in the most integrated setting possible.

1. Programs and Facilities

- a. While the University cannot provide a totally barrier-free environment, it does provide students with disabilities access to its programs and activities. Thus, while not every academic and nonacademic building is fully accessible, sufficient access exists to allow students with disabilities the equal opportunity to participate in the academic and social life of the University.
- b. Although the University endeavors to make its programs accessible to individuals with disabilities, it recognizes that some disabilities may preclude an individual from successfully completing a given academic program. To provide guidance to individuals with disabilities, the University provides a description of what it considers the Personal Competencies for Admission and Matriculation to each of its programs. Because it is not possible to address every possible circumstance, these Competencies should be considered as guidelines. A student with a documented disability who believes that a reasonable accommodation would permit him/her to meet the Competencies and complete the program should contact the Harris Family Center for Disability and Health Policy (^{HF}CDHP) as soon after admission as possible. ^{HF}CDHP serves to coordinate disability accommodations and services. If you have questions or would like to schedule

an appointment with ^{HF}CDHP, please email disabilityaccommodations@westernu.edu or phone at (909) 469-5541.

- c. Since the University is prohibited by law from making pre-admission inquiries regarding disability, the University relies on the voluntary provision of whatever information it needs to make reasonable accommodation for students with disabilities.

2. Resources, Services, and Auxiliary Aids

- a. The University provides certain services and reasonable accommodations, the nature and extent of which are based on the Harris Family Center for Disability and Health Policy's assessment of individual need to achieve academic success. Those services and accommodations, provided in consultation with the student, are intended to allow qualified students with disabilities to pursue their educational careers in the most equitable and independent fashion possible.

3. Accessibility and Construction

- a. Western University of Health Sciences, in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, and in compliance with the Americans with Disabilities Act of 1990, does not discriminate on the basis of disability in any of its policies, procedures, or practices. It is the policy of the University to provide qualified persons with disabilities with access to its programs in the most integrated setting possible. The following statement on construction, renovation, and alteration flows from the spirit of that non-discrimination principle.

4. Construction of New Buildings and Facilities

- a. New construction will comply with the guidelines and regulations set forth in Section 504, Title 234 and relevant state and local building codes. The primary standards for such construction are derived from the Uniform Federal Accessibility Standards (UFAS, 1984), the Amended Architectural Barriers Act (1984), and the Americans with Disabilities Act of 1990.
- b. The University endeavors to employ the most barrier-free design and materials in new construction to provide superior access to the functions and programs that take place in those new facilities. The University's goal is to ensure full accessibility and usability of its new buildings.

5. Renovation and Alteration of Existing Buildings and Facilities

- a. The renovation and alteration of existing facilities will comply with Section 504 and applicable federal regulations, as well as relevant state and local codes, to enhance program accessibility. The University recognizes that Section 504 does not require structural changes to existing facilities where other methods are effective in achieving overall accessibility to the programs and services of the University.
- b. Any renovation or alteration will, to the maximum extent feasible, be pursued in a way that makes the renovated or altered portion of the building accessible to a student with

a disability. However, the design of many existing facilities makes it impractical or prohibitively expensive to renovate or alter them in such a way as to make them barrier-free.

Office of Learning Enhancement and Academic Development

The Office of Learning Enhancement and Academic Development (LEAD) is a part of the division of Student Affairs. LEAD's goal is to help each WesternU student successfully complete their course of instruction and graduate. The Office assists students by providing one-on-one academic counseling, peer tutoring, the Summer Preparedness and Readiness Course, board exam preparation, and wellbeing support. LEAD offers academic counseling for students to evaluate their respective approaches to learning, studying, and processing of information. Students' symbiotic relationship with an academic counselor allows for the development and implementation of methods to solve identified barriers to effective learning and aids the processes of successful resolution. Additional learning enrichment forums, workshops, course exam reviews, and support for licensing/certifying examinations are developed by LEAD in response to the expressed needs and interest of students.

The LEAD Office serves all WesternU students. All academic and personal counseling and referrals to other campus support services are completely confidential. LEAD services are available for both **WesternU** and **WesternU Oregon**. Office personnel are available for students on a walk-in basis and appointments can be made online through the LEAD website or by email. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. For more information, please visit [LEAD website](#).

Summer Preparedness and Readiness Course (SPaRC)

In an interprofessional environment, the SPaRC prepares incoming students for the rigors of their program with an introduction to various shared curriculum topics including the skeletal system, gross anatomy, and pharmacology as well as program-specific content. Additional presentations are provided focusing on enhancing study, test taking, skills, mindset, time management and the development and maintenance of EQ skills. Collaboration, interpersonal communication, and building a network of support are emphasized. Acceptance into this program is at the discretion of the coordinating office. The course is elective and does not meet any specific requirements of the program curriculum. For additional information, contact the office of Learning Enhancement and Academic Development (LEAD).

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty or desiring content support. It is free to all students. Students can be recommended for this program by any faculty member or may self-identify to TAP to receive assistance. Tutors are experienced students who are in good academic standing and are identified through an on-line application process as well as faculty/staff recommendation. Group tutoring is the methodology most used by the TAP. To receive TAP services during a semester, students first must have a LEAD counseling appointment during the semester. TAP support is contingent upon availability of tutors. For more information on academic counseling and the TAP program, contact the Office of Learning Enhancement and Academic Development (LEAD).

Psychological Counseling Services

1-800-234-5465 or <https://www.liveandworkwell.com/content/en/public.html> (Access Code: westernu)

In an effort to respond to the needs of our students, the University has developed a [student assistance program](#), which provides confidential psychological counseling services for students and their families. This service is provided by Optum and assists students with problems of living (including personal, marital, family, stress, financial and legal issues) that may impair a student's ability to perform adequately in their professional training program. The service is accessible 24 hours a day, 365 days per year.

Student Financial Services

Tuition and Fees

Tuition and fees are approved by the Board of Trustees and are subject to change without notice. Mandatory fees for each student are non-refundable, unless otherwise determined by the Return to Title IV process. For complete information about tuition and fees, refer to the appropriate section for each program.

Future Tuition Rate Increases

You can expect that tuition increases will be part of your educational experience at WesternU; however, one should know that the Board of Trustees and the administration of this University strive each year to keep tuition at a reasonable level. While we are committed to quality educational programs, the inevitable increases in operating costs each year make it necessary to adjust tuition accordingly. The administration will communicate tuition rate adjustments as soon as they are determined by the Board of Trustees.

Tuition and Fee Payments

Tuition is assessed in installments, as indicated in the Calendar section for each particular academic program. Depending on the academic program, each required payment corresponds to a “period of enrollment”. A refund policy for a withdrawal or a leave of absence has been established to address the receipt of private payment and Title IV Student Financial Aid funds.

WesternU charges tuition based on an “academic” year, which covers two period of enrollment for most programs. The number of weeks of instructional time during the period of enrollment is measured beginning on the first day of class and/or rotation and ends on the last day of class and/or rotation.

*Students in the Master of Science in Health Sciences, Master of Science in Physician Assistant Studies, Doctor of Physical Therapy, Doctorate in Occupational Therapy, Master in Public Health and in the College of Graduate Nursing programs will pay tuition and fees on a semester basis. Refunds will be based on the semester, not the academic year.

Audit/Remediation Fees

The fee charged for auditing or remediating a class will be calculated on a prorata basis.

Other Fees/Expenses

\$30.00	Registration Late Fee (per business day)
\$50.00	Late Payment Fee (per month)
\$20.00	Return Check/E-Check Fee
\$350.00	Graduation Fee*
\$235.00	Annual Parking Permit (Auto)
\$40.00	Locker Key Replacement Charge
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee
TBD	Breakage Fee (Replacement Cost)
\$60.00	Background Investigation (Estimated Cost)
\$40.00	Drug Screening (Estimated Cost)

*Non-degree programs may not be assessed the \$350 Graduation Fee. Please refer to your college's catalog for more information.

Late Payment Fee

Tuition is due each term on the due date published each year by the Bursar's office. A grace period is given until the second day of the term, in which all tuition and fees must be paid in full, or you will incur a \$50.00 late payment fee assessed every month until your account is satisfied. In addition, students with past due accounts may be prohibited from attending classes until account is paid in full.

Student Holds

An accounts receivable hold may be placed on your student records if you have a past due outstanding balance. Accounts receivable holds prevent registration and graduation.

Collections

In accordance with California state law, all unpaid balances will accrue 10% interest per annum on the balance remaining from the date of transfer. Delinquent student accounts may be reported to one or more of the major credit bureaus and be forwarded to an outside collection agency or attorney. The student is responsible for all costs incurred to collect outstanding debt, including but not limited to, principal, accrued interest, late fees, collection fees and any legal fees.

Prepaid Tuition Plan

The Prepaid Tuition Plan allows for payment of future years' tuition at the current tuition rate. This option will assist in avoiding future tuition increases. The payment must be received at least one year before the start of the next academic year.

Mandatory fees will be charged annually and are not included in the prepayment provisions. For additional information, please contact the Bursar's Office at (909) 469-5403.

Financial Aid

Financial aid is not intended to replace the financial responsibility of the student; rather, it is intended to supplement what the family can provide. Students are required to complete the Free Application for Federal Student Aid (FAFSA) each year they are seeking financial aid. The information provided is used to create an analysis of each student's financial ability to contribute toward their educational costs. Students may complete the FAFSA application via the Internet at www.fafsa.ed.gov. Students are required to inform WesternU's Financial Aid Office of all financial assistance (including scholarships) they receive.

More detailed information on the various types of [scholarships and awards](#) can be found at WesternU's website under "Financial Aid". WesternU reviews and administers all its programs without discrimination as to race, creed, gender, national origin, or non-disqualifying handicap.

Satisfactory Academic Progress

As per federal regulations and institutional policies, financial aid recipients must meet all Satisfactory Academic Progress (SAP) standards as set by each college in order to continue to receive financial aid. SAP is measured at the end of each payment period to ensure that the student is making reasonable academic progress to meet graduation requirements (please see appropriate College Specific sections of this Catalog).

The standards of measurements in assessing satisfactory academic progress are:

Qualitative – Cumulative grade point average – Students are required to maintain a minimum cumulative GPA throughout their program while attending WesternU. Please see college specific section.

Quantitative/Pace - Pace is the rate at which a student completes requirements for their educational goal and is calculated by dividing the number of cumulative units completed by the number of cumulative attempted. Students must progress through their program to ensure that they will graduate within the maximum timeframe (as specified by each college). Please see college specific section.

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on “Financial Aid Warning” status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Remediation Policy

If a student is allowed to remediate, a Course, System, or Rotation, the appropriate College personnel will determine, along with input from the SPC (Student Performance Committee) or equivalent committee, the way(s) in which a student will demonstrate acceptable academic performance and complete the remediation.

Remediation may include:

- Passage of a comprehensive examination
- Completion of a special project or study in the deficient area(s) or
- Other requirements as directed

Remediation of courses **are not** eligible for financial aid if required outside of the student's standard loan period and **cannot** be considered an expense item for the following year. If the College charges a remediation fee, a student maybe eligible for financial aid to cover this fee **only if** it is submitted prior to the end of the student's standard loan period.

Financial Aid and the World of Private Philanthropy

Beyond the various federal, state, and other public and commercial funding sources, another sector provides valuable support to WesternU students. It is the world of private philanthropy: those individuals, corporations, and foundations who willingly accept the responsibility of serving as good citizens of the larger society. These benefactors contribute to assisting students in achieving their education goals and ultimately, to the quality of health care delivered to the public.

Department of Education (Title IV Programs)

Federal Financial Aid Program Criteria

To be eligible for federal financial aid programs, students must be U.S. citizens or permanent residents of the United States, attending at least half time, and making satisfactory progress toward their degrees. The amount of financial aid awarded by the school can never exceed the educational cost of attendance. Students cannot be in default on any educational loan or owe a refund on any state or federal educational grant.

Federal Direct Unsubsidized Loan

Federal Direct Unsubsidized Loans are available to undergraduate and graduate students through the U.S. Department of Education and guaranteed by the federal government. Interest rates on the federal unsubsidized loan has a "variable-fixed" rate. The rate would be fixed until the loan is paid in full. Interest rates are established on July 1 each year. Please visit the Financial Aid website [Interest Rates and Origination Fees](#) for the most current interest rates and origination fees. The Federal Direct Unsubsidized Loan is subject to origination fees. Interest begins to accrue as soon as the loan has been disbursed from the Department of Education.

Federal Direct PLUS Loan

Federal Direct PLUS Loans are available to graduate and professional degree students through the U.S. Department of Education and guaranteed by the federal government. The Grad PLUS loan has a "variable-fixed" rate. The rate would be fixed until the loan is paid in full. Interest rates are established on July 1 each year. Please visit the Financial Aid website [Interest Rates and Original Fees](#) for the most current interest rates and origination fees. Interest begins to accrue as soon as the loan has been disbursed from the Department of Education. The Federal Direct PLUS loan is subject to origination fees. In addition, graduate and professional degree students must have their annual loan maximum eligibility under the

Federal Direct Loan program determined by the school before they apply for a Grad PLUS loan. The Grad PLUS loan is a credit-based loan.

Federal Work Study (FWS)

The FWS program provides funds for part-time jobs, which allow students to earn money and reduce their overall debt. FWS awards are a form of federal financial aid. In order to be eligible, students must have completed a current FAFSA, have remaining “unmet need,” be a permanent resident or U.S. citizen, be in good academic standing and be enrolled at least half-time. Currently, all available positions are on campus. Students are encouraged to find positions that provide work experience in their field of study or provide valuable service to the community.

Increased Annual Unsubsidized Loan Limits

WesternU participated in the Health Education Assistance Loan (HEAL) program before its phase out in 1998. As a result, the school may award the increased unsubsidized amounts to students who are enrolled full-time in a health professions discipline that was eligible under the HEAL program and is accredited by an approved accrediting agency. Because the increased annual unsubsidized loan limits are intended to replace funds that would have been available previously under the HEAL program, the annual loan limits for the increased unsubsidized amounts are the same as the HEAL program annual loan limits.

Federal Unsubsidized Annual Loan Limits

The maximum annual unsubsidized loan limits per program are as follows and subject to change annually based on the number of months of the program:

Doctoral Programs	Loan Limits			
	Year 1	Year 2	Year 3	Year 4
Doctor of Dental Medicine (DMD)	\$47,167.00	\$47,167.00	\$47,167.00	\$42,722.00
Doctor of Dental Medicine – International Dentist Program (DMD-IDP)	\$40,500.00	\$47,167.00	\$42,722.00	N/A
Doctor of Nursing Practice (DNP)	\$20,500.00	\$20,500.00	N/A	N/A
Doctor of Optometry (OD)	\$47,167.00	\$47,167.00	\$42,722.00	\$47,167.00
Doctor of Osteopathic Medicine	\$42,722.00	\$47,167.00	\$47,167.00	\$44,944.00
Doctor of Pharmacy	\$34,389.00	\$37,167.00	\$33,000.00	\$37,167.00
Doctor of Pharmacy – International Post-Baccalaureate PharmD (IPBP)	\$37,167.00	\$34,389.00	\$37,167.00	N/A
Doctor of Physical Therapy (Post-Professional)	\$20,500.00 (All Years)			
Doctor of Physical Therapy (Professional)	\$20,500.00	\$20,500.00	\$20,500.00	N/A
Doctor of Podiatric Medicine (DPM)	\$42,722.00	\$47,167.00	\$47,167.00	\$47,167.00
Doctor of Podiatric Medicine (International Podiatry Program)	\$42,722.00	\$47,167.00	N/A	N/A
Doctor of Veterinary Medicine (DVM)	\$42,722.00	\$42,722.00	\$42,722.00	\$44,944.00
Doctor of Occupational Therapy	\$20,500	\$20,500	\$20,500	N/A
Master’s Programs	Loan Limit – All Years			

Master of Public Health	\$20,500
Master of Science in Health Sciences (MSHS)	\$20,500.00
Master of Science in Medical Sciences (MSMS)	\$20,500.00
Master of Science in Nursing (ADN/RN-MSN)	\$20,500.00
Master of Science in Nursing (BSN/RN-MSN)	\$20,500.00
Master of Science in Nursing (Entry Level)	\$20,500.00
Master of Science in Nursing/Family Nurse Practitioner (MSNFNP)	\$20,500.00
Master of Science in Physician Assistant Studies (MSPA)	\$20,500.00
Master of Psychiatric Mental Health Nurse Practitioner (PMHNPE)	\$20,500.00
Certificate Programs	Loan Limit – All Years
Emergency Nurse Practitioner (ENP)	\$20,500.00
Family Nurse Practitioner (FNP)	\$20,500.00
Psychiatric Mental health Nurse Practitioner (PMHNP)	\$20,500.00

Aggregate Loan Limits for Direct Subsidized & Unsubsidized Loans

A borrower who has reached their aggregate borrowing limit may not receive additional loans. Once the loans are repaid, in full or in part, the borrower may apply for additional Federal Direct loans. Outstanding loans include student loans received while the student completed undergraduate and graduate work. In the case of Consolidation loans, the outstanding amounts of any underlying Federal Direct loans are counted towards the loan limits.

The total loan debt a student may have outstanding from all Federal Direct loans differs depending on their academic program. The maximum outstanding total subsidized and unsubsidized Direct loan debt is \$138,500 for the MSBS, DPT, MSHS, MSMS, MSPA, MSPS, OTD, MPH and all Nursing programs, no more than \$65,500 of this aggregate amount may be in the form of subsidized loans.

Increased Aggregate Loan Limits, Professional

The combined subsidized/unsubsidized aggregate loan limit for professional health professions students who are eligible to receive the increased unsubsidized amounts is \$224,000 (not more than \$65,500 of this amount may be in subsidized loans). Programs with this aggregate limit include DO, IPBP, PharmD, DMD, DPM, DVM, and OD programs.

Department of Health and Human Services (Title VII Program Loans & Scholarships)

Health Professions Student Loan Program (HPSL)

The Health Professions Student Loan Program (HPSL) provides a long-term, five percent interest loan to eligible students in the dental, optometry, podiatric, and pharmacy programs. HPSL loans are subject to fund availability and yearly allocations.

Loans for Disadvantaged Students (LDS)

The Loans for Disadvantaged Students (LDS) program provides a long-term, five percent interest loan to eligible osteopathic medical and pharmacy students from disadvantaged backgrounds. LDS loans are subject to fund availability and yearly allocations.

Primary Care Loans (PCL)

Primary Care Loans (PCL) are available for eligible medical students and subject to availability of funds and yearly allocations. The long-term five percent fixed simple interest loan amounts vary, depending on

financial need and federal allocation. Eligibility is determined by the student's dependency status. In order to be classified as an independent student you must meet the following criteria:

- At least 24 years of age AND,
- Not listed as a dependent on their parent's tax forms within the last three years

If you are determined to be an independent student your eligibility will be based on your and/or your spouse's income. If you are considered a dependent student, your eligibility will be based on your parents' income.

Students receiving PCL will only need to practice as a primary care physician for 10 years. After 10 years, the student no longer has to practice in primary care even though there is a remaining balance. If the student pays off the loan before the 10-year commitment, the student no longer has to practice as a primary care physician.

Nursing Student Loans (NSL)

Nursing Student Loans (NSL) are used to provide loans to students enrolled in an eligible advanced degree program in nursing. It provides long-term, five percent interest loans to eligible full-time or half-time financially needy students. Awarding is subject to availability of funds and yearly allocations.

Nursing Faculty Loan Program (NFLP)

The Nursing Faculty Loan Program (NFLP) is used to provide loans to students enrolled in an eligible advanced degree program in nursing (doctoral). After graduation from the advanced education nursing degree program, loan recipients may cancel up to 85 percent of the NFLP loan over a consecutive 4-year period while serving as full-time nurse faculty at a school of nursing (i.e. baccalaureate or higher degree, associate degree or diploma schools of nursing). Awarding is subject to availability of funds and yearly allocations.

Scholarships with Service Requirements

Some scholarships may require that the recipient practice in certain designated areas after graduation. The total scholarship amount, including stipends paid to the recipient, is counted as a financial aid resource. For more information, please visit our list of [external opportunities](#).

University Administered Scholarships

[The University offers more than 300 scholarships to students](#). Amounts and eligibility requirements vary depending on the scholarship and are subject to availability of funds. Students can apply for all WesternU scholarships by completing an application online. Scholarships are applied to the upcoming academic year unless the recipient is graduating that year.

Veterans Benefits

Western University of Health Sciences has approval from the U.S. Department of Veterans Affairs to certify students eligible to receive VA educational benefits.

All students who receive VA educational benefits are assisted by the School Certifying Official who is located on the Pomona, California campus. We cannot assist you with determining your eligibility for benefits. To determine if you are eligible, please contact the [Department of Veterans Affairs](#) directly.

Yellow Ribbon Program

The Yellow Ribbon Program was established by the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (such as colleges, universities, and other degree-granting schools) in the United States to voluntarily enter into an agreement with VA to fund tuition and fee expenses that exceed the tuition and fee amounts payable under the Post-9/11 GI Bill®. Western University of Health Sciences is a participating Yellow Ribbon institution. Eligible students will receive \$2,000.00 per academic year towards tuition and fee expenses that exceed the amounts payable under the Post-9/11 GI Bill®. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

You may qualify for the Yellow Ribbon Program benefit if you:

- Served an aggregate period of active duty after September 10, 2001, of at least 36 months and were honorably discharged;
- Were discharged from active duty for a service-connected disability and you served 30 continuous days after September 10, 2001; or
- Are a dependent who received benefits transferred from an eligible Service Member

Getting Started

If you have received a notification from the Department of Veterans Affairs that you are eligible to receive educational benefits, submit the following documents to the School Certifying Official:

- DD214 Discharge Document or Notice of Basic Eligibility Form 2384
- Certificate of Eligibility

If you have used your educational benefits at another university prior to enrolling at WesternU, please also complete and return the form listed below.

- [Change of Program/Place of Training](#)

Once you have submitted the appropriate documents to the School Certifying Official and have registered for classes, your certification of enrollment will be submitted to the VA electronically. Please allow at least 6-8 weeks for payment to be processed by the VA.

Student Responsibilities

In order to comply with the laws governing the Department of Veterans Affairs benefits, it is your responsibility as a student to notify the School Certifying Official of any change in status with the University, which may include when you:

- Add or drop a class or classes
- Change your address

- Withdraw from the University
- Repeat a course

Only courses that are required for your degree program are eligible for certification.

Allowing Veterans to Attend or Participate in Courses Pending VA Payment

Section 103 of Public Law (PL) 115-407, 'Veterans Benefits and Transition Act of 2018,' amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education, beginning August 1, 2019, at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

Pending Payment Compliance

In accordance with Title 38 US Code 3679(e), Western University of Health Sciences adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA. Western University of Health Sciences will not:

- Prevent your enrollment;
- Assess a late penalty fee you;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Standards of Progress

Veterans who fail to maintain satisfactory progress for more than two terms or rotations will not be certified to receive any Veterans' benefits until they have corrected the situation and are making satisfactory progress.

Emergency Loan Program

Students in need of a short-term emergency loan should contact the Bursar's Office to discuss their emergency need for funds. Students interested in applying for a short-term emergency loan must complete and return an Emergency Loan Application to the Bursar's Office.

Students receiving financial aid can use their financial aid award as collateral. The financial aid funds will be automatically applied towards the loan repayment prior to any additional charges. All emergency loans

will be repaid from the student's financial aid proceeds or by a personal payment. Emergency loans must be repaid within 90 days or upon receipt of financial aid funds, whichever occurs first.

All delinquent loans will result in a hold on the student account, which will prevent the student from registering for classes or receiving transcripts and/or a diploma. Delinquent loans will also be assessed a late fee of \$50 per month until the emergency loan is repaid. Only one emergency loan will be granted per term.

WesternU Tuition Refund Policy

Western University of Health Sciences has adopted the Department of Education refund policy for all students who find it necessary to withdraw from the University or take a leave of absence during the academic year. It is a universal policy that applies to all students, those receiving and not receiving financial aid. Students who elect to withdraw or take a leave of absence during the academic year must submit prior written notification to the appropriate Academic Dean according to the procedures specified in this Catalog for their program. Western University may amend its institutional refund policy at any time. Amendments will become effective for the academic year that follows official notification of the amendment unless the Department of Education mandates a regulatory change. Any questions concerning Western University's refund policy should be directed to the Financial Aid Office.

General Requirements

Federal Student Aid funds are awarded to a student under the assumption the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds the student was originally scheduled to receive. If a recipient of Federal Student Aid loan funds withdraws from school after beginning attendance, the amount of Federal Student Aid loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, they are eligible to receive a post-withdrawal disbursement for the earned aid that was not received.

For the purpose of Return to Title IV (R2T4) students that are considered to be enrolled in module-based enrollment periods (DMD, DMD-IDP, MSMS, MSPA – Year 2, OD, DO/DONW, PharmD, IPBP, DPM, DPM-AS, DVM – Years 3 & 4) are able to take up to a 45-day break in enrollment without having to complete an R2T4 or considered to be on a leave of absence (LOA). However, the student must have been enrolled in one module prior to the 45-day break and have completed a module prior to the end of the academic term.

If the student does not meet the above criteria, the student will be considered on a LOA and a R2T4 will be calculated. In addition, the Registrar's Office will be required to report a LOA to the National Clearinghouse.

Definition of a Title IV Recipient

A recipient of loan assistance is a student who has actually received Title IV funds or has met conditions that entitle the student to a late disbursement. If the student never actually began attendance for the payment period or period of enrollment, the refund policy does not apply. Similarly, if a student began

attendance, but was not and could not have been disbursed Title IV funds prior to withdrawal, the student is not considered to have been a Title IV recipient and the requirements of this refund policy do not apply.

Calculation of Amount of Eligible Tuition Refund

The amount of tuition refund for which the student is eligible is computed as follows:

1. If the day the student withdrew was on or before the student completed 60 percent of the enrollment period for which tuition was paid, the percentage refund is computed as one hundred percent minus the percentage of the enrollment period that has elapsed up to the date of withdrawal.
2. Students who withdraw after completing 60 percent of the enrollment period for which tuition was paid are not entitled to a refund.

Return to Title IV Exemptions and Tuition Refund Exemptions

For Return to Title IV purposes, students who are enrolled in a program with module(s) are exempted from the Return to Title IV (R2T4) process and will not qualify for a tuition refund if they have successfully completed one of the following:

1. A student is not considered to have withdrawn if the student successfully completes one module that includes 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules.
2. A student is not considered to have withdrawn if the student successfully completes a combination of modules that when combined contain 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules.
3. A student is not considered to have withdrawn if the student successfully completes coursework equal to or greater than the coursework required for the institution's definition of a half-time student for the payment period.
4. A student who completes all the requirements for graduation from their program before completing the days or hours in the period that they were scheduled to complete is not considered to have withdrawn. (This exemption applies to all types of programs, with or without modules).

Successful completion refers to a student who earns a passing grade for the module(s). If the student earned a passing grade and the grade was confirmed within 45 calendar days, from the last date of attendance (LDA) determination date, the student is not considered a withdrawal and the R2T4 calculation process is not required. If the grade has not been confirmed within 45 calendar days, from the LDA determination date, the R2T4 calculation process will be required.

Determining the Withdrawal Date

The withdrawal date is:

1. The date the student begins the withdrawal process prescribed by the respective College;
2. The date that the student otherwise provided official notification to the respective College of the intent to withdraw; or
3. The midpoint of the enrollment period for which Student Financial Aid Programs Assistance was disbursed or a later date documented by the respective College, if the student did not begin the withdrawal process or otherwise notify the respective College of the intent to withdraw.

If the College determines that a student did not begin the withdrawal process or otherwise notify the respective College of the intent to withdraw due to illness, accident, grievous personal loss, or other circumstances beyond the student's control, the College may determine the appropriate withdrawal date.

The calculation of earned Federal Student Aid includes all Title IV loan funds that were disbursed or could have been disbursed to a student. This includes the net amount of loan funds from the Unsubsidized Direct Stafford and Direct Graduate PLUS loan programs.

A student's Title IV funds are disbursed when the school credits a student's account with the funds or pays a student directly with Title IV funds received from the U.S. Department of Education. A student's aid is deemed as disbursed if it is disbursed as of the date of the institution's determination that the student withdrew.

Percentage of Title IV Aid Earned

The withdrawal date is used to determine the point in time that the student is considered to have withdrawn so the percentage of the enrollment period completed by the student can be determined. The percentage of Title IV Aid earned is equal to the percentage of the enrollment period completed. If the day the student withdrew occurs on or before the student completed 60 percent of the enrollment period for which the assistance was awarded, the percentage earned is equal to the percentage of the enrollment period that was completed. If the day the student withdrew occurs after the student has completed more than 60 percent of the enrollment period, the percentage earned is 100 percent.

Determining a Student's Withdrawal Date at a School that is not required to Take Attendance

The chart below lists the withdrawal date for the various types of withdrawals, as well as the date of the institution's determination that the student withdrew for each type of withdrawal.

Withdrawal Type	Circumstance	Student's Withdrawal Date¹	Date of the Institution's Determination that the Student has Withdrawn
Official Notification	The student begins the school's withdrawal process, or, the student otherwise provides official notification to the school of intent to withdraw.	The date the student begins the school's withdrawal process, or, the date that the student otherwise provides the notification. (If both circumstances occur, use the earlier withdrawal date.)	The student's withdrawal date, or the date of notification, whichever is later.

Withdrawal Type	Circumstance	Student's Withdrawal Date¹	Date of the Institution's Determination that the Student has Withdrawn
Official Notification Not Provided	Official notification not provided by the student because of circumstances beyond the student's control.	The date that the school determines is related to the circumstance beyond the student's control.	The date that the school becomes aware that the student has ceased attendance. ²
	All other instances where student withdraws without providing official notification.	The midpoint of the payment period or period of enrollment, as applicable.	
Leave of Absence Related	The student does not return from an approved leave of absence, or the student takes an unapproved leave of absence.	The date that the student began the leave of absence.	The earlier of the dates of the end of the leave of absence or the date the student notifies the school they will not be returning to that school. (In the case of an unapproved absence, the date that the student began the leave of absence.)
Withdrawal After Rescission of Official Notification	The student withdraws after rescinding a previous official notification of withdrawal.	The student's original withdrawal date from the previous official notification.	The date the school becomes aware that the student did not or will not complete the program period or period of enrollment.

¹In place of the dates listed, a school may always use as a student's withdrawal date the student's last date of attendance at an academically related activity, if the school documents that the activity is academically related and that the student attended the activity.

²For a student who withdraws without providing notification to the school, the school must determine the withdrawal date no later than 30 days after the end of the earliest of the (1) payment period or period of enrollment (as appropriate), (2) academic year, or (3) educational program.

Title IV Aid to be Returned

If a student receives more Federal Student Aid than the amount earned, the school, or the student, or both must return the unearned funds in a specific order. The amount of Federal Student Aid to be returned is determined by subtracting the amount of earned Title IV aid from the amount of Title IV aid that was actually disbursed to the student.

Amount of Unearned Title IV Aid due from the School

When a return of Title IV funds is due, the school and the student may both have a responsibility for returning funds. Funds that are not the responsibility of the school to return must be returned by the student. Although these requirements talk in terms of returning funds, a school is not required to return

its share before the student. Rather, it is the calculation of the amount of assistance the school is responsible for returning to the Title IV accounts that must be performed first. The student's repayment obligation is determined after the school's share is calculated. The school must return the lesser of

- The amount of Title IV funds that the student does not earn; or
- The amount of institutional charges that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that was not earned.

Return of Funds by the School

A school must return Title IV funds to the programs from which the student received aid during the payment period or period of enrollment as applicable, in the following order, up to the net amount disbursed from each source:

- Unsubsidized Direct Stafford loans
- Direct Graduate PLUS loans

Any unearned tuition for alternative loans or Health Resources and Services Administration (HRSA) Title VII funds (Primary Care Loan, Health Professions Student Loans, Loans for Disadvantage Students, Student Nursing Loans) will be returned to the lender or HRSA. Scholarships will be adjusted subject to their donor agreements.

Time Frame for the Return of Title IV Funds

A school is required to return unearned funds for which it is responsible as soon as possible, but no later than forty-five days from the determination of a student's withdrawal.

Repayment of Student Loans

The student loans that remain outstanding consist of the loans disbursed to the student minus any loans the school repaid. These outstanding loans are repaid in accordance with the terms of the student's promissory notes.

CARES Act Relief

For any student who begins attendance in a payment period or period of enrollment that includes March 13, 2020, until the last date that the national emergency is in effect, and subsequently withdraws from the period as a result of COVID-19-related circumstances, WesternU is not required to return the Title IV funds.

Reference: Federal Student Aid Handbook 2022-2023 Award Year.

Student Loan Deferment Processing

Western University of Health Sciences participates in the National Student Clearinghouse, located in Herndon, Virginia. The University submits a report of students' enrollment status to the Clearinghouse monthly, which in turn supplies verification of enrollment to lending agencies.

A number of lenders and loan servicing organizations that are members of the Clearinghouse participate in a Paperless Deferment Process. With this process, no paper forms need to be completed by either students or schools - the student simply calls their servicer to request a deferment. The servicer then posts

a deferment to the student's account after the student's verbal order is matched against the Clearinghouse electronic data verifying in-school status.

If a lender needs a deferment form processed, bring it to the Office of the Registrar. The Office of the Registrar will then forward all deferment forms to the Clearinghouse, which will verify the student's enrollment to the lender. Western University of Health Sciences does not supply this information directly to lending agencies that participate in the National Student Clearinghouse.

If a student has registered late, this information may not be reported until the submission of the next file. The Clearinghouse requests the student take the following steps if a collection letter has been received:

Call the lending agency to see if a deferment form was received between the time the Clearinghouse supplied the information and the lending agency sent the collection letter.

If, after calling the servicer, it still appears that the deferment has not been processed, the student may call the Clearinghouse at (703) 742-7791 and ask for a Student Service Representative. The representative will verify the date on which the deferment form was received by the Clearinghouse, the date the deferment was certified and mailed, the enrollment status that was certified, and where the forms were sent.

If an emergency exists -- for example, the student is 150 days delinquent and being threatened with default -- the Clearinghouse will intervene on the student's behalf by faxing another enrollment certification to the servicer. Further, it will work with the servicer to ensure that the form is processed on a high-priority basis.

General Academic Policies and Procedures

Attendance

Attendance is required at all scheduled instructional periods. Absence from instructional periods for any reason does not relieve the student from responsibility for the material covered during the periods missed.

Academic Advisement

Students may be assigned a faculty advisor upon matriculation, as per the academic requirements of their specific program. Advisement by a faculty advisor should be viewed by the student as a part of the academic process. If a faculty advisor is assigned, it is the student's responsibility to meet periodically with their advisor. If either the student or faculty member does not find the relationship helpful, either is free to seek a change. This request should be made to the appropriate College Dean (or designee).

Academic Integrity

WesternU has a license with the plagiarism detection software *Turnitin*. The software scans student work for matched text, comparing the work to a large database of student work, written publications, and materials on the internet. Students agree that by taking courses at WesternU, all required assignments may be subject to submission to Turnitin for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin service is subject to the Usage Policy posted on [Turnitin.com](https://www.turnitin.com). Any alleged plagiarism may be considered a violation of WesternU's Standards of Student Conduct.

Criminal Background Investigations or Live Scan Fingerprinting

To meet state and industry specific requirements, hospital facilities, school districts, and clinical sites, may require students to complete criminal background checks, including Live Scan fingerprinting, prior to beginning rotations/clinical experiences and/or during their enrollment at WesternU. Consequently, to assure patient safety, students admitted to programs with clinical training requirements will be required to complete a criminal background check prior to matriculation and/or as a component of the scheduling of the rotation/clinical experiences.

If a criminal conviction or other relevant sanction is shown on a background check, hospital facilities and clinical sites have broad discretion to restrict an individual from being assigned to the facility/site for the rotation/clinical experience. Therefore, please be aware that certain convictions may prevent students from entering hospital facilities or clinical sites, which may directly hinder a student's ability to complete their academic program successfully. Furthermore, certain convictions may also prevent students from obtaining licensure in the State of California or other states. Applicants and current students are advised to check with the appropriate State(s) licensing boards to determine whether their backgrounds may be a barrier to future licensing. Procedures for obtaining a background investigation will be provided to the student by the appropriate academic program staff. Students have an affirmative obligation to report all arrests and convictions to their College administration to proactively identify solutions (if possible) and/or determine the impact on future licensure. For further information related to criminal convictions, please see the Standards of Student Conduct section.

Student Health and Safety

New matriculants into WesternU's health professions programs must submit evidence that they are in good health and be able to withstand the physical and mental pressures commonly placed upon professional students. All incoming students are required to submit a full medical history as well as the results of a physical examination, that is no more than 6 months old, prior to matriculation. New incoming students are required to submit all documentation as described in the [Student Health Packet](#) at one time. Student Health cannot release holds until all required documents have been received and accepted. Those students who are returning to WesternU after a lapse of enrollment of at least six (6) months are required to submit an updated history and physical exam, including a valid TB clearance before they will be cleared to resume matriculation. Additionally, serum blood titers are valid for no more than 4 years from the date they were originally processed. Any form or documentation required by the Student Health Office can be emailed to stu-emphealth@westernu.edu or faxed to 909-706-3785 no later than 30 days before class registration opens. Visit the [Office of the Registrar's website](#) for registration dates.

It is the student's responsibility to ensure all forms are submitted to the Student Health Office. Students should not depend on their healthcare provider's office or their college to submit required documents on their behalf. Student Health does not have access to other systems, e.g., VSAS, where some student forms are uploaded and stored.

Required Immunizations and Tests

Since students will have some exposure to human and animal patients during their time at WesternU, INCOMING STUDENTS ARE NOT ALLOWED TO MATRICULATE UNTIL THEY HAVE SUPPLIED PROOF THAT THEY ARE CURRENT ON THE FOLLOWING IMMUNIZATIONS, TITERS AND HEALTH SCREENINGS:

- Hepatitis B proof of completion of the vaccine series and serologic (blood) titers.
- MMR (measles, mumps, rubella) proof of completion of the age-appropriate immunization and serologic (blood) titers.
- Varicella (chicken pox) proof of completion of the age-appropriate immunization series and serologic (blood) titers. Note: "had the disease" is not accepted, a serum titer is required.
- Tdap Vaccination (Tetanus, Diphtheria, Acellular Pertussis) within the past 10 years

Tuberculosis (TB) Clearance

Students with no history of a positive TB skin test or TB disease must submit one of the following:

TB skin test: (also known as a PPD) result must be a number. The words "negative" or "positive" will not be accepted. For those who have not had 2 separate TB (PPD) skin tests completed within the past year, 2 separate TB (PPD) skin tests administered at least 10 days apart from each other are required.

- IGRA: (e.g., Quantiferon or T-spot) serum blood test. Submit a lab report and a completed [TB Symptoms Health Screening Checklist](#), signed/dated by licensed Healthcare Provider. This test must be done within 6 months of matriculation. The University considers this test valid for four (4) years.

- If the student had the IGRA blood test performed prior to matriculation, they are required to submit a completed annually. This form is available online via the website.

Students *with a history* of a positive PPD and/or a positive IGRA must submit:

- Chest x-ray: radiology report and a completed [TB Symptoms Health Screening Checklist](#), signed/dated by a licensed Healthcare Provider. The chest x-ray must be done within 6 months of matriculation. In addition, documentation showing that the student has a history of positive PPD and/or a positive IGRA must also be submitted. The University considers the chest x-ray valid for four (4) years.
 - For those students who submitted a chest x-ray report prior to matriculation, a completed [TB Symptoms Health Screening Checklist](#) must be submitted annually. This form is available online via the Student/Employee Health website.
- If the student is newly positive on future TB clearance, e.g., PPD (TB skin test), IGRA, or chest x-ray after they have begun matriculation, they must be evaluated and cleared by a health care provider before returning to class or clinical rotations. The [New TB Converter Clearance Process](#) form and the [TB Symptoms Health Screening Checklist](#) form must be completed, signed, and dated by the student's healthcare provider and submitted to the Student Health Office before the student will be cleared to matriculate/return to class. These forms are available at the Student/Employee Health website.

TB clearance is required of all students on an annual basis.

Students entering the Veterinary Medicine program will be required to obtain the Rabies vaccine series (2 vaccines, received days 0 and 7) by September 30th. Veterinary Medicine Students who have already completed the series are required to provide documentation showing dates the vaccines series was received and must also submit a serum titer called RFFIT (Rapid Fluorescent Focus Inhibition Test) that shows the student's level of immunity to rabies. The RFFIT is the only lab result the University will accept. This test is due by September 30th.

The required immunizations, tests, and physical exam may require updating or follow-up on a more frequent basis. Students with health conditions that may be harmed by obtaining the required immunizations will have to submit a letter signed by a healthcare provider, duly registered, and licensed to practice in the United States. The documentation must state that in the healthcare provider's opinion, the immunization required would be harmful to the health and well-being of the student or any member of their family or household. Unless a lifelong contraindication is specified in this letter; the statement of facts or certificate is valid for only one year from the date signed by the healthcare provider and must be renewed each year for the exclusion to remain in effect.

To minimize the risk of an influenza outbreak on campus or in affiliated clinical facilities, all students must receive the annual influenza vaccination (except when medically contraindicated) while matriculating at WesternU. Proof of receipt of the annual influenza vaccination (or a healthcare provider's documented contraindication) must be submitted to the Student Health Office by November 30th of each calendar year or a hold will be placed on the student's account.

COVID-19 Vaccinations

WesternU follows the recommendations from the local, state, and federal public health authorities, including the Centers for Disease Control and Prevention (CDC) and the US Food and Drug Administration

(FDA) related to COVID-19 vaccines, boosters, and testing. All Students are expected to comply with all applicable WesternU policies and procedures.

Annual Health Clearance Requirements

All students are required to submit documentation to the Student Health Office on a yearly (annual) basis for:

- TB clearance
 - If the student has a prior history of TB or positive skin test, or submitted an IGRA blood test prior to matriculation, they are required to submit a completed [TB Symptoms Health Screening Checklist](#) annually.
- Influenza vaccine
 - Must be administered between August 1 and November 30 of the current calendar year and submitted to stu-emphealth@westernu.edu by November 30 (Note: some colleges have an earlier due date). If a student has had an adverse reaction in the past to an influenza vaccination, they must submit a healthcare provider's note stating what the reaction was and whether it is contraindicated for the student to receive the current year's flu vaccine.

Students who do not comply with these requirements will have a hold placed on their account. This means that the student will not be permitted, at minimum, to register for classes. *NOTE: Students will not be notified of any outstanding items once they have begun to matriculate, nor will they be told that a hold will be/has been placed on their account if they fail to complete and submit these annual health clearance requirements. Students are encouraged to make a note in their calendars when these requirements are due.*

Clinical Rotation Sites Requirements

Additional tests, vaccines, and a recent physical examination may be required by clinical rotations sites. It is the student's responsibility to confirm and comply with what is needed to get cleared for rotations.

Bloodborne Pathogen Exposure

Should a student be exposed to blood or body fluids while on clinical rotations, they should see a Healthcare Provider and obtain the [Bloodborne Pathogen Exposure Labs](#).

Student Release of Information

For all programs which require clinical placements and/or experiences, all incoming will be required to sign a release of information form authorizing WesternU to release the student's health and immunization status, criminal background check results, BLS verification, health insurance coverage, and other relevant information to any requesting agency or clinical site that that enters into a clinical partnership with the University.

Injuries or Illnesses during Clinical Experiences

In the event of a student injury or illness (e.g., needle stick, puncture wound, slip/fall, etc.) during a clinical experience the following should be followed:

- Students are to immediately notify their preceptor and their College’s Clinical Rotations Office. As soon as possible, students are to submit an Incident Report (https://webapp.westernu.edu/incident_report).
- Obtain medical treatment (e.g., blood draw). It is the student’s choice where they obtain medical treatment. They can do so, if possible, at the clinical site, Urgent Care, local hospital or from their primary care provider.

Students should inquire with the clinical site if they can do the blood draw. If the student is directed to the site’s Employee Health Clinic/department or Emergency Room, the student must make it clear that the service is **NOT** to be processed as a worker’s comp injury. Students are not employees of the clinical site or WesternU while injured during a clinical rotation. Students are to advise the site’s Employee Health Clinic/Department that their personal health insurance is primary coverage and must be billed first for medical expenses they incur as a direct result of the their incident.

If the student chooses or cannot get the baseline labs done at the clinical site, they can go to a facility of their choice (local hospital, urgent care, primary care provider).

Students are required to provide the treating facility with their personal health insurance card so that the facility can directly bill the student’s health insurance carrier. If a bill is sent to the student after their health insurance carrier has paid the bill, the student is advised to contact [University Risk Management](#) at risk@westernu.edu for additional information.

If students are enrolled in the Student Health Insurance Plan (SHIP) and need a copy of their insurance card, they can obtain a copy from the following link: www.aetnastudenthealth.com. Questions regarding the university’s sponsored health insurance plan, contact the Office of the Registrar at 909-469-5491.

Complete an [Incident Report as soon as possible](#). Any questions regarding this section should be directed to the student’s clinical experience coordinator.

Student Health Insurance Requirements

Mandatory Coverage

Maintaining comprehensive health insurance coverage is mandatory for all full-time WesternU students, and all students **MUST** be covered by **an ACA compliant domestic health insurance plan** for the entire academic year, including summer and holidays. All full-time WesternU students are required to enroll in the Student Health Insurance Plan unless an acceptable Waiver is provided by the designated deadline.

Part-time WesternU students, those enrolled in programs where the entire curriculum is delivered online and students only enrolled in thesis/dissertation continuous registration courses are exempt from the University’s comprehensive health insurance requirement. However, all WesternU students may enroll in the student health insurance plan, regardless of their exemption status.

There are many insurance options available in the marketplace today. We encourage you to research your health insurance options thoroughly prior to making a final decision. For those of you unfamiliar with insurance terminology, HealthCare.gov provides a glossary of health insurance terms that may be helpful as you review and compare your insurance options.

Automatic Fee Assessment

All full-time WesternU students will automatically be assessed the fall 2023 premium for the student health insurance plan during fall 2023 registration. The fall 2023 premium charge will only be reversed upon receipt of an acceptable waiver by the posted waiver deadline.

If an acceptable waiver is not received by the posted waiver deadline, your enrollment in the student health insurance plan will be finalized, you will no longer be eligible for a refund of the fall 2023 premium, and your student account will automatically be assessed the applicable spring 2024 premium during registration for the spring 2024 term.

Enrolling in the Student Health Insurance Plan

If you wish to enroll in the student health insurance plan for the 2023/2024 academic year, you must submit your enrollment via the [Health Sciences Assurance Consulting](#) (HSAC) website. The earlier you submit your enrollment, the sooner you will receive your plan materials (brochure, ID card). Students enrolling after the plan begins will have their coverage backdated to the start of the plan unless they have experienced an involuntary loss of coverage.

Student Health Insurance Plan Information

The student health insurance plan for the 2023/2024 academic year is offered through [Aetna Student Health](#) and administered by [Health Sciences Assurance Consulting](#) (HSAC). Plan details include:

Deductible	\$250
Co-Insurance	80% – Preferred Provider Organization (PPO), 60% – Non-PPO
Out of Pocket Maximum (Individual)	\$6,350 (PPO), \$10,000 (Non-PPO)
Out of Pocket Maximum (Family)	\$12,700 (PPO), \$20,000 (Non-PPO)
Office Visit	\$20 Copayment, 80% (PPO), 60% (Non-PPO)
Urgent Care Visit	\$20 Copayment, 80% (PPO), 60% (Non-PPO)
Emergency Room Visit	\$200 Copayment (Waived if Admitted)
Prescription Drugs	\$15/\$25/\$45

For additional information on the benefits offered under the student health insurance plan, please visit the [Health Sciences Assurance Consulting](#) (HSAC) website.

Student Health Insurance Premiums

Student health insurance charges for the 2023/2024 academic year are listed below:

Insurance Coverage Period	Fall 2023 Charge	Spring 2024 Charge	Total 2023/2024 Premium
06/01/2023 – 07/31/2024 (MSMS 2024)	\$2,314.73	\$2,314.72	\$4,629.45
06/01/2023 – 07/31/2024 (DPM-AS 2025)	\$2,314.73	\$2,314.72	\$4,629.45
06/01/2023 – 07/31/2024 (ISAC 2027 – DO, DONW, DPM)	\$2,314.73	\$2,314.72	\$4,629.45
07/01/2023 – 07/31/2024 (PIP 2026)	\$2,157.98	\$2,157.97	\$4,315.95
07/01/2023 – 07/31/2024 (DPT-OR 2026)	\$2,157.98	\$2,157.97	\$4,315.95
07/01/2023 – 07/31/2024 (OTD 2026)	\$2,157.98	\$2,157.97	\$4,315.95
08/01/2023 – 07/31/2024 (All Other Student Groups)	\$1,996.00	\$1,996.00	\$3,992.00

01/01/2024 – 07/31/2024 (Spring 2024 Starts)	N/A	\$2,323.83	\$2,323.83
03/01/2024 – 07/31/2024 (DMD-IDP 2026)	N/A	\$1,669.23	\$1,669.23

The student health insurance plan is sold as an academic year plan; however, the premium is split into two equal payments. The first payment is assessed during fall 2023 registration, and the second payment is assessed during spring 2024 registration. **Students who enroll in the student health insurance plan at the start of the academic year will remain enrolled for the entire academic year and will not be eligible to waive out of the plan during the spring term.**

Students who are receiving financial aid may be eligible for a budget increase to cover the costs of the student health insurance plan premiums. For more information on eligibility and the process for increasing your budget, please contact the Office of Financial Aid at 909-469-5353 (WesternU) or 541-259-0360 (WesternU Oregon). You can also e-mail the Office of Financial Aid at finaid@westernu.edu.

Students enrolling in the WesternU student insurance plan from 06/01/2023 – 07/31/2023 will be enrolled on the 22-23 policy year until 07/31/2023. Your enrollment will continue in the 23-24 Policy year effective 08/01/2023. Deductibles and Out-of-pocket Max requirements for care received from 06/01/2023 - 07/31/2023 will apply to the 22-23 Policy year. Deductibles and out of Pocket Max reset effective 08/01/2023 and care received from 08/01/2023 – 7/31/2024 will apply to the 23-24 policy year.

Dependent Coverage

Qualified dependents can be added to the student health insurance plan. The coverage dates and rate would be the same as the student’s coverage dates and rate; however, the premium cannot be charged to your student account. The entire premium for dependents is due at the time of enrollment. You will be able to add dependents when you enroll in the plan or due to a qualifying life event (involuntary loss of coverage, birth or adoption).

Obtaining Your Student Health Insurance Plan Materials

If you enrolled in the student health insurance plan, you can access your insurance plan ID card, search for providers, view claims information and review benefits via the [Aetna Student Health](#) website.

Waiving Out of the Student Health Insurance Plan

If you have active health insurance with benefits that meet all the criteria listed below, you may apply for waiver of enrollment in the WesternU plan. You will need to have your current insurance ID card and information regarding your plan benefits to complete the process. A copy of the front and back of your Health Insurance ID card **must** be submitted with your request. Once you have submitted the required information, you will receive an email verifying if your waiver meets the WesternU requirements. Waivers will not be accepted past the required deadline.

Acceptable Waivers

All Full-Time Students

- All students **MUST** be covered by an **ACA compliant domestic health insurance plan** for the entire academic year, including summer and holidays.
- The acceptable coverage to waive the WesternU - Sponsored Student Health Insurance Plan is a parent's employer group plan, a spouse's employer group plan, a student's own employer group plan, VA Benefits or COBRA. Individual Plans will be accepted for the 2023-2024 Policy year as long as they

meet the University's waiver requirements. Additionally, the University will allow students to waive out of the student health insurance plan using Medicaid based coverage that originates in the state of California (WesternU students) or the state of Oregon (WesternU Oregon students). The University will not approve any other state's Medicaid coverage as an acceptable waiver, subject to the Distance Education Program exception below.

- Distance Education Program Exceptions: Students participating in distance education programs such as those offered by the College of Graduate Nursing or the DPT (Post-Professional) program may waive out of the student health insurance plan using Medicaid based coverage that originates in the state in which they currently reside.
- Deductible MUST NOT be more than \$1,000 individual annually, NO Exceptions.
- Adequate major medical coverage of at least \$1,000,000/policy year
 - Prescription coverage
 - Mental health coverage
 - Coverage for an annual exam
 - A provider network in the area of your WesternU campus for primary care, specialty, hospital, and diagnostic care. Students attending online programs, including those that are only partially online, are exempt from this requirement.

Limitations Regarding Out of State Rotations/Clinical Experiences: California or Oregon based students who waive out of the student health insurance plan using their respective state's Medicaid based coverage may only be eligible for coverage of emergency services while completing clinical rotations/experiences out-of-state. Some of the University's out-of-state clinical rotation/experience sites may require that you have comprehensive health insurance coverage; therefore, you may not be eligible to attend certain clinical rotation/experiences using California or Oregon Medicaid based coverage. Students using Medicaid based coverage while completing a clinical rotation/experience out-of-state are responsible for all medical expenses incurred that are not covered by their Medicaid based plan. Graduating students completing clinical rotations/experiences out-of-state that match to an out-of-state residency program during their final year should note that their out-of-state placement may cause them to lose eligibility for their respective state's Medicaid based coverage.

Short-term health insurance policies, traveler's plans, or plans originating outside of the United States will not be accepted as part of the Waiver process.

If an acceptable waiver is not received by the posted waiver deadline, your enrollment in the student health insurance plan will be finalized, you will no longer be eligible for a refund of the fall 2023 premium, and your student account will automatically be assessed the applicable spring 2024 premium during registration.

Health insurance plans approved during the waiver process will be verified periodically to ensure students remain in compliance with the University's health insurance coverage requirements.

Waiver Submission Deadlines

Program/Class Year	Waiver Submission Deadline
MSMS 2024	06/30/2023
DPM-AS 2025	06/30/2023
ISAC 2027 (DO, DONW, DPM)	06/30/2023
DPT-OR 2026 and OTD 2026	07/31/2023
PIP 2026	07/31/2023
All Other Programs/Class Years	08/31/2023
DMD-IDP 2026	03/30/2024

To ensure that health insurance coverage requirements are met, all full-time students are automatically assessed for half of the annual student health insurance premium upon registration for fall. This fee is reversed only if you submit proof of health insurance coverage that meets the [University's coverage requirements](#). When you fail to submit proof of alternative health insurance coverage by the deadline for your program/class year, your enrollment in the student health insurance plan is finalized. In addition, you are no longer eligible for a refund of the first half of the premium and you will automatically be assessed the second half of the premium upon registration for the spring term.

Waiver Appeals

If your waiver is denied, you may appeal the decision. The University will only override the waiver denial if you meet one or more of the following criteria:

- As the student you are enrolled on a parent, guardian or spouse's health insurance plan and the responsible party signs the High Deductible Appeal Form on your behalf.
- You can provide documentation (current statement) of a health savings account that holds a balance that will cover the difference between your health insurance plan deductible and the University's \$1,000.00 deductible requirement.

Instructions and deadlines for submitting your waiver appeal will be provided in your waiver denial e-mail.

Periodic Waiver Verifications

If your waiver is approved, it is still subject to periodic verification throughout the academic year to ensure the plan you submitted is still active and still meets the University's health insurance coverage requirements. **It is incumbent on the student to ensure their plan remains active and in compliance with the University's health insurance requirements throughout the current academic year, including summer and holidays.**

If your plan is found to be inactive or out of compliance, the University reserves the right to enroll a student in the student health insurance plan from the start of the period of non-compliance (even if your termination date was in the past) through the end of the current academic year. If your plan is found out of compliance, you will receive an e-mail notification from HSAC, and you will have **14 calendar days** to respond. If you have not responded within 14 calendar days, the University will proceed with enrollment in the student health insurance plan, assess your student account the applicable premium charges, and notify your program of your non-compliance with the University's health insurance requirements.

Involuntary Loss of Coverage/Age-Outs

If you originally waived out of the student health insurance plan but find that you need health insurance coverage later in the year due to an involuntary loss of coverage or if you have aged out of your parents' insurance plan, you can also enroll via the [Health Sciences Assurance Consulting](#) website. Students enrolling after the initial enrollment period due to an involuntary loss of coverage will be assessed a prorated portion of the insurance premium based on their dates of enrollment. Students have 30 calendar days after an involuntary loss of coverage to enroll in the student health insurance plan or submit updated proof of coverage. **Students must maintain continuous enrollment in health insurance.** If you are submitting new proof of coverage, it must begin within 24 hours of the termination of your previous coverage. You are not eligible to waive if you have any gap in coverage.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Office of the Registrar](#) website. Failure to register by the first day of classes in a given term may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of a final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

Registration is an important function, especially for graduate and professional students. Not only does it inform the University that you plan to return for the upcoming semester, it also sets in motion the receipt and disbursement of any financial aid you may be receiving and ensures that you are covered by the University's liability insurance. This is important to the institution but is more crucial for you as a student. That is why the University established a late registration fee of \$30.00 per business day.

If you are assessed late fees for a registration period, you may submit an appeal to the Office of the Registrar. Your appeal should include the reason you were unable to meet the registration deadline for your class/year. All registration late fee appeals must be received any later than 10 business days after the first day of classes for your program/year for the applicable term. Appeals must be submitted via the [online Registration Late Fee Appeal form](#). Students are eligible to receive a maximum of one registration late fee appeal while enrolled at Western University of Health Sciences.

University Credit Hour Policy

Western University of Health Sciences defines one credit hour as 15 contact hours plus an average of 30 hours of out of class student work. Given that the pace of learning and studying is not identical for everyone, it is understood that actual time on task will vary from student to student.

This formula will be applied to instructional terms of any duration. An equivalent amount of time on task (i.e., contact time plus out of class student work) per credit hour is required for non-classroom-based activities such as laboratory or small group practica, clinical rotations, asynchronous online or distance instruction and other non-classroom modalities and delivery methods.

1. Calculation of credit hours will be rounded to the nearest 0.5 credit hour per course.
2. Classroom, Online and Distance Learning Instruction: One credit hour is assigned for 15 hours of instruction.
3. Laboratories, Small Group Activities, Independent Study, and Workshops: One credit hour is assigned for 30 hours of contact time.
4. Experiential Education: One credit hour is assigned for 40 hours of rotations (internships/externships) and other clinical experiences.

Western University of Health Sciences College/Program Curriculum Committees are responsible for ensuring that this credit hour policy is applied accurately and consistently for their program courses. College Curriculum Committees are also responsible for evaluating credit hour assignments for new or modified courses.

Exceptions to this policy can be granted after consideration by the College/Program Curriculum Committee with input from the University Assessment and Program Review Committee. Approval of these exceptions must be granted by the Academic Standards and Policy Committee of the Academic Senate and by the Provost.

Transcripts

Enrolled students may view their transcript on-line via the Student Portal, you.westernu.edu. No verbal grades or class ranks will be given at any time. A grade change report will be generated upon request whenever a grade change occurs. No grade will be changed unless the instructor certifies in writing to the Registrar that an error occurred in computing or recording the grade, the student has remediated a course, completed incomplete coursework, or successfully appealed a grade via their College's grade appeals process. All recorded grades remain on the official transcript unless a clerical error occurs.

A student who drops, or is dropped, from a course on or before completion of 20% of the course will receive no entry on their permanent record. Drops processed after 20% of the course is completed will automatically receive a 'W' (Withdrawal) grade on their permanent record (See Tuition Refund Policy for additional information on how the last date of attendance affects tuition refunds).

Official transcripts may be requested via the [National Student Clearinghouse](#). There is a fee for an official transcript (please review the National Student Clearinghouse for official transcript fees).

Official transcripts bear the signature of the Registrar and the seal of the University. Transcript requests will be processed within 7-10 business days. Remember to allow two weeks for processing of transcript requests. Rush transcripts are available and can be sent via First Class Mail or via Federal Express (Federal Express cannot mail transcripts to PO Boxes). Rush transcripts ordered by 5 p.m. will be available for pickup after 9 a.m. the following working day.

To maintain the integrity of academic transcripts, educational institutions certify only academic work completed at that institution. This is the expectation of WesternU when it issues its own official transcripts, and this is what WesternU respects when official transcripts are entrusted to it during the application process. Therefore, the University will not produce or certify copies of official transcripts from other institutions.

Class Rank

Student's class ranking, with the exception of the ENP, FNP, PMHNP, DPT (Post-Professional), MSMS or MSBPS programs, may be obtained from the [Office of the Registrar](#) in writing, with appropriate identification. The class ranking is based on letter grades and/or percentages.

Transferability of Courses Taken at WesternU

Accepting credits earned at another institution is the prerogative of the receiving institution. No college, school, or accrediting agency can require another institution to accept in transfer credit earned somewhere else. Even when the sending institution is accredited by the same agency as the receiving school, there is no guarantee credits will transfer.

The decision on whether or not to accept your academic credit could be made by the chairperson of the department, a faculty transcript review committee, an individual faculty member, an admissions officer or other college official. Factors that affect the willingness to accept academic credit in transfer may be in the institution's catalog, and include:

- **College or state policies.** Most colleges and some states have policies concerning the number and type of credits they will accept in transfer from another institution.
- **Residency requirements.** Most colleges require a student to complete a specific number of credits at their institution in order to be awarded a degree by them.
- **Appropriateness of course content.** The course should align with the college's degree program. Some courses may not be relevant to the degree that is sought, regardless of the rigor or content of the course. In addition, the content of the course should compare favorably with the materials and topics covered in the college's degree curriculum. Students seeking to transfer academic credit should be prepared to discuss how their completed coursework covers the topics required in the college curriculum. Evidence would include copies of work completed, or a copy of a syllabus or study guide for the course. Official transcripts sent from the college of origin to the receiving college also may be required
- **Appropriate academic level.** Acceptance of credit also depends on the transferring student's academic standing and the level of course material studied. Remedial and developmental courses probably are not generally transferable. Satisfactory grades for the courses completed are also required in most cases.
- **Accreditation and educational quality.** In the U.S., the two entities that grant authority through recognition to national and regional accrediting agencies are the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). Many traditional colleges and universities in the U.S. are accredited by a regional accrediting agency. Many college or schools offering applied education programs are accredited by national accrediting agencies, including ACICS. All accrediting agencies recognized by the USDE are deemed reliable authorities on institutional quality and integrity. The USDE makes no distinction between national or regional accreditors regarding their reliability in ensuring institutional quality.

(Adopted from the [Accrediting Council for Independent Colleges and Schools](#), ACIS).

Diplomas

Diplomas will be issued approximately six to eight weeks after the Registrar receives all final grades verifying that a student has completed all academic requirements for a specific program. Diplomas will not be provided to students who are delinquent in their financial obligations to the University, including the Library, or to any of its affiliated hospitals or clinics.

Student Initiated Changes in Enrollment Status

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. Students may also request a leave of absence if they wish to pursue research or other academic programs in the midst of their studies at WesternU.

Students requesting a Leave of Absence must submit the appropriate form to their College Dean (or designee). In the event of a medical emergency or illness, the request must be accompanied by a letter from the treating physician describing the nature of the medical emergency or illness for which the leave is requested, and the estimated length of time needed for recovery. If a student does not submit the appropriate medical documentation supporting the need for a medical leave of absence within 30 days of the requested start of the leave, the request will be altered to reflect a leave approved based on personal/financial reasons. Once a leave has been designated as a personal/financial leave, it cannot be converted back to a medical leave.

After consultation with the student, the respective College Dean (or designee) will determine whether the leave is to be granted and the conditions under which the student may return to school. A student requesting a leave of absence during or at the end of the academic term must go through the following procedure:

- Student must submit a completed form to the College Dean (or designee). Any applicable documentation required for approval of the Leave of Absence (i.e. medical documentation) must be included with the form before the request can be reviewed.
- After submission of the form, the student must meet personally with the College Dean (or designee) to discuss the reason for the leave. After consulting with the appropriate College Dean (or designee), the Dean (or designee) will sign the form indicating their approval to proceed with the remainder of the exit process.
- Once approved, the College Dean (or designee) will forward the form to the Office of the Registrar for processing. If the LOA is granted in the midst of an academic term, the student's course registration will be modified as follows:

0-20% of Course Completed (Based on Course Start/End Dates)	Course is removed from student's registration and will not appear on student's academic transcript.
20-99% of Course Completed (Based on Course Start/End Dates)	Course is assigned a grade of 'W' to indicate the student withdrew from the course. 'W' grades will appear on the student's academic transcript but will not be included in the student's GPA calculation.
100% of Course Completed	Course is assigned the grade earned.

(Based on Course Start/End Dates)

- If the Leave of Absence is greater than 30 calendar days in duration (45 days for students enrolled in module coursework), the student's last date of attendance will be used to report the break in enrollment to the Department of Education and the student's lenders. If a Leave of Absence is adjacent to a vacation rotation during a student's clinical curriculum, the vacation rotation will be included in the dates of LOA reported to the Department of Education and student's lenders.
- All students approved for a Leave of Absence greater duration than 30 calendar days (45 days for students enrolled in module coursework) will be required to complete a Financial Aid Exit Interview. Students are strongly encouraged to meet with the Office of Financial Aid prior to the start of their Leave of Absence to determine the impact of the LOA on their financial aid eligibility and loan repayment status.
- The Financial Aid Office will calculate the student's eligibility for a tuition refund in accordance with the University's Tuition Refund policy and applicable financial aid regulations.

Students may request a LOA of up to 2 years in length, provided the LOA does not cause the student to exceed their program's time to completion policy. Per Department of Education regulations, any LOA greater than 180 days is considered a withdrawal for the purposes of Title IV funding. Students who are on an approved leave for a period of time greater than 180 days will be reported as withdrawn to the National Student Clearinghouse (NSC) and the National Student Loan Database System (NSLDS) as well as subject to student loan repayment. It is the responsibility of the student to contact their loan servicers with questions regarding their loan status. Please note that upon successful return from a University approved leave of absence greater than 180 days, students will be reinstated effective the agreed upon return date and an update will be provided to both the NSC and NSDLS. While on LOA, students retain limited access to University Services, including the library, University e-mail, and University computer systems. Students on leave of absence are ineligible to run for or hold student organization/club/class offices and are not permitted to participate in the Federal Work Study program.

The term and conditions of any leave will be determined by the appropriate College Dean (or designee). Depending on the duration of the LOA, changes in the curriculum or in other University or academic program policies may occur that could have an impact on academic requirements affecting a student's matriculation upon return from a Leave of Absence. Every reasonable attempt will be made to minimize the impact of such changes, and if known at the time that a leave is granted, the student will be informed of these revised requirements as part of the terms and conditions contained in the letter granting a leave of absence. Should these changes occur after a leave has been granted, the student on leave will be informed of these changes, and how they may affect the student's future matriculation in writing from the office of the appropriate College Dean (or designee).

At a minimum of forty-five (45) calendar days prior to the end of the leave of absence period (or as directed by the College), the student is required to submit written notification to the College Dean (or designee) of their intention to return to the University. If the leave of absence was granted for medical reasons, a letter must be provided to the Dean or designee from the treating physician verifying that the student is both physically and/or mentally capable of resuming the academic program prior to registering for classes. To request an extension of a leave of absence, a student must resubmit another form as described above. If an individual fails to submit their intent to return to WesternU at the agreed-upon date or if the student fails to return to WesternU on the date directed by the College based on their

submitted Intent to Return, the student will be administratively withdrawn from the University and must reapply for admission.

Special Note Regarding LOAs and Conduct Matters: Generally, a student may not take a leave of absence from the University after a College receives a report of an alleged violation of the Standards of Student Conduct. The University reserves the right to proceed with the Conduct Process regardless of a student’s request for a leave of absence from the University.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation.

Application for voluntary withdrawal from the University/Program must be made in writing to the appropriate College Dean (or designee). Except in rare and special circumstances, the application will be accompanied by a personal interview.

- Student must submit a completed form to the College Dean (or designee). The form should include a letter from the student outlining the reason for the withdrawal request (i.e., career change, transfer, etc.).
- After submission of the form, the student must meet personally with the College Dean (or designee) to discuss the reason for the withdrawal. After consulting with the appropriate College Dean (or designee), the Dean (or designee) will sign the form indicating their approval to proceed with the remainder of the exit process.
- Once approved, the College Dean (or designee) will forward the form to the Office of the Registrar for processing. If the withdrawal is granted in the midst of an academic term, the student’s course registrations will be modified as follows:

0-20% of Course Completed (Based on Course Start/End Dates)	Course is removed from student’s registration and will not appear on student’s academic transcript.
20-99% of Course Completed (Based on Course Start/End Dates)	Course is assigned a grade of ‘W’ to indicate the student withdrew from the course. ‘W’ grades will appear on the student’s academic transcript but will not be included in the student’s GPA calculation.
100% of Course Completed (Based on Course Start/End Dates)	Course is assigned the grade earned.

- The student’s last date of attendance will be used to report the break in enrollment to the Department of Education and the student’s lenders.
- All students withdrawing from the University who are receiving financial aid will be required to complete a Financial Aid Exit Interview. Students are strongly encouraged to meet with the Office

of Financial Aid to determine the impact of their withdrawal on their future financial aid eligibility and loan repayment status.

- The Financial Aid Office will calculate the student's eligibility for a tuition refund in accordance with the University's Tuition Refund policy and applicable financial aid regulations.

Special Note Regarding Withdrawal and Conduct Matters: Generally, a student may not request withdrawal from the University after a College receives a report of an alleged violation of the Standards of Student Conduct. The University reserves the right to proceed with the Conduct Process regardless of a student's request for a withdrawal from the University. In cases where the University permits a student to withdraw from the University after the College receives a report of an alleged violation of the Standards of Student Conduct (including while the Conduct Process is pending), this withdrawal may be considered permanent, and the student's academic transcript may be held or noted "withdrawal pending conduct factfinding and/or hearing". Even if a student withdraws from the University, the College may decide to proceed with the University Conduct Process. At the conclusion of the University Conduct Process, the student's transcript will be updated with the appropriate notation or removal of notation.

Administrative Withdrawal from University/Program

Students, who leave the University/Program without notifying the Office of the Dean and the Office of the Registrar, and without completing the established withdrawal procedures within 30 calendar days, will be administratively withdrawn from the University. Students may also be administratively withdrawn for: 1) failure to submit their intent to return from an approved leave of absence or suspension by the deadline provided by the College/Program, 2) failure to return to WesternU on the date directed by the College based upon their submitted intent to return or suspension notice and 3) Students who do not complete their academic programs by the maximum time frame outlined in the college catalog, subject to the student being referred to their college's Student Performance Committee.

Readmission

Students who withdraw "in good academic standing" are not assured of re-admission unless it is a part of the final decision and/or agreement made between the appropriate College Dean and the withdrawing student. For purposes of readmission, good academic standing is defined as withdrawing without academic or conduct probation status. This final decision and/or agreement must be in writing so that it is clear to all parties involved. Students who are granted re-admission following withdrawal in good academic standing usually re-enter at the beginning of the next academic year and register for all courses scheduled during the academic year of their withdrawal, including those previously completed and passed, unless so stipulated.

Students who withdraw "not in good academic standing" must reapply through the University's Admissions process unless otherwise stipulated. For the purposes of readmission, students are deemed "not in good academic standing" if they withdraw while actively on academic or conduct probation.

Standards of Academic Integrity, Professionalism and Student Conduct (“Standards of Student Conduct”)

Students are expected to make themselves aware of and abide by the expectations contained in the Standards of Student Conduct and related policy statements. Ignorance is not a justification for violating the Standards of Student Conduct. Because of the professional nature of a graduate health degree program, WesternU expects a higher standard of student conduct. The Standards of Student Conduct articulates violations that are most common and/or readily identifiable. Conduct violating the Standards of Student Conduct that are not specifically mentioned may still be subject to disciplinary action. Where alleged misconduct involves sex or gender-based discrimination, harassment, and interpersonal violence., WesternU’s Sexual and Gender-Based Harassment, Interpersonal Violence, and Other Sexual Misconduct (SIM) Policy applies. Please refer to [WesternU’s Title IX Resource](#) page for further information.

Educational Philosophy

The educational programs of WesternU are based on the belief that schooling not be allowed to get in the way of education and that the content and substance of the curriculum, as well as the instructional and planning processes used to carry it out, reflect a humanistic approach. In short, the University strives to provide people-oriented programs so that its students become people-centered practitioners.

Standards of Academic Integrity

Western University of Health Sciences values academic honesty and integrity. As a result, all students are expected to uphold those principles and to refrain from and/or avoid all forms of academic misconduct, including but not limited to the following:

1. Deliberate misrepresentation of another’s work product (including thoughts or ideas) as one’s own without appropriate attribution or recognition in connection with academic work (graded or otherwise).
2. Deliberate misrepresentation of work product produced by machine-based tools (a.k.a. artificial intelligence, chatbot, neural language model, natural language model) as one’s own without appropriate attribution in connection with academic work (graded or otherwise).
3. Falsification, fabrication, or misrepresentation of data, information, or citations in connection with academic work (graded or otherwise).
4. Engaging in conduct related to academic work, whether graded or not, including but not limited to the following:
 - a. Using unauthorized materials and methods (i.e., notes, outlines, textbooks, electronic information, telephonic or other forms of electronic communication or technology), or
 - b. Unauthorized assistance or collaboration in connection with academic work, or
 - c. Representing another’s work as one’s own.
5. Violating a University or College procedure pertaining to the academic process, including but not limited to the following:
 - a. Violating requirements governing the administration of examinations or other academic assignments.
 - b. Compromising the security of examinations or academic assignments; or
 - c. Engaging in other actions that compromise the integrity of the grading or evaluation process.
6. Forging, falsifying, or misusing University or College documents, records, identification cards, computers, or other resources to violate requirements regarding academic integrity.

7. Deliberately furnishing false information or failing to supply pertinent information to University community members in connection with their efforts to prevent, investigate, or enforce University or College requirements regarding academic integrity.
8. Assisting or aiding another to engage (or attempt) in acts of academic dishonesty prohibited by this policy.
9. Any act that gains or is intended to gain an unfair academic advantage.
10. Violating other University or College policies that are designed to assure that academic work conforms to requirements relating to academic integrity;

All related allegations of possible violations or attempted violations of this policy will be considered a violation of the University's Standards of Student Conduct and handled in accordance with those policies and procedures.

Standards of Professionalism

Western University of Health Sciences, as a premier graduate health sciences institution, expects that all of its students will become trusted and respected health care professionals recognized for their professional and ethical comportment with patients, colleagues and the public. Consequently, WesternU recognizes that professional behavior is transferable to all aspects of one's life, including one's behavior in public social situations, professional networking opportunities and social media, such as (but not limited to): Facebook, Instagram, You Tube and Twitter. Any action by a student, which could compromise WesternU's expectations of student professionalism, may be treated as a possible violation of the University Standards of Student Conduct and subject to the related guidelines governing such matters.

In cases where professionalism is an assessed academic course outcome, the matter may be addressed by the Student Performance Committee as a possible violation of academic standards, policies, or procedures. Additionally, each College and related professional program may enact additional professionalism expectations based on their particular program, which may be considered jointly enforceable with this standard.

Standards of Student Conduct

In addition to the Standards of Academic Integrity and Professionalism, the Standards of Student Conduct includes the expectation that students at WesternU are expected to show respect for orderly conduct, morality, honesty, and personal integrity. Students are also expected to exhibit sound accountability to themselves and with the relationships they share with fellow students, future colleagues, faculty, members of the public and patients who come under their care or contribute to their training and academic growth. These standards shall apply to a student's conduct even if the student withdraws from school, takes a leave of absence, or graduates while a disciplinary matter or investigation is pending.

This standard of conduct applies also to personal conduct that is reflective upon the student's honesty and integrity in both academic and non-academic settings. Lastly, students are expected to respect and adhere to University policies and procedures as well as applicable local, state, and federal laws or regulations. This policy applies to conduct that occurs on University premises, at University sponsored activities/clinical rotations, and to off-campus conduct that adversely affects the University community and/or the pursuit of its objectives. It is also applicable to behavior conducted online, via electronic mail or other electronic means. The University has sole discretion to determine what conduct occurring off campus adversely affects the University community and/or the pursuit of University objectives.

Upon acceptance of admission, each student subscribes to and pledges complete observance to the Standards of Student Conduct as outlined in this Catalog. Additionally, each College may enact additional specifications based on their particular professional program, which may be considered jointly enforceable with the University Standards of Student Conduct. Please note, with respect to this section, if a College policy is in direct conflict with a University policy, the University policy governs.

For purposes of clarity, students should be aware that they might be subject to sanctions for acts (or attempted acts) of misconduct, including but are not limited to the misconduct below. Conduct that is not specifically mentioned below may still be subject to disciplinary action:

1. Failure to comply with a University or College policy or procedure;
2. Failure to comply with a University or College directive;
3. Fighting or related conduct that unreasonably endangers or inflicts physical injury upon another in the university community or at university-sponsored activities;
4. Unauthorized possession of a weapon, ammunition, explosives, flammable substance or other weapon, whether carried openly or concealed;
5. Misuse, abuse, or theft of property or services, including but not limited to University computer, audio visual equipment or network systems or access to those systems;
6. Exhibiting recklessly dangerous, disorderly, unethical, or obscene conduct affecting University or College interests, students, or other personnel;
7. Exhibiting behavior or conduct that demonstrates a substantial lack of integrity and/or accountability;
8. Engaging in conduct that substantially disrupts or interferes with the academic environment;
9. Forgery, falsification, fabrication, or misuse of a document, record, identification card, computers, data, library materials, or other resource created, maintained, requested by, or used by the University/College or members of the University community; including any document submitted in connection with academic coursework, evaluation, or associated document;
10. Accessing, altering, or using unauthorized information in the university community or in relation to university-sponsored activities;
11. Falsification, distortion, dishonesty, and/or misrepresentation of submitted application materials;
12. Falsification, distortion, dishonesty, and/or misrepresentation of information to the University/College;
13. Using the name of the University or the names of members or organizations in the University community without authorization and /or misrepresenting oneself as a representative of the University/College;
14. Failure to comply with the requirements and/or procedures of academic or conduct proceedings or the terms or conditions of any sanction or action imposed pursuant to such proceedings;
15. Failing to participate fully or truthfully in any university fact-finding or investigations;
16. Engaging in conduct that endangers the health or safety of oneself within the university community or at university sponsored or related events;
17. Engaging in conduct that endangers the health or safety of other members or visitors within the university community or at university sponsored or related events;
18. Unauthorized entry, presence in or use of university premises, facilities, or property;
19. Destroying, damaging or defacing the property of others, whether in the university community or at university-sponsored activities;
20. Behavior which disrupts or interferes with normal university or university sponsored activities;
21. Assisting or aiding another to engage in acts of misconduct;
22. Unauthorized use, possession or dissemination of alcohol or tobacco products in the university community or at university-sponsored activities (See Drug-Free Workplace policy section);

23. Use, possession or dissemination of unauthorized or illegal drugs, or drug related paraphernalia in the university community or at university-sponsored activities (See Drug-Free Workplace policy section);
24. Any act chargeable as a violation of local, state, or federal law, whether or not charges are brought by civil authorities, when such act(s) occur on university premises, or at university sponsored activities or events, or when such conduct adversely affects the university community and/or the pursuit of its objectives; and
25. Any action, inclusive of off-campus behavior or conduct, that would grossly violate the mission of the University and/or significantly impacts the rights of those who comprise the University.

Sanctions may include but are not limited to a written warning, probation, and summary or conduct suspension, dismissal from the University and/or revocation of a conferred WesternU degree.

Students suspected of committing any violation of University or College policy or the Standards of Student Conduct are accorded procedures consistent with fairness typically before any disciplinary action is imposed (See Conduct Hearings Procedures for further information). However, in appropriate circumstances, students may be placed on summary suspension prior to the implementation of a conduct hearing (See Summary Suspension for further information).

Criminal Proceedings and/or Alleged or Actual violations of the Law: When a student is accused, arrested, charged, or indicted for a crime, the University may elect to initiate student conduct hearing procedures chargeable under the Standards of Student Conduct. Additionally, the University reserves its right to exercise its authority to implement a summary suspension upon notification that a student is facing criminal investigations and/or charges. Typically, the student conduct process will go forward notwithstanding any criminal charges/investigations involved. WesternU's process is independent of the court or other administrative proceedings. WesternU may issue sanctions against a Student who is also charged in a civil or criminal courts based on the same facts that constitute the alleged violations of the Standards of Student Conduct. WesternU may proceed before, simultaneously with, or after any judicial or other administrative proceedings, except in cases that may involve Discrimination, Harassment, Retaliation, or Title IX. In such matters, please refer to the appropriate institutional policies.

Legal Limitations on Practice of Health Care

It is a violation of the law and contrary to the policy of this University for any unlicensed person to attempt to engage in professional practice of health care. Students, therefore, are cautioned to confine such activities to duly licensed and supervised teaching clinics.

Reporting Alleged Violations of the Standards of Academic Integrity, Professionalism and Student Conduct

Responsibility of the Student: Because there is no distinction between those who violate rules of academic and professional honesty and those who allow it to occur, students have a professional obligation to report violations of College and University student conduct policies, such as the Standards of Academic Integrity, Professionalism and Student Conduct. Violations of College or University student conduct policies should first be reported to those closest to the source of the violation; this may include course faculty, course facilitators, faculty advisors or the Office of the Dean. When appropriate, students may report a witnessed violation to the Office of Student Affairs, who will maintain the student's anonymity as appropriate.

Responsibility of the Academic Community: Upon witnessing a possible violation, any member of the academic community should report the incident to the respective College Dean or other appropriate

University official. If the conduct involves a particular course of program, the classroom instructor or the clinical training program supervisor should be advised. Depending on the nature of the conduct, an individual witnessing a possible violation may choose to talk to the transgressor on an individual basis to attempt to resolve the problem before reporting it to University officials. The individual receiving the report will dispose of the violation in an appropriate manner. If there appears to be adequate cause, a report should be submitted in writing to the appropriate College Dean. The report should include the name and signature of the individual making the report.

In most circumstances, the College Dean will meet with the student to discuss the nature of the possible violations that have been reported and the actions, if any, the Dean intends to take. The Dean may resolve the matter informally (i.e., without convening a hearing before the College's Student Performance Committee) unless the student requests that a hearing be convened. As such, in order to informally resolve a matter, the student will be informed in writing of the general allegations and that the Dean intends on resolving the matter without convening a conduct hearing before the College's Student Performance Committee. In that notice, the student will be provided 5 working days to respond requesting a formal hearing before the College's Student Performance Committee. If the student fails to respond within the requisite timeframe, the Dean may move forward with informal resolution. In the event of informal resolution, the final decision will be reported to the Provost's Office and included in the student's file. For matters handled through informal resolution, the Dean shall have authority to make decisions regarding a student's status in matters of academic progression/promotion, suspension, student conduct, dismissal, and graduation. Students may request an appeal of the Dean's decision to the Provost by following the process defined in the 'Student Appeal Process' section of the University Catalog. Decisions related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See Student Appeal Process). Notwithstanding the availability of informal resolution, the College Dean may refer the matter directly to the Student Performance Committee for a formal hearing.

In instances where the University or College deems it is necessary to conduct fact-finding in order to refine the scope of the allegations and possible violations; students are expected to cooperate and comply with all efforts to enforce University or College requirements regarding student conduct; including but not limited to participating in fact-finding meetings and providing written affidavits. Furthermore, failure to supply pertinent information and/or knowingly providing false information may result in an additional violation of the Standards of Student Conduct. Notwithstanding the above, the University or College is not required to engage in fact-finding in order to refer a matter to conduct hearing or to notify a student of its intent to conduct fact-finding or its completion of a fact-finding review.

When a matter is referred to the College's Student Performance Committee, the College Dean shall prepare appropriate written allegations based on all information reported or known. Any appropriate representative of the University acting with the consent of the Dean may prepare the written allegations. The Chair of the Student Performance Committee will notify the student of the time and date of the hearing and shall provide the student with a copy of the written allegations. For additional guidance regarding the hearing procedures please refer to *Conduct Process and Procedures: Information or Students about Hearings Involving Alleged Violations of the Standards of Student Conduct*

Student Performance Committee

The College's Student Performance Committee reviews the overall academic progress of each student enrolled in the College and considers violations of the Standards of Student Conduct when requested by the respective College Dean. These standards and the operation of the College's Student Performance Committee are contained in the appropriate Program Specific section of this Catalog.

Status of Student Pending Action

Pending a determination by the appropriate College Dean, the status of the student will not be altered except for reasons of their physical and emotional well-being or for reasons relating to the safety of other students and University personnel. Once the College Dean has rendered a decision, the status of the student will not be altered pending determination of a timely appeal by the student, except that the Provost shall have the discretion and authority to suspend the student or take other action at any time during the appeal process, if consistent with the decision of the College Dean. The University further reserves the right to withhold the award of any degree at any time a student conduct proceeding is pending against a student.

Conduct Process and Procedures: Information for Students about Conduct Hearings Involving Alleged Violations of the Standards of Student Conduct

Western University of Health Sciences expects all students to adhere to the policies that encapsulate its Standards of Student Conduct. Any allegation that a student has violated these standards may be referred to a student conduct/performance committee. If applicable, allegations of misconduct that bear a nexus to patient safety may result in the immediate suspension of clinical privileges pending the completion of the student conduct process.

Because a violation may have serious consequences (which may include dismissal from the University), the University has implemented procedures intended to ensure that the student is provided fair notice of any allegations and is afforded a reasonable opportunity to present evidence on their behalf. In these proceedings, the student has the following rights and responsibilities:

- The student must be notified in writing of the specific allegations and the time and date of the hearing where the allegations will be considered.
- The written allegations must notify the student if dismissal from the University may be considered by the Student Performance Committee.

If dismissal is considered, the student may request permission for a conduct hearing mentor to appear at the meeting to assist the student. Student conduct hearings are not meant to be formal court-like trials. Whoever is selected as a conduct hearing mentor is limited to observing and consulting with and providing support to the Student. A conduct hearing mentor may not speak on a student's behalf or otherwise participate in the conduct hearing. The conduct hearing mentor may not be a person with information relevant to the allegations who may be called upon to testify during the hearing process. It is the student's responsibility to make the request for a conduct hearing mentor to the Chair of the Committee in writing, and to identify the proposed mentor. The Chair will determine whether grant the student's request. However, if the allegations involve conduct that may result in criminal charges being brought against the student, the Chair shall authorize a mentor to be present if a proper request has been made.

Any member of the Committee who has a known conflict of interest or bias shall not participate in the proceeding. The student has the responsibility of notifying the Committee if the student believes that any member has a conflict and/or bias, and the reason for the conflict and/or bias.

Hearings will be closed to all individuals not directly involved, and witnesses are only allowed during the time they are testifying. It is the responsibility of the Committee, the student and other participants not to disclose information about the proceedings except to individuals with a need to know, or as is necessary for the orderly conduct of the hearing.

Formal rules of evidence applied in courtroom proceedings do not apply in the hearing. All information that responsible persons are accustomed to rely upon in the conduct of serious affairs is considered. Hearsay may be considered and will be given the weight appropriate under all of the circumstances. Unduly repetitive information may be excluded.

The Committee shall make an official recording of the hearing. The recording is University Property. No other recording of the hearing is permitted. The recording shall be retained in accordance with the FERPA records retention and disposition schedule.

The student has the right to ask relevant questions of witnesses, and to present witnesses in their own behalf. The student's right to ask questions and present witnesses is subject to the reasonable control of the Committee, which has discretion to limit testimony that is cumulative or not directly relevant to the allegations. The student has the responsibility to testify at the hearing and to answer any questions asked by the Committee. If the Student fails to appear at the hearing without good cause, the hearing shall nevertheless proceed. The Student may not be found to have violated the Standards of Student Conduct solely because he or she failed to appear at the hearing.

The Committee may consider affidavits or other written evidence in the proceeding. The student shall be provided with copies of any written evidence that the Committee intends to use at least two days in advance of the hearing, but the student may waive this requirement. The student is also entitled to present affidavits or written evidence if the student has provided the Chair with copies at least two days in advance of the hearing.

The student has the responsibility to present all evidence that they deem relevant at the scheduled hearing unless such evidence cannot be presented at that time due to circumstances beyond the student's control.

The Chair of the Committee is responsible for maintaining order during the hearing and makes whatever rulings are necessary to ensure a fair hearing. Abusive or otherwise disorderly behavior that causes a material disruption is not tolerated. The Chair may eject or exclude anyone (including the Student and/or the Student's Conduct Hearing Mentor) whose behavior causes a material disruption.

Following the hearing, the Committee will determine whether, based upon the evidence presented, it is more likely than not, that the alleged violation of a standard of student conduct has occurred. The student will be informed of the Committee's decision in writing.

If a violation has been found to occurred, the Committee will convene a second hearing for considering recommended sanctions. The student has the right to present at this hearing; evidence of any mitigating circumstances that the student believes should be considered. The Committee may consider any prior record of discipline and any other information that is pertinent to recommending sanctions.

The student has the responsibility to inform the Committee as soon as the circumstances permit should there be any deviation from the specified procedures, to afford the Committee an opportunity to take appropriate corrective action. The student has the right to waive any procedural requirement, and no deviation shall be grounds for objection unless the student has timely called the error to the attention of the Committee. The Chair's decisions regarding procedural issues are final.

The Committee makes its recommendations to the appropriate Dean. The Dean has the authority to accept the recommendations of the Committee, or may make such other decision, as they deem appropriate under the circumstances. The Dean will issue a decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost, in accordance with the Student Appeal Process specified in the University Catalog. Dean's decisions (or their designee) related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the provost (See University Catalog, Student Appeal Process).

Satisfactory Academic Progress

To be eligible for Title IV aid, a student must maintain Satisfactory Academic Progress (SAP). Under the Administration's capability requirements, each college must have established published and have applied reasonable standards for measuring whether or not students are maintaining SAP.

Each College at WesternU has set standards for establishing a reasonable satisfactory academic progress policy for determining whether an otherwise eligible student is making satisfactory academic progress in their educational program and may receive assistance under Title IV.

Standards for Satisfactory Academic Progress (as outlined by the Department of Education) are measured by two methods: qualitative, by grade point average (GPA); and quantitative, by pace of completing the requirements as specified and aligned with the maximum time frame permitted to complete the program (please see appropriate Program Specific section of this Catalog).

Promotion

Promotion is defined as progression from one academic year or program phase to the next.

A student will be recommended to the appropriate College Dean for promotion by the respective Student Performance Committee.

A student may not be recommended for progression from one academic year to the next with any outstanding grades of "I", "F", "U", "M", "NP", "FAIL", "NOPASS", or "NCR" on their academic record or with a yearly grade point average or cumulative percentage score of less than the minimum required for promotion (see appropriate Program Specific section of this catalogue).

When considering a student for promotion, their professional, ethical, and personal conduct may also be taken into consideration.

A student will be promoted if all academic, legal, and financial requirements of the University, as stated elsewhere in the University Catalog, have been satisfied.

Probation

Probation is defined as a period, specified by the appropriate College Dean (or designee), during which the student's progress will be closely monitored by the respective Student Performance Committee and the respective Dean (or designee). To monitor a student on probation closely during clinical training, the individual program reserves the right to assign their remaining clinical rotations/assignments. A student will be placed on probation for any of the following reasons:

- Inadequate academic progress as determined by the specific Student Performance Committee (see appropriate Program Specific section of this Catalog).
- When directed to repeat a year for academic reasons.
- Seriously deficient ethical, professional, or personal conduct.

Professional and personal conduct includes attendance, cooperation with instructors, interest shown in assigned work, attitude toward fellow students and associates and toward personnel of hospitals, approach to and interaction with patients, as well as personal appearance appropriate to the circumstances. The terms of probation for ethical, professional, or personal conduct will be specified at the time the student is placed on probation.

When a student is placed on probation, they will be notified in writing by the appropriate College Dean (or designee) and the reasons will be stated. Notification must be sent by Certified Mail or hand-delivered and acknowledged by signatures of the student and the appropriate College Dean or designee. Copies of the letter will be placed in the student's permanent file and distributed to the Chairman of the Student Performance Committee and the student's Faculty Advisor. The Student Performance Committee will consider when the terms of the academic probation have been satisfied and recommend to the appropriate College Dean (or designee) that probation can be rescinded.

A student on probation may not serve as an officer of any official University or College club or organization and should not engage in time-consuming extracurricular activities.

Students may be required as part of the terms of their probation to meet with their College assigned faculty advisor on a periodic basis during the time they are on probation. It is the student's responsibility to schedule those meetings with the appropriate personnel in the College.

A student will remain on probation until the program specific minimal acceptable academic standards are met again.

A student will be removed from probation when the specified terms of probation for ethical, professional, or personal conduct are met. The student will be notified in writing.

Remediation

Every effort will be made to provide each student many opportunities to demonstrate competency in each area of the academic program. Students who are required to repeat coursework due to an unsuccessful prior attempt must contact a Financial Aid Counselor with respect to their financial aid eligibility. Please see appropriate Program Specific section for remediation policy and procedures.

Academic Suspension

Students who are deemed unable to continue in the curriculum due to inadequate performance and are required to repeat a given academic year or portion thereof will be placed on academic suspension through such time as they can resume their studies by starting the courses the student is required to repeat. Throughout the time the student is academically suspended, they are also on academic probation and remains on academic probation until all coursework has been satisfactorily remediated/repeated. A student may not receive financial aid during any time of suspension.

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies. The duration of the conduct suspension will be communicated to the student at the time the suspension is imposed, either as a specified period of time or until the student has satisfactorily completed all the terms and conditions imposed to remedy the violation. A student may not receive financial aid during any time of suspension.

Summary Suspension

Each student is expected to govern their conduct with concern for other individuals and for the entire University community. The President, Provost, or appropriate College Dean has the authority to implement a summary suspension when there is a reasonable belief, based on the information available at the time, that a student poses a substantial threat:

- i) to the safety or well-being of anyone in the university community; or
- ii) to the property within the university community; or
- iii) of disruption or interference with normal university life, operations, or functions

A summary suspension is a temporary exclusion from the University premises and/or denial of access to all activities or privileges for which a student might otherwise be eligible, while formal student conduct procedures are pending. Under these circumstances, WesternU may implement the summary suspension until a final determination is made in a student conduct hearing or related appeal.

When a student is placed on summary suspension, the student shall be informed, in writing, of the specific description of the conduct giving rise to the action and the provision of the Standards of Student Conduct allegedly violated. Such notice shall be, within forty-eight (48) hours of the imposition of the summary suspension, delivered either 1) personally to the student 2) emailed to the student (using their WesternU email address) or 3) mailed by certified mail. As soon as practicable after the imposition of the summary suspension, the matter shall be referred for a student conduct hearing in accordance with the procedures outlined under the Standards of Student Conduct section of this Catalog. Alternatively, a student who has been placed on a summary suspension may also request, in writing to the appropriate Dean, a student conduct hearing in accordance with the procedures outlined under the Standards of Student Conduct section of this Catalog. Every effort will be made to facilitate the hearing within the shortest amount of time possible in order to both reduce the stress of displacement on the student while preserving fairness.

A final decision, which may include but is not limited to the reinstatement of the student, will be made during the student conduct hearing. Students who are placed on summary suspension are not entitled to remain in class or on clinical rotations/assignments until a final decision has been rendered, including a final decision on the student conduct hearing or related appeal. A student may not receive financial aid during any time of a suspension.

The summary suspension will remain in place until the conclusion of the student conduct hearing process and any related appeals.

Dismissal

The University may dismiss a student at any time it deems necessary to safeguard its standards of scholarship, conduct and orderly operation. The Student Performance Committee may recommend

dismissal of a student for any reason it deems appropriate. Furthermore, conviction of a felony while a matriculant at WesternU may also be grounds for dismissal.

Dismissal from a program for reasons of conduct shall include dismissal from the University. If a student is concurrently enrolled in one or more other academic programs of the University, the dismissed student may petition the College Dean of the other academic program(s) to have their enrollment maintained in that program, provided that the student's conduct which resulted in their dismissal from the academic program does not violate applicable University or College conduct policies of any other program the student is concurrently enrolled.

Student Appeal Process

The appropriate College Dean shall have the authority to make decisions regarding a student's status in matters of academic progression/promotion, suspension, student conduct, dismissal, and graduation. Dean's decisions related to grades or to the imposition of academic probation and the associated terms/conditions of such probation are not appealable under this policy. Appeal decisions will be based on input from appropriate sources that may include the following: individual instructors, faculty, and appropriate committees. Appeals are only permitted in three situations:

1. Bias;
2. New Information;
3. Procedural Error

For purposes of this policy, the following definitions apply:

- Bias is a substantiated prejudice in favor of or against one party or position, within the hearing process, that may have substantially impacted the fairness of the decision-making process and/or outcome. It is not a generalized concern about the personal or professional backgrounds, positions, opinions, beliefs, or interests of the decision makers in the process.
- New Information is the appearance of new, material, and documentable evidence that was not available at the time of the College Dean's decision and that would likely alter the outcome. Information available to the student but not provided during the hearing and/or Dean's decision-making process is not considered "new".
- Procedural Error is deficiency or omission related to hearing process and/or hearing procedure that may have substantially impacted the fairness of the decision-making process and/or outcome. Deviations from designated hearing process and/or hearing procedure will not be a basis for sustaining an appeal unless a significant impact to the outcome results.

Within five (5) working days following written notification to the student of the action of the respective College Dean, the student may appeal the decision in writing to Provost by submitting their appeal through the online [WesternU Student Appeals Form](#). Appeals must be written by the student making the appeal; submissions from other persons (e.g., parents, attorneys) will not be accepted or considered. The appeal request must be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal (or modification) of the decision of the College Dean.

Failure to appeal or comply with the appeal procedures will render the original Dean's decision final. In the event of extenuating circumstances, an extension of time may be requested by submitting a written request to the Provost within the five (5) working days following written notification of the action of the respective College Dean, stating good reasons for the request of additional time to file the request for appeal.

Appeals are not intended to be full re-hearings of the underlying matter but a limited review of the decision-making process and outcome. In most cases, appeals are confined to a review of the applicable hearing process, the student record, and pertinent documentation relevant to the request for appeal. Upon receipt of the request for appeal, the Provost shall review the matter and, within fifteen (15) working days, issue a decision in writing to the student. The Provost's decision may may do one of the following:

1. Affirm the original decision;
2. Reverse the decision by finding no violation occurred;

3. Remand the matter for a new hearing/ Dean's review;
4. Remand the matter for additional fact-finding and/or Dean's review;
5. Remand the matter for consideration of New Information; or
6. Modify the sanctions/original decision.

The decision of the appeal may be made with or without meeting with a student. Additionally, the Provost reserves the right to issue a notice to the student informing them of the need for additional time to adjudicate the appeal. The Provost's decision will be the final decision of the University; further appeals are not permitted. All notices sent from the Provost related to an appeal, including the decision, shall be sent to the student (via their WesternU email), designated Dean, and other appropriate WesternU parties, as necessary.

The student may remain in class or on clinical rotations/assignments pending the outcome of appeals, except in cases of summary suspension, and except when the Provost has suspended the student or has otherwise determined that it is inappropriate for the student to remain in class or participate in clinical rotations/assignments, consistent with the decision of the College Dean that is being appealed. If the student's appeal is granted, the Office of the Registrar will immediately notify the Department of Education and the Office of Financial Aid of the student's return to active status so that any financial aid funds returned by the University can be reinstated. Questions about appeals may be sent to StudentAppeals@westernu.edu.

Protocol for Input on Matters of Student Concern

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college's Student Affairs personnel, then the College Dean. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, then Dean, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility. Specific college policies regarding issue/dispute resolution are indicated in the appropriate sections of this catalog, including the specific college-level parties who must be included in the requirements above.

Modification of Academic Policies and Procedures under Extenuating Circumstances

The University reserves the right to modify the particular terms, conditions and deadlines contained within these University-wide and College-specific academic policies and procedures should extenuating circumstances warrant such modification. Such extenuating circumstances include such situations as a major catastrophe which may render either the student or the appropriate academic officer unavailable, serious illness or incapacity of either the student or academic officer which may lead to delay or other inability to follow the policies as present in this catalog, death of an immediate family member of an affected party, or other situations of such similar emergent and grave magnitude. If the student, for reasons outlined above, falls into such a situation that makes him or her unable to comply with the terms and conditions listed in this Catalog, the matter must be reported, preferably in writing, to the appropriate Dean or the Provost, clearly documenting the situation and the need to grant a variance to these policies and procedures as soon as this is feasible. If the University must grant a variance when it finds itself unable to comply with the written policies and procedures in the case of such similar emergent and grave situations, the student will be informed of this need and the proposed alteration as soon as it is feasible to do so.

Western University of Health Sciences

College of Dental Medicine

2023/2024 Academic Year

College of Dental Medicine

Accreditation

The College of Dental Medicine's Doctor of Dental Medicine (DMD) program is accredited and has been granted the status of "approval without reporting requirements" by the Commission on Dental Accreditation of the American Dental Association at its August 2013 meeting.

"The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678."

Commission on Dental Accreditation Policy on Complaints

The Commission on Dental Accreditation will review complaints that relate to a program's compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental related education programs but does not intervene on behalf of individuals or act as a court of appeal for treatment received by patients or individuals in matters of admission, appointment, promotion, or dismissal of faculty, staff, or students.

A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission on Dental Accreditation at 211 East Chicago Avenue, Suite 1900, Chicago, IL 60611-2678 or by calling 1-800-621-8099 extension 4653 or at [Commission on Dental Accreditation](#).

General Information

Mission Statement

To improve oral health care through education, service, research, and leadership.

Vision

We aspire to provide premier educational programs that foster continuous professional growth and individual dignity while advancing and promoting service, knowledge, and leadership.

Motto

Your success is our success.

Commitment Statement

We will achieve our mission and vision by:

- Developing an exemplar faculty, staff, and leadership team
- Purposeful pursuit of an innovative, integrated curriculum that leverages the roles of technology and effective pedagogy
- Offering patient-centered care that supports interprofessional and collaborative practice
- Employing and generating seminal research
- Cultivating demonstrated service and leadership

Shared Values

- Compassion
- Dedication
- Integrity
- Respect

Personal Competencies for Admission and Matriculation

A candidate for admission to the Doctor of Dental Medicine program must possess, or be able to achieve through a reasonable accommodation, certain intellectual, emotional, and physical abilities, that would enable the individual to carry out the activities described in the sections that follow. Upon matriculation to the program, the student must continue to possess or be able to achieve through a reasonable accommodation, the personal competencies outlined below throughout their progression in the Doctor of Dental Medicine Program at Western University of Health Sciences. The practice of dentistry requires the performance of specific essential functions that fall into broad skills categories, which include but are not limited to observation, communication, motor, interpretive, conceptual, and quantitative and behaviors/social.

For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (^{HF}CDHP) at [Disability Accommodations \(e-mail\)](#) or (909) 469-5297 or visit the [^{HF}CDHP web site](#).

Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation:

Observation Skills

Basic Sciences: A candidate must be able to acquire a defined level of required information as presented through demonstrations and experiences in the basic and dental sciences. This may include, but is not limited to, information conveyed through physiologic and pharmacological demonstrations in animals and microscopic images of microorganisms and human or animal tissues in normal and pathologic states. A candidate must be able to acquire information from written documents and to visualize information presented as paper, films, slides, video and computer images, as well as online course material, blended learning environments, remedial education, and other assessment-based activities. A candidate must be able to interpret radiographs (x-rays) and other graphic images. A candidate must have functional use of visual, auditory, and somatic sensation while using appropriate enhancement of sensory modalities (such as microscopes, stethoscopes, etc.).

Clinical Sciences: A candidate must be able to observe a patient accurately, at a distance, and close at hand, and observe and appreciate non-verbal communications when performing general dentistry treatment or administering medications.

A candidate must be able to perform visual and tactile dental examinations and treatment including use of visual acuity to discern slight differences and variations in color, shape, and general appearance between normal and abnormal soft and hard tissues. Use of tactile senses may be either direct palpation or indirect through instrumentation. A candidate must also possess the visual acuity to read charts, records, small print and handwritten notation, and distinguish small variations in colors both intra- and extra-orally.

Communication Skills

A candidate must be able to communicate clearly and effectively with a degree of sensitivity with patients, parents, and/or guardians; establish good rapport, convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment. For effective patient treatment, the candidate must be able to communicate with patients, parents, guardians, faculty, staff, and all members of the dental and medical health care team effectively and efficiently. Communication must be culturally appropriate. Communication

includes oral and written modes. This requires the ability to understand, write, and speak fluent English. The candidate must also be able to recognize nonverbal communication cues.

Motor Skills

A candidate should have a sufficient level of manual dexterity such that they are able to execute the fine movements required to provide general dental care and treatment to patients within a specified amount of time. It is required that a candidate possess the manual motor skills necessary to directly perform diagnostic and treatment maneuvers associated with the practice of general dentistry. Such maneuvers require coordination of both gross and fine muscular movements, equilibrium, and functional uses of the senses of touch, hearing, and vision. A candidate must be able to perform basic life support; transfer and position disabled patients; and position and reposition self around patients in various treatment settings. The candidate must be able to operate dental equipment controls utilizing fine hand movements, position and move dental instruments, and move in all directions within one millimeter of tolerance. Candidates must be able to work in the proper ergonomic positions appropriate to the delivery of dental treatment for extended periods.

Interpretive/Conceptual/Quantitative Skills

A candidate must be able to measure, calculate reason, analyze, integrate, and synthesize information. A candidate must be able to comprehend and mentally visualize three-dimensional relationships and to understand the spatial relationships of structures. Problem solving and clinical decision-making and critical thinking skills demanded of a general dentist require all these intellectual abilities. A candidate must be able to perform these problem-solving and critical thinking skills in a timely fashion for effective patient treatment.

Behaviors and Social Skills

A candidate must possess the emotional health and maturity required for full utilization of their intellectual abilities, the exercise of good judgment, maintenance of patient confidentiality, the prompt completion of all responsibility's attendant to the diagnosis and care of patients and the development of mature, sensitive, and effective relationships with patients, faculty, staff, and fellow students. A candidate must recognize that the curriculum is physically, mentally, and emotionally demanding. She/he must be able to tolerate physically and emotionally demanding workloads, function effectively under stress, adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of patients.

Physical Health

To ensure compliance with California State Health Department requirements and exhibit exemplary commitment to the rights and integrity of all parties in the education of health care professional students, the College of Dental Medicine has established medical status credentialing requirements that must be completed prior to matriculation. In addition to the skills listed above, candidates for the Doctor of Dental Medicine degree also must be sufficiently free of any serious communicable diseases, e.g., Hepatitis B, measles, mumps, rubella, varicella, and tuberculosis (see Student Health section in the University catalog for more details). Medical status credentialing (health clearance) is designed to ensure that the safety of patients is not compromised while protecting the rights and safety of students as well. For detailed information, contact stu-emphealth@westernu.edu.

Admissions Policies and Procedures

Candidates for admission to the College of Dental Medicine must demonstrate that they are prepared to function as highly competent, caring students and future health care professionals. The College of Dental Medicine seeks a diverse and balanced student population and considers factors such as grade point average (GPA), a well-rounded background, dentistry related work experiences, community service, interpersonal skills, letters of recommendation, Dental Admission Test (DAT) scores, and a commitment to compassionate health care.

Non-Discrimination, Anti-Harassment and Non-Retaliation Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community, and applicants, in accordance with all applicable laws.

Reasonable Accommodation for Disabilities

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodation. The College of Dental Medicine will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program. A candidate or student with questions regarding reasonable accommodation can contact the Harris Family Center for Disability and Health Policy Office (^{HF}CDHP). See Harris Family Center for Disability and Health Policy (^{HF}CDHP) section of the University catalog for more information.

Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2023/2024 academic year. Current admission and application requirements for the DMD program, including prerequisite coursework requirements, can be located on the [Prospective Student website](#).

1. A minimum of 90 semester hours or 135-quarter hours at an accredited college or university. Candidates who have received or will receive a baccalaureate degree or who have completed units in excess of the minimum required will be given preference. Exceptions may be made on a case-by-case basis.
2. Computer literacy in the operation and management of a laptop computer.
3. All applicants are required to complete the DAT
4. Applicants must complete the following prerequisite courses:

<u>Course</u>	<u>Units</u>
General Biology with Lab	8 semester or 12 quarter units

Course	Units
General or Inorganic Chemistry with Lab	8 semester or 12 quarter units
Organic Chemistry with Lab	8 semester or 12 quarter units
General Physics with Lab	8 semester or 12 quarter units
College English/English Composition	6 semester or 9 quarter units

- a. Prerequisite courses must be successfully completed with a grade of “C” or better at an accredited college or university. A grade of “C-” in any prerequisite course is not acceptable.
- b. Prerequisite courses must be transferable. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses.
- c. Prerequisites may not be satisfied by CLEP or credit for experiential learning.
- d. Introductory level courses in the sciences are not accepted.
- e. All prerequisite coursework in progress at the time of application must be completed no later than the spring semester or quarter prior to registration date in August. Summer session courses taken immediately prior to matriculation at Western University of Health Sciences are not accepted.
- f. WesternU does not waive any of the prerequisite courses.
- g. English as a Second Language (ESL) courses are not accepted for the English requirement.
- h. Only English may be taken on an advanced-placement basis.

5. Highly Recommended Courses:

- Biochemistry
- Human Anatomy
- Human Physiology
- Genetics
- Cellular Biology
- Microbiology
- Calculus I
- Psychology
- Conversational Spanish

Experience

All applicants must have documented a minimum of 30 hours of dental experience, either paid or volunteer. Demonstrated community service through volunteerism or service-oriented employment is encouraged.

Standardized Examinations

1. Dental Admissions Test (DAT)

- a. All applicants are required to take the DAT. Please visit the [American Dental Association](#) website for more testing information.

- b. DAT scores are valid for 3 years
 - c. DAT must be taken by December 1st of the year you are applying
 - d. Canadian DAT's are not accepted
 - e. DAT scores must be received before the application will be considered
2. Test of English as a Foreign Language (TOEFL)
- a. The TOEFL, including essay, is required for all applicants submitting coursework from foreign schools, and all permanent and temporary residents of the United States. Exception: The TOEFL exam will be waived for students who have graduated with a confirmed baccalaureate or higher degree from a United States institution at the time of application.
 - b. A minimum score of 213 for the Computer Based test or 79 for the Internet Based TOEFL test must be submitted at the time of application.
 - c. TOEFL scores are valid for two (2) years.
 - d. TOEFL scores will not be waived for pending baccalaureate degrees or pending naturalization appointments.
 - e. For more information regarding the TOEFL test, please visit their website at www.toefl.org

Applicants with Foreign Coursework

Applicants who wish to use coursework completed outside the United States or Canada must submit their transcripts for evaluation to a [Western University of Health Sciences Approved Service](#) at the candidate's expense. A course-by-course evaluation is required, and all coursework must be designated as undergraduate, graduate, or professional. Western University of Health Sciences only honors evaluations from one of the above services. The official evaluation must be submitted to AADSAS or sent directly to WesternU by the approved service.

Application Procedures and Deadlines

The Associated American Dental Schools Application Service (ADEA AADSAS) simplifies the application process by providing one standardized form, relieving students of the need to complete multiple applications. For additional information regarding the AADSAS application process and associated deadlines, please visit: <https://portal.aadsasweb.org/>.

A mandatory supplemental application (provided by WesternU) is available on-line to all applicants and must be completed for consideration. The supplemental application deadline is December 1 of the year prior to which the applicant intends to matriculate in the DMD program. A non-refundable application fee of \$60 must be submitted with the supplemental application materials.

To request an informational brochure and/or information about the CDM application process, contact the Office of Admissions or visit our website at

Office of Admissions
Western University of Health Sciences
309 E. 2nd Street

Pomona, CA 91766-1854
(909) 469-5335

<http://prospective.westernu.edu/dentistry/welcome-2/>

International Students

International applicants, or any other applicants who are not U.S. citizens and who are living in the U.S., must provide proof of legal residency prior to matriculation. For detailed information, please visit our web page for [International Students](#).

Transfers from Other Schools

Eligibility

To be eligible for admission with advanced standing as a transfer student, applicants must be currently enrolled in a United States (US) or Canadian dental school, and in good academic and professional standing. First consideration will be given to applicants whose personal circumstances compel them to transfer.

Application Process

It is possible for dental students currently enrolled in a US or Canadian dental school to be considered for admission with advanced standing contingent on space availability. To initiate the process, applicants need to submit a detailed letter describing the reason for the transfer request to the Office of Admissions no later than February 1 of the year that they wish to matriculate. After review of the submitted request and the projected space availability for the upcoming academic year, the Office of Admissions will direct the applicant to complete an online transfer application and submit the following:

1. A copy of your most recent AADSAS application
2. A letter from the Dean of the applicant's current dental school, verifying that the student is currently enrolled and is in good academic and professional standing
3. Official DAT score report
4. Official undergraduate transcript
5. Official dental school transcript
6. National Board Dental Examination score report (where applicable)
7. Current dental school catalog

Preliminary Review

Once the required documents have been submitted, the College of Dental Medicine's Admissions and Selection Committee will review the applicant's completed application. Candidates being considered for admission with advanced standing will be interviewed by the Committee.

Review by Course Directors

Based on the outcome of the interview, and at the request of the Admissions and Selection Committee, candidates who are recommended for possible admission with advanced standing will need to provide copies of all course syllabi for courses completed and in progress at their current dental school. College of Dental Medicine Course Directors (or their designees) will review the course syllabi and, if necessary,

communicate directly with candidates when further clarification is needed. Course Directors /designees will provide the Office of Academic Affairs with recommendations regarding the candidate's placement within the curriculum.

Admissions and Placement Decisions

The Admissions and Selection Committee makes the final recommendation regarding admission. The Student Performance Committee develops specific recommendations regarding placement or modification to the student's curriculum or course requirements to accommodate individual needs. The Office of Admissions and the Office of Academic Affairs coordinate final placement arrangements. The Admissions and Selection Committee will make a recommendation to the Dean who will make the final decision no later than April 1. The Dean notifies applicants regarding admission decisions and, if indicated, placement decisions. Space must be available within the projected class in order for an offer of admission to be extended. Decisions regarding the admission of applicants to its programs are final.

International Dentist Program (Advanced Standing)

The International Dentist Program (IDP) is an advanced standing program for dentists who have a dental degree from a foreign dental school not accredited by CODA (Commission on Dental Accreditation). IDP students complete the Advanced Standing Essentials of Clinical Dentistry course, which calibrates students to the first two years of curriculum and prepares them for entry into CDM's clinical education program. Students then take the same courses as regularly enrolled students in the last two years of their education and must meet the same expectations for graduation.

Eligibility

To be eligible for admissions applicants must have a dentist degree from a non-US non-Canadian dental school. See the link below for other requirements for admission.

Application Process

CDM participates in the ADEA CAAPID (Centralized Application for Advanced Placement for International Dentists). The following are requirements to apply to the program.

1. Completed CAAPID application <http://www.adea.org/CAAPIDapp/>
2. Proficiency in English speaking and reading comprehension as verified by submission of official TOEFL score report submitted via CAAPID application.
3. Applicants must have passed NBDE Part 1 and Part II, or the Integrated NBDE.
4. Official Course-by Course evaluation of educational transcript by World Evaluation Services (WES) as part of CAAPID application.
5. Letters of evaluation.
6. Supplemental application.
7. Non-refundable application fee of \$200.

Admissions is based on application review and onsite interview. International students are required to provide proof of funding for one academic year before an I-20 (for F-1 Student Visa) will be issued. The program begins in March and finishes in May 2 years later.

See <http://prospective.westernu.edu/dentistry-idp/welcome/> for more information.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Office of the Registrar](#) website. Failure to register by the first day of classes in each term may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of a final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please visit the Office of the Registrar website section: [Appealing Registration Late Fees](#).

Student Health Insurance Requirement

All full-time students at Western University of Health Sciences are required to have active health insurance while enrolled. Upon registration for their first term of the academic year, all full-time students are automatically assessed one half of the student health insurance plan premium. If students wish to waive out of the student health insurance plan, they may do so if their health insurance coverage meets the University's requirements as outlined on the [Student Health Insurance](#) section of the Office of the Registrar website. Students who enroll in the student health insurance plan or who fail to submit or obtain an approved waiver by the deadline posted on the [Student Health Insurance](#) section of the Office of the Registrar website will remain enrolled in the student health insurance plan and will be assessed the second half of the plan's premium during their next active registration period in the academic year. For additional information on student health insurance requirements, enrolling in, and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) section of the Office of the Registrar website.

New Student Orientation/Welcome Week

Attendance and participation in all Welcome Week activities is mandatory for all incoming students. Failure to attend any required part of Orientation/Welcome Week without prior approval from the Office of Student Affairs may result in the rescindment of the offer of acceptance.

Student Initiated Changes in Enrollment Status

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For

additional information on Withdrawing from the DMD program, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Full-Time/Part-Time Status

All DMD and DMD-IDP students enrolled in at least one class/rotation are considered full-time students.

Time Limits

The Doctor of Dental Medicine program is to be completed within four (4) years of full-time study. The requirements for the degree must be fulfilled within six (6) years from the date of matriculation to the program. Students who are unable to meet the six (6) year time limit for the DMD program may be referred to the Student Performance Committee which may result in the administrative withdrawal of the student

The Doctor of Dental Medicine – International Dentist Program is a 26-month program that spans three academic years, four (4) months, twelve (12) months and ten (10) months of full-time study. The requirements for the degree must be fulfilled within four (4) years and three (3) months from the date of matriculation to the program. Students who are unable to meet the four (4) year and three (3) month time limit for the DMD-IDP program may be referred to the Student Performance Committee which may result in the administrative withdrawal of the student

Tuition and Fees

By action of the Board of Trustees, mandatory DMD tuition and fees for the 2023/2024 academic year (subject to change) are as follows:

\$84,348.00	Annual Tuition – Doctor of Dental Medicine
\$35,534.00	Annual Tuition – Doctor of Dental Medicine – IDP (Year 1)
\$138,138.00	Annual Tuition – Doctor of Dental Medicine – IDP (Year 2)
\$103,604.00	Annual Tuition – Doctor of Dental Medicine – IDP (Year 3)
\$40.00	Student Body Fee

Other Fees and Expenses

\$7,240.00	Program Support Fee
\$1,811.00	Program Support Fee – IDP (Year 1)
\$1,000.00	Electronic Textbook and Digital Media Fees
\$1,000.00	Surgical Magnification Kit
\$350.00	Graduation Fee (DMD Year 4 and IDP Year 3 Only)
\$30.00	Late Registration Fee (Per Business Day)
\$50.00	Late Payment Fee (per month)
\$350.00	Graduation Fee
\$235.00	Annual Parking Permit (Auto)
\$40.00	Locker Key Replacement Charge
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee
TBD	Breakage Fee (Replacement Cost)

Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified DMD curriculum or who are directed to repeat one or more courses but not the entire academic year are charged a per credit hour tuition rate. This rate is calculated by dividing the total credit hours required for a class year by the annual tuition. The per credit hour rates for 2023/2024 are shown below:

\$1,360.45	DMD Year 1 Modified Curriculum Per Unit Charge
\$1,222.43	DMD Year 2 Modified Curriculum Per Unit Charge
\$1,441.85	DMD Year 3 Modified Curriculum Per Unit Charge
\$2,135.39	DMD Year 4 Modified Curriculum Per Unit Charge
\$972.79	DMD-IDP Year 1 Modified Curriculum Per Unit Charge
\$2,361.33	DMD-IDP Year 2 Modified Curriculum Per Unit Charge
\$2,622.89	DMD-IDP Year 3 Modified Curriculum Per Unit Charge

Laptop Computer Requirement

All students are required to have a laptop computer with internet access. Specifications can be found at <https://support.westernu.edu/TDClient/1848/Portal/KB/ArticleDet?ID=78200>.

iPad

All students will be provided with an iPad for use during their courses. Due to the various methods for daily quiz/attendance for all courses, **all students are always expected to have their iPad with them.** We do not allow make up quizzes when a student is absent or if they do not have their iPad. You will not be allowed to take the quiz on paper because you do not have your iPad with you. Should your iPad malfunction, you will need to notify OAA and a loaner will be provided. You should notify the faculty or staff immediately when your iPad is not functioning so they can either help with the malfunction or notify OAA to determine the next steps. iPad maintenance is the responsibility of the student. The device ownership may not be transferred during enrollment. Devices that are lost, stolen, or broken must be replaced through CDM at the expense of the student.

Magnification Loupes

Each student in the Doctor of Dental Medicine (DMD) program is required to purchase magnification loupes upon entry to the program. Funds are allocated in the first-year budget to cover the cost of loupes. The Office of Financial Aid is required to distribute the allotment in two equal disbursements in the fall and spring semesters. The full allotment should be sufficient to purchase loupes and optional accessories such as lights. The funds for the loupes are provided directly to the student via financial aid disbursement. Students who do not receive financial aid are responsible for the cost. Loupes must be maintained throughout enrollment, and replaced if lost, stolen or broken. First and second year students are required to purchase loupes from one of the two pre-selected vendors, which are Design for Vision and Surgitel.

General Academic Policies and Procedures

Academic Advisement

Upon matriculation, students will be assigned a faculty advisor by the Office of Academic Affairs in the College of Dental Medicine. Advisement by faculty should be viewed by the student as part of the academic process. The student may seek a change of advisor by meeting with the Assistant/Associate Dean for Student Affairs. It is the student's responsibility to meet periodically with their advisor. A student on probation must meet with their advisor at least once a month.

Attendance/Absences

Attendance is required at all scheduled instructional periods. Absence from instructional periods for any reason does not relieve the student from responsibility for the material covered during the periods missed. Frequent absences will be viewed as violations of the Standards of Student Conduct. Students are expected to participate fully in all classrooms, laboratory, and clinic activities. **Students must notify CDM Office of Academic Affairs with notice of an absence by submitting a time off request via TDX as well as notifying the course director.** Monitoring the attendance policy will be the responsibility of the Office of Academic Affairs. **Student notification of absence does not constitute an excused absence.** A written explanation of the absence, using the Time Off Request (TOR) Form must be provided to the Office of Academic Affairs and the Course Director the next day the student is on campus.

Excused absences may include illness with a doctor's note, bereavement time for immediate family, CDM approved business (for example attendance as student representatives at California Dental Association, American Student Dental Association or American Dental Education Association conferences) and any other absences as deemed "excused" by the Associate Dean of Academic Affairs.

A student who requests time off for holidays, other than those observed by WesternU must do so by completing the Time Off Request form and submitting it to the Course Director a minimum of five (5) school days before the start of the course in which the holiday falls. If the request is approved by the Course Director, the student is responsible for any work missed on the date(s) absent. All assignments must be completed by the scheduled time. However, if the student fails to notify the Course Directors in the time frame noted above, the absence will be considered an unexcused absence, and make-up assessment may not be available.

Two or more unexcused absences will be grounds for a Professionalism deduction and/or referral to the Student Performance Committee (SPC).

Refer to each course syllabus for missed attendance assignments policy. Decisions related to attendance are final and not subject to appeal.

Quiz and Exam Policy

The College of Dental Medicine maintains a policy for the administration of quizzes and exams as a required portion of the curriculum. Detailed information on the quiz and exam policy is made available through course syllabi and other documents made available to students.

Community-Based Dental Education Program

All dental students participate in Community-based Rotations. The goals of the rotations are:

- to provide advanced clinical training,

- strengthen self-assessment and professional judgment,
- provide a transitional experience to future clinical care settings,
- recognize and appreciate the need to contribute to the improvement of oral health beyond those served in traditional practice settings, and
- To increase access to care for underserved populations.

Students participate in mandatory community-based activities throughout the DMD Program. While these experiences in years D1-D2 are not all full rotations, students are involved with community-based learning during all four years. Students in the D3 and D4 year will participate in an externship rotation at an affiliated community-based site for a period of seven weeks. These experiences serve to extend the learning environment beyond the walls of the College and present students with the need that exists in local communities. The College expects that the community-based learning experiences that involve direct patient care will be integrated with the patient care they provide in the Dental Center on the Western University of Health Sciences campus.

Post-Graduate Placement

Graduation from Western University of Health Sciences College of Dental Medicine with a DMD degree does not guarantee placement in a residency or licensure to practice dentistry. Each state sets its own licensure requirements. Obtaining a license in one state does not guarantee the ability to practice in another state. Although specifics vary, all states have three requirements:

1. Educational: All states' educational requirements are satisfied by graduation from Western University of Health Sciences College of Dental Medicine as a dental school accredited by the ADA Commission on Dental Accreditation.
2. Written Examinations: All licensing boards use the Integrated National Board Dental Examinations (INBDE) to satisfy a major portion of their written exam requirements. The INBDE is developed and administered by the ADA's Joint Commission on National Dental Examinations. The actual exams are conducted through regional testing locations such as Prometric. Some states require additional written examinations.
3. Clinical Licensure Exam: Clinical exam requirements vary but most states accept result from one or more regional testing agencies (such as the American Board of Dental Examiners ADEX). Students are responsible for reviewing the licensure laws and regulations from the individual state board websites for real-time information about which exams are accepted where licensure is sought.

The State of California accepts the following methods for licensure:

1. Successful Completion of the Western Regional Examining Board (WREB) or American Board of Dental Examiners (ADEX).
2. California Portfolio Exam
3. Completion of a one-year postgraduate residency program. Completion of a U.S. CODA-accredited postgraduate program that has a minimum duration of one year.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students will be recommended for this program by a faculty advisor, professor, or administrator. Students may self-identify to TAP to receive assistance. Group tutoring is the methodology most used by the TAP department. For assistance, contact the Learning Enhancement and Academic Development Office (LEAD).

Student Disability Accommodation Process

^{HF}CDHP values the uniqueness of each student as an integral member of our diverse WesternU community and is the designated office to determine and approve academic modifications or accommodations.

^{HF}CDHP's role in the accommodation process is to provide students with disabilities with the legally mandated and necessary support to work toward a higher education.

^{HF}CDHP serves students with disabilities at both the Pomona and Lebanon campuses. ^{HF}CDHP accepts requests at any time. To request accommodations and start the interactive process at WesternU, students are encouraged to visit the ^{HF}CDHP webpage (<https://www.westernu.edu/cdhp/>) to learn more about the registration process, requirements for disability documentation, and to complete the Student Intake Form. All inquiries are confidential, and students are welcome to obtain general information without registering.

To schedule an appointment with ^{HF}CDHP, please email disabilityaccommodations@westernu.edu. Students are welcome to call the office at (909) 469-5441, or visit the Pomona office in person at 309 E. Second Street, Pomona CA, 91766, Building 390. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. For more information, please visit the website: <https://www.westernu.edu/cdhp/>.

Protocol for Input on Matters of Student Concern

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college's Student Affairs personnel, then the College Dean. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, then Dean, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility.

Student Injuries and Illnesses in Clinical Settings

If a student is injured or is exposed to potentially infectious (includes blood borne pathogens) or hazardous substances during a clinical rotation the student is required to notify the clinical instructor immediately

and seek assessment and/or treatment per facility policy. Follow-up care should be continued at the contracted clinical facility as needed and ordered by the evaluating health care professional. Expenses incurred are to be submitted to the student's personal insurance as the primary coverage and to the university as the secondary insurance, for the reported incident only. The Incident Report Form can be found on the university website and must be completed by the student and/or faculty and submitted electronically. There may also be a requirement to fill out a more detailed report within the student's program of study (please refer to specific program clinical handbook).

Standards of Academic Integrity, Professionalism and Student Conduct ("Standards of Student Conduct")

The University Standards of Academic Integrity, Professionalism, and Student Conduct can be located in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

Dress Code

Effective fall 2020 the College of Dental Medicine requires students to adhere to the following dress standard. Scrubs are the standard attire for students, which accounts for all four dental classes. Students must wear scrubs in the appropriate brand and color with the required embroidered logo signifying the student's academic year. The College will arrange for an annual scrub order for incoming students. New students are permitted to wear business/smart casual attire until scrubs are received. Please see the dress code policy for more details.

Standards of Academic Progress

Dental students must maintain a cumulative grade point average (GPA) of at least 2.00 on a yearly basis to be considered making satisfactory academic and professional progress. Students who have not met the curriculum requirements may not be promoted or graduate from the program.

Promotion

Promotion is defined as academic and professional progression from one academic year to the next. The Student Performance Committee (SPC) will recommend students to the Dean of the College for promotion. The SPC may not recommend a student for progression from one academic year to the next with a grade of "I," "F" or "NCR." An essential element of the academic program is professionalism. Professionalism will be emphasized throughout the curriculum and is a stand-alone element in determining academic advancement and achievement.

When considering a student for promotion, ethical, professional, and personal conduct will also be taken into consideration (see Probation in University General Academic Policies and Procedures section). A student will be promoted if all academic, legal, and financial requirements of the University, as stated in the University Catalog, have been satisfied. All coursework in the College of Dental Medicine must be completed within six (6) years of beginning the DMD program. Exceptions may be made upon the recommendation of the Student Performance Committee in consultation with the Dean.

Graduation

A student will be recommended for the Doctor of Dental Medicine Degree provided they:

1. Is not on probation or suspension, has completed all prescribed academic and clinical requirements with a cumulative grade point average of above 2.00, and has no outstanding grade of "I," "NCR" or "F."
2. Has demonstrated no serious deficiencies in ethical, professional, or personal conduct, as defined in University Catalog, "General Academic Policies and Procedures" section or other relevant policies, which would make it inappropriate to award the degree of Doctor of Dental Medicine.
3. Has complied with all the legal and financial requirements of the University as stated in the University Catalog.

4. Has attended in person and participated in the Commencement ceremony at which time the Doctor of Dental Medicine degree is conferred. Unless special permission has been granted by the Dean, each student must participate in their respective commencement ceremony. If the Dean grants special permission for excusal from commencement, the graduate may be required to present himself or herself to the Dean or their designee at another specified date to take their profession's oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31 of that calendar year. No student will receive their degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

Graduation/Senior Checkout

The College of Dental Medicine requires all graduating students to complete Senior Checkout to be cleared for graduation and to receive their diploma. The checkout involves obtaining clearance from the clinic(s) and the Office of Academic Affairs, verifying the student has completed all requirements and is free of account holds with other university departments. A student may not receive their diploma until checkout is complete.

Adverse Actions

Probation or Academic Suspension

Students may be placed on academic or conduct probation or academic suspension for the following reasons (these are non-exhaustive and also in addition to the reasons listed in the WesternU General Academic Policies and Procedures section on Probation in the Overview Section of this Catalog):

1. Inadequate academic progress as determined by the Student Performance Committee. This includes, but is not limited to, receiving an 'F' grade in any course or system.
2. A grade point average below 2.00.
3. When directed to repeat a year for academic reasons.
4. Failure to perform in a professional manner.
5. Serious deficiencies in ethical or personal conduct.

Students on Academic Suspension are not registered as an active matriculant and should use this time to remediate for the deficiency for which the Academic Suspension was levied. On campus students on probation must meet with their faculty advisor at least once a month. Off campus students on probation must contact their faculty advisor once a month. It is the student's responsibility to contact the faculty advisor to arrange these meetings.

A first or second year student on probation for receiving a grade of "F" for a GPA less than 2.00 in the first semester will be removed from probation after one semester provided they have regained a cumulative GPA of at least 2.00 and has remediated the failed course. A first- or second-year student will be removed from probation when all grades of "F" or "NCR" have been remediated satisfactorily according to the following Remediation section.

A third- or fourth-year student on probation because of a grade of “F” or “NCR” must remediate the course or clinical rotation. The student will then be reviewed by the Student Performance Committee at the end of the academic year and may be recommended for continuation on or removal from, probation. Students on probation are to remove themselves from all leadership roles in co-curricular activities associated with the University and/or with professional associations. Decisions related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on “Financial Aid Warning” status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work- Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Remediation

The educational objectives that underlie remedial teaching and evaluation should be the same as the educational objectives that underlie regular courses in the curriculum. Dental students, who receive an “F,” grade in a course or system or a cumulative GPA below a 2.00, will be reviewed by the Student Performance Committee.

Where deemed appropriate, the Student Performance Committee, after consultation with the course instructor, system coordinator, and/or the Associate Dean (or the Dean's designee) may recommend any one of the following options:

1. Take a comprehensive examination.
2. Complete special projects or studies in the deficient area(s).
3. Repeat the course, system, or rotation.
4. Repeat the academic year.
5. Dismissal from the University

The score/grade achieved by remediation will be the score/grade recorded except that the highest score/grade a student may earn by options 1 or 2 (above) is a score of 70% or a "C." The grade achieved by remediation will be re-recorded on the transcript next to the original grade.

Numerical scores or grades earned during an attempted remediation of a course, system, or clinical rotation will be reviewed critically by the Student Performance Committee and the Dean of the College of Dental Medicine. Failure to earn at least a 70% or a "C" may result in dismissal from the College or repeating the academic year.

If a student is directed to repeat a course, the grade for the repeated course will be recorded on the official transcript. Only the most recent grade received for a repeated course will be included in the student's GPA calculation. Students will be charged full tuition for repeated coursework.

Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances. The decision will be made by the Dean of the College of Dental Medicine, based upon the recommendation of the Student Performance Committee. The Committee will base its recommendation on the student's academic record and other considerations after consultation with the student's faculty advisor, course instructor, system coordinator, and/or Associate Dean, the Dean (or the Dean's designee), clinical preceptor, and the student involved, as is appropriate. When a student is required to repeat the academic year, the Student Performance Committee may recommend allowing courses with a grade of "B" or higher to be audited. Students auditing a course will be required to attend class and may be required to complete quizzes, examinations, and assignments.

A student who is required to remediate a course must be notified in writing by the Dean at least 15 working days prior to the remediation date, or within 15 working days after the close of the academic year in which the student is presently enrolled, whichever comes first. Notification must either be sent by Certified Mail or hand-delivered to the student and must be acknowledged with the signatures of the Dean (or their designee) and the student.

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies, as implemented through the procedures outlined in the University Catalog. A student may not receive financial aid during any time of suspension.

Summary Suspension

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, SVP/Provost, or Dean has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal

The University may require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. Examples of reasons the Student Performance Committee may recommend dismissal of a student include, but are not limited to the following:

1. Receiving a cumulative grade point average below 2.00 at the end of an academic year.
2. Receiving a final grade of "F" in more than 25% of the total credit hours in an academic year. *
3. Receiving a final grade of "F" in course that are deemed essential to advance to the next course series, i.e., ECD, CCCD and CCD series.
4. Receiving a final percentage score of below 70% (a letter grade of "F") in a remediated course, system, or clinical course.

*The Committee may recommend dismissal for a student receiving a final grade of 'F' in three or more courses or systems, even if the total unsatisfactory credit hours do not exceed 25% of the total credit hours for the academic year.

Evaluation of Dental Student Academic Performance

The College of Dental Medicine's Student Performance Committee (SPC) is charged: To develop policies for the evaluation of dental student performance, including policies for grading, promotion, and graduation of students. It shall also be responsible for implementing and enforcing policies and shall make recommendations to the Dean of the College regarding promotion or graduation of each student. The SPC shall follow guidelines in full accordance with the rules of the Western University of Health Sciences and the requirements of fair process. The SPC will convene to review student clinical progress throughout the four-year curriculum, meeting to review student progress following each term. During the D3 and D4 year, students are reviewed to determine their readiness to participate in the Community-Based Education Program, based on the demonstration of adequate progress towards clinical competence.

At the conclusion of each academic year, the Student Performance Committee will review whether students have met the established criteria for academic progression in the dental curriculum. Recommendations by the Student Performance Committee are advisory to the Dean of the College of Dental Medicine, who will make the decision.

For academic performance, in the event that the Student Performance Committee has made a preliminary determination to recommend an adverse action (dismissal, suspension, repeat of an academic year, etc.) or administrative withdrawal, the student is offered an opportunity to meet in person with the Student Performance Committee, prior to the Committee forwarding its final recommendation to the Dean of the

College of Dental Medicine. At such time, the student may present any information relative to the preliminary recommendation. The student may also be accompanied by a mentor for support. It is the student's responsibility to make the request to the Chair of the Committee in writing, and to identify the proposed mentor. The role of the mentor is to advise the student. A mentor is not permitted to ask questions of witnesses or to participate directly in the hearing. The Student Performance Committee will have an opportunity to review the additional information, if presented, and will then make a final recommendation to the Dean. Further, the SPC reserves the right to select any adverse action, as appropriate, for final recommendation to the Dean. The Dean has the authority to accept the recommendations or may make such other decisions, as they deem appropriate under the circumstances. The Dean will issue a decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean's decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Evaluation of Student Conduct (Student Conduct Hearing Process)

For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct", located in the General Section of the University Catalog.

Student Appeal Process

A student may appeal the decision of the Dean to the [SVP](#)Provost. Dean's decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Evaluation and Grading

University Outcome Domains

The University has adopted a set of eight outcome domains that serve to guide its academic programs in their development and ongoing quality improvement. Within each outcome domain, each academic program has developed specific ability-based outcomes appropriate to the particular degree program. The eight domains are as follow:

1. Critical Thinking
2. Breadth and Depth of Knowledge in the Discipline/Clinical Competence
3. Interpersonal Communication Skills
4. Collaboration Skills
5. Ethical and Moral Decision-Making Skills
6. Life-long Learning Skills
7. Evidence-Based Practice
8. Humanistic Practice

CDM Competencies for the General Dentist

Dentistry requires the integration of knowledge, skill, and values to provide care for the individual patient and contribute to improving the oral health of society. The general dentist is the primary oral health care provider and leader of the oral health care team. The following competency statements describe the competencies WesternU College of Dental Medicine graduates will possess to successfully enter the profession as general dentists or pursue advanced training/specialization.

Domains

- Critical Thinking
- Professionalism/Leadership Skills
- Communication and Interpersonal Skills
- Health Promotion
- Practice Management and Informatics
- Patient Care
- Assessment, Diagnosis and Treatment Planning
- Establishment and Maintenance of Oral Health

Critical Thinking

Graduates must be competent to:

- 1.1 Evaluate and integrate emerging advances in health care.
- 1.2 Utilize critical thinking and problem-solving skills in providing patient care.
- 1.3 Evaluate and integrate scientific inquiry and research methodology with clinical expertise and patient values for evidence-based practice.

Professionalism/Leadership Skills

Graduates must be competent to:

- 2.1 Apply ethical and legal standards in decision-making and demonstrate professional responsibility.
- 2.2 Practice within one's scope of competence by consulting with or referring to professional colleagues when indicated.

Communication and Interpersonal Skills

Graduates must be competent to:

- 3.1 Use effective interpersonal and communication skills with patients, other health care professionals, and dental team members.
- 3.2 Apply psychosocial and behavior principles in-patient care.
- 3.3 Communicate effectively with individuals from diverse populations.

Health Promotion

Graduates must be competent to:

- 4.1 Provide prevention, intervention, and educational strategies for patients.
- 4.2 Participate with dental team members and other health care professionals in the management of care and health promotion for patients.

Practice Management and Informatics

Graduates must be competent to:

- 5.1 Apply principles of practice management to function successfully in an oral health care team and integrate in various models of oral health care delivery.
- 5.2 Incorporate principles of risk management in patient care.

- 5.3 Comply with local, state, and federal regulations pertaining to infection control standards, OSHA and HIPAA.

Patient Care

Assessment, Diagnosis, and Treatment Planning

Graduates must be competent to:

- 6.1 Accurately obtain and interpret patient data to formulate a diagnosis.
- 6.2 Use diagnosis, evidence, and patient values to formulate and effectively communicate comprehensive treatment plans.
- 6.3 Diagnose and manage oral diseases and abnormalities, including head and neck, osseous, and mucosal disorders.

Establishment and Maintenance of Oral Health

Graduates must be competent to:

- 6.4 Prevent, diagnose, and manage pain and anxiety in the dental patient.
- 6.5 Provide preventive and restorative procedures that preserve or replace tooth structure and support esthetics and health of the soft and hard tissues.
- 6.6 Provide and manage the replacement of teeth for partially and completely edentulous patients that supports esthetics and the health of the soft and hard tissues.
- 6.7 Prevent, diagnose, and manage periodontal diseases.
- 6.8 Prevent, diagnose, and manage pulpal and periradicular diseases.
- 6.9 Provide and manage hard and soft tissue oral surgical procedures.
- 6.10 Prevent, diagnose, and manage dental emergencies.
- 6.11 Diagnose and manage developmental or acquired malocclusion and space discrepancies.
- 6.12 Evaluate outcomes of comprehensive dental care.
- 6.13 Prevent, diagnose, and manage medical emergencies including implementation of CPR and basic life support.
- 6.14 Recognize manifestations of systemic disease, assess treatment needs for patients with special needs, and modify treatment plans accordingly.

Grading Scale

Final course grades are given based upon the traditional 4-point letter system, as follows:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
A	90-100%	4.00
B	80-89%	3.00
C	70-79%	2.00
F	Less than 70%	0.00
CR	Credit	N/A
NCR	No Credit	N/A

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A
WPC	Waived for Prior Credit	N/A

Audit

An “AU” (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade. When a student is suspended or repeating the academic year, the Student Performance Committee may recommend to allow courses passed with a “B” or higher to be audited. In addition, students auditing a course may be required to complete quizzes, examinations and assignments associate with the course.

Missing Grades

A grade of “M” for Missing will be input by the Office of the Registrar if a student’s grade is not available by the deadline for grade submission. An “M” grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. “M” grades should not be used by the program in place of an Incomplete (I) grade.

Incomplete

An Incomplete (I) indicates that a student has not been able to finish all required work for issuance of a letter grade. An “I” is not counted in the grade point calculations until a letter grade is issued to replace the “I.” An “I” must be replaced before the student registers for the next academic year, unless other arrangements are made with the instructor and the Dean of the College of Dental Medicine.

Replacement of an “I” will be under the direction of the instructor with the approval of the Dean or their designee. If the required work is not completed within the specified time, the “I” will be converted to an “F.” It is to the student’s advantage to arrange to make up any incomplete work as soon as possible.

Grade Reports

Official grades are turned in to the Registrar by the Dean of the College of Dental Medicine (CDM), at which time the online student records system, BanWeb, is updated. Unofficial transcripts will be available on the BanWeb student records system throughout the academic year.

Grade Appeals Process

(e.g., Grade, a Final Grade, etc.)

The first level of the appeal is at the course level from which the grade was issued. Within five (5) working days after receipt of the grade, the student must request a review by the College’s course director. In the event of an inability to resolve the matter at this level, the student must submit their, appeal in writing to the Assistant/Associate Dean for Academic Affairs within ten (10) working days after the grade was received.

Should the Assistant/Associate Dean for Academic Affairs be unable to resolve the dispute, the student may direct a written appeal to the College of Dental Medicine’s Dean within thirty (30) working days after receipt of the grade. The decision of the College Dean is final. Dean’s decisions related to grades are not appealable to the Provost (See University Catalog, Student Appeal Process).

Credit Hour Calculation

The College of Dental Medicine defines one credit hour as 15 contact hours plus an average of 30 hours of out of class student work.

Classroom, Online, and Other Distance Learning Instruction

One credit hour is assigned for 15 hours of instruction.

Labs, Small Group Activities, Independent Study, and Workshops

One credit hour is assigned for 30 hours of contact time.

Experiential (Clinical) Education

One credit hour is assigned for 40 hours of rotations and other clinical experiences.

Curriculum Organization

Doctor of Dental Medicine

Year 1

Year 1, Fall Semester		
Course	Title	Credit Hours
DMD 5020	Social Differences & Health Disparities I	1.00
DMD 5025	The Molecular and Cellular Basis of Medicine	4.00
DMD 5030	Gross Anatomy	3.00
DMD 5050	Essentials of Clinical Dentistry I	12.00
DMD 5055	Oral Biology	5.00
DMD 5099	Service Learning I	1.00
IPE 5000	Patient Centered Cases I	1.00
Semester Total:		27.00
Year 1, Spring Semester		
Course	Title	Credit Hours
DMD 5121	Social Differences & Health Disparities II	1.00
DMD 5125	Neuroscience System	3.00
DMD 5130	Musculoskeletal System	2.00
DMD 5135	Head and Neck Anatomy	4.00
DMD 5150	Essentials of Clinical Dentistry II	8.00
DMD 5155	Behavioral Science and Dentistry	1.00
DMD 5175	Blood and Lymphatic System	4.00
DMD 5199	Service Learning II	2.00
IPE 5100	Patient Center Cases II	1.00
DMD 6115	Dermal System	1.00
DMD 6130	Reproductive System	1.00
Semester Total:		28.00
Year 1, Summer Semester		
Course	Title	Credit Hours
DMD 5210	Oral and Maxillofacial Pathology I	3.00
DMD 5250	Essentials of Clinical Dentistry III	4.00
DMD 5260	Clinical Service Learning and Community Dentistry I	2.00
Semester Total:		9.00
Year 1 Total:		64.00

Year 2

Year 2, Fall Semester		
Course	Title	Credit Hours
DMD 6010	Oral and Maxillofacial Pathology II	3.00
DMD 6020	Cardiovascular System	3.00
DMD 6035	Renal System	1.50
DMD 6040	Respiratory System	2.50
DMD 6045	Endocrine System	2.50
DMD 6050	Essentials of Clinical Dentistry IV	13.00
DMD 6060	Clinical Service Learning and Community Dentistry II	2.00
IPE 6000	Team Training in Healthcare I	1.00
Semester Total:		28.50
Year 2, Spring Semester		
Course	Title	Credit Hours
DMD 6115	Dermal System	1.00
DMD 6130	Reproductive System	1.00
DMD 6140	Gastrointestinal System and Nutrition	3.00
DMD 6150	Essentials of Clinical Dentistry V	14.00
DMD 6160	Clinical Service Learning and Community Dentistry III	2.00
DMD 6173	Geriatrics	1.50
DMD 6176	Pediatrics	2.50
IPE 6100	Team Training in Healthcare II	1.00
Semester Total:		26.00
Year 2, Summer Semester		
Course	Title	Credit Hours
DMD 6205	Clinical Comprehensive Care Dentistry I	7.00
DMD 6210	Ethics and Jurisprudence	1.50
DMD 6250	Essentials of Clinical Dentistry VI	6.00
DMD 6260	Clinical Service Learning and Community Dentistry IV	2.00
Semester Total:		16.50
Year 2 Total:		71.00

Year 3

Year 3, Fall Semester		
Course	Title	Credit Hours
DMD 7105	Clinical Comprehensive Care Dentistry II	21.00
DMD 7155	Behavioral Science and Dentistry	1.00
DMD 7160	Clinical Service Learning and Community Dentistry V	2.00
DMD 7165	Clinical Pharmacology	1.50
DMD 7210	Practice Management I	1.50
Semester Total:		27.00
Year 3, Spring Semester		
Course	Title	Credit Hours
DMD 7205	Clinical Comprehensive Care Dentistry III	21.00
DMD 7260	Clinical Service Learning and Community Dentistry VI	2.00
DMD 7310	Practice Management II	1.50
Semester Total:		24.50
Year 3, Summer Semester		
Course	Title	Credit Hours
DMD 7305	Comprehensive and Community Dentistry I	7.00
Semester Total:		7.00
Year 3 Total:		58.50

Year 4

Year 4, Fall Semester		
Course	Title	Credit Hours
DMD 8105	Comprehensive and Community Dentistry II	19.00
DMD 8550	Dental Elective (Optional)	1.00 - 5.00
Semester Total:		19.00 – 24.00
Year 4, Spring Semester		
Course	Title	Credit Hours
DMD 8010	Practice Management III	1.50
DMD 8205	Comprehensive and Community Dentistry III	19.00
DMD 8550	Dental Elective (Optional)	1.00 - 5.00
Semester Total:		20.50 – 25.50
Year 4 Total:		39.50 – 49.50

Curriculum Organization

Doctor of Dental Medicine – International Dentist Program

Year 1

Year 1, Spring Semester		
Course	Title	Credit Hours
DMD 6151	Advanced Standing Essentials of Clinical Dentistry	19.00
Semester Total:		19.00
Year 2, Summer Semester		
Course	Title	Credit Hours
DMD 6205	Clinical Comprehensive Care Dentistry I	7.00
DMD 6210	Ethics and Jurisprudence	1.50
DMD 6250	Essentials of Clinical Dentistry VI	6.00
DMD 6260	Clinical Service Learning and Community Dentistry IV	2.00
Semester Total:		16.50
Year 1 Total:		35.50

Year 2

Year 2, Fall Semester		
Course	Title	Credit Hours
IPE 6000	Team Training in Healthcare I	1.00
DMD 7105	Clinical Comprehensive Care Dentistry II	21.00
DMD 7155	Behavioral Science and Dentistry	1.00
DMD 7165	Clinical Pharmacology	1.50
DMD 7160	Clinical Service Learning and Community Dentistry V	2.00
DMD 7210	Practice Management I	1.50
Semester Total:		28.00
Year 2, Spring Semester		
Course	Title	Credit Hours
DMD 7205	Clinical Comprehensive Care Dentistry III	21.00
DMD 7260	Clinical Service Learning and Community Dentistry VI	2.00
DMD 7310	Practice Management II	1.50
Semester Total:		24.50
Year 2, Summer Semester		
Course	Title	Credit Hours
DMD 7305	Comprehensive and Community Dentistry I	7.00
Semester Total:		7.00
Year 2 Total:		59.50

Year 3

Year 3, Fall Semester		
Course	Title	Credit Hours
DMD 8105	Comprehensive and Community Dentistry II	19.00
DMD 8550	Dental Elective (Optional)	1.00 - 5.00
IPE 6000	Team Training in Healthcare I	1.00
Semester Total:		20.00 – 25.00
Year 3, Spring Semester		
Course	Title	Credit Hours
DMD 8010	Practice Management III	1.50
DMD 8205	Comprehensive and Community Dentistry III	19.00
DMD 8550	Dental Elective (Optional)	1.00 - 5.00
Semester Total:		20.50 – 25.50
Year 3 Total:		40.50 – 50.50

Course Descriptions

All courses are awarded letter grades, except when indicated otherwise.

DMD 5020 Social Differences and Health Disparities I (1.0 credit hours)

First semester of a curriculum in which students acquire advanced knowledge of social differences and health disparities. Unit 1 reviews scholarship on categories such as race, gender, and disability. Students develop advanced knowledge of social structures, determinants, and intersectionality as they relate to interpersonal relationships in the clinic and other settings. Unit 2 covers related concepts from the modernization of the biomedical sciences. Students learn key ethical lessons from the past, as they become familiarized with the establishment of major social structures in the United States.

DMD 5025 The Molecular and Cellular Basis of Medicine (4.0 credit hours)

This course presents an integration of molecular biology, biochemistry, cellular physiology and metabolism, introductory genetics and developmental histology within the context of their clinical application of basic biomedical sciences.

DMD 5030 Gross Anatomy (3.0 credit hours)

This course represents an understanding of the surface and deep anatomical structures and their arrangement to one another while emphasizing normal function and clinical features of the human body. Through laboratory dissections of cadavers, radiology, and didactic lectures, students will learn the language of anatomy and clinically important relationships. Particular attention will be paid to the neurovascular bundle throughout the entire body. In addition to dissections, models, radiographs, clinical presentations and special demonstrations are employed to emphasize current clinically relevant structure and presentations.

DMD 5055 Oral Biology (5.0 credit hours)

This course is an integrated oral biology course, which focus on clinically relevant topics for dental practitioners. This oral biology and craniofacial course will serve as a review of core foundational knowledge that are commonly encountered in clinical practice. The goal of this course is to emphasize important biomedical sciences concepts as they pertain to oral health; hence bridging the gap between basic sciences concepts and clinical implications in practice.

DMD 5050 Essentials of Clinical Dentistry I (12.0 credit hours)

This course is designed to introduce new dental students to the healthcare profession, the clinical practice of dentistry and the College of Dental Medicine Clinical Program and procedures. The course provides the student with basic skills and knowledge to allow a smooth transition into initial patient care interactions as a dental assistant. The course provides the student with clinical foundational knowledge in the areas of dental morphology, head and neck anatomy, the relationships between the teeth and supporting structures, operative and restorative dentistry, and dental materials sciences. Students will learn basic clinical skills including preventive procedures, diagnostic techniques, oral hygiene instruction and patient education, and operative dentistry.

DMD 5099 Service Learning I (1.0 credit hour)

Through interaction and service in the community, this course develops the role and responsibility of the dentist in society. Topics include cultural diversity and sensitivity, implicit bias, social determinants of health in dentistry, health promotion and obesity, oral health education and health literacy, telehealth delivery systems, safety net clinics and government funded programs.

DMD 5121 Social Differences and Health Disparities II (1.0 credit hours)

Second semester of a curriculum in which students acquire advanced knowledge of social differences and health disparities. Unit 3 emphasizes twentieth-century case studies in government policy, public health, community initiatives, and various social structures. Students develop a literacy for engaging with myriad forms of patient concerns about health, medicalization, discrimination, and more. Modules also cover how key FDA guidelines and IRB protocols were established. Unit 4 concludes the curriculum by extensively addressing contemporary health disparities and related challenges. Students engage cutting-edge research on structural competency, social determinants of health, and health disparities as they impact various communities, the health professions, and the biomedical sciences.

DMD 5125 Neuroscience System (6.0 credit hours)

This system presents basic understandings of the brain, spinal cord, and peripheral nervous system. Basic science topics include embryology, histology, neuroanatomy, biochemistry, physiology, and pharmacology. Clinical topics include infections of the nervous system, pathology, neurology, ophthalmology, otorhinolaryngology, and overview of sleep disorders, cerebrovascular disorders, aging, and dementia.

DMD 5130 Musculoskeletal System (2.0 credit hours)

This system presents common conditions and disorders of the musculoskeletal system. The system also presents embryology, histology, and functional anatomy – including kinesiology, biochemistry, pharmacology, physiology, and microbiology. The pathology and clinical aspects of this system are discussed, as are the related aspects of sports medicine, rehabilitative medicine, exercise, rheumatoid diseases, and orthopedics.

DMD 5135 Head and Neck Anatomy (4.0 credit hours)

This unit is designed to help first year students learn the Medical Gross Anatomy of the Head and Neck. The course utilizes a flipped-classroom model supplemented with in-class sessions. Students will be provided comprehensive documents, which they will work through according to the course calendar. During this independent study time, students will work through six inter-woven chapters: Osteology of the Head and Neck, Musculature of the Head and Neck, Neurovasculature of the Head and Neck, Glands and Organs of the Head and Neck, and lastly, Imaging and Cross-sectional Anatomy of the Head and Neck. They will attend classroom sessions for hands-on activities, clinical case studies, and peer-to-peer exercises. Cadaver dissection of this essential region will help students strengthen their three-dimensional grasp on the relationships between the bones, muscles, nerves, arteries, veins, glands and organs. Further, practice images and cross sections will be available online and in the gross anatomy lab for students to begin recognizing structures of the Head and Neck on plain film radiographs, CT scans, and MRIs.

DMD 5150 Essentials of Clinical Dentistry II (8.0 credit hours)

This course continues to build the foundation for students to become patient care providers in clinical dentistry and is a continuation of DMD 5050. The course will focus on the development of skills through simulation clinical activities and peer-to-peer clinic related activities. Topics include dental anatomy and morphology; fundamentals of oral radiology; periodontal and tooth embryology, histology and development; direct composite restorations; diagnosis of caries; treatment of gross caries; and clinical management software.

DMD 5155 Behavioral Science and Dentistry (1.0 credit hour)

This course presents the psychological and social aspects of patient and provider behavior within the context of dental medicine. Interpersonal communication skills are discussed and practiced, which lead to the development of the doctor-patient relationship and a therapeutic alliance. Barriers to this alliance are addressed, including cultural, personality and psychological factors of both the patient and dentist. Methods to facilitate behavioral change within the patient are explored and practiced. The etiology, implications, and management techniques of dental anxiety are addressed as well. Also introduced are topics in developmental psychology, the stages of life and their implications of dental care, as well as specific psychological conditions that directly affect oral health. The health of the dental provider is discussed, including self-management, self-esteem, life-long learning, and leadership. This course develops the dental provider's ability to recognize common and prevalent behavioral patterns and conditions that are seen in the field of oral healthcare and develop strategies to employ positive interventions and nurture the doctor-patient relationship.

DMD 5175 Blood and Lymphatic System (4.0 credit hours)

Students work as teams in small groups to address a variety of clinical cases that involve the hematopoietic and lymphoreticular organs, including anemia, clotting disorders, blood-borne infections, myeloproliferative and myelodysplastic disorders. Each case allows for integration of basic and clinical science concepts. Large group, interactive sessions provide guidance and expert facilitation regarding the clinical application of the histology, physiology, pharmacology, biochemistry, microbiology, and pathology as well as the epidemiology and evidence-based approaches to diagnosis and management.

DMD 5199 Service Learning II (2.0 credit hours)

Prerequisite: DMD 5099. This course is a continuation of DMD 5099. Topics, including health education, public health, epidemiology, and biostatistics, are learned through practical application.

DMD 5210 Oral and Maxillofacial Pathology I (3.0 credit hours)

This course will build upon the foundational pathology concepts and information given in the MCBM and IDIT courses. It will also integrate, expand, and correlate with other biomedical science courses and the concomitant clinical sciences taught in Essential of Clinical Dentistry. Specifically, the course will describe the etiology, pathogenesis, clinical features, radiographic features (if applicable), treatment, and prognosis of classical and traditional categories of oral and maxillofacial pathology. Lastly, the course will introduce and strengthen the art and science of differential diagnosis formulation, of soft and hard tissue lesions. The information, concepts, and differential skills developed during this course will prepare the student for arriving at a provisional diagnosis of their clinic patients and will allow them to participate in the third- and fourth-year oral pathology seminars fully.

DMD 5250 Essentials of Clinical Dentistry III (4.0 credit hours)

This course continues to build the foundation for students to become patient care providers in clinical dentistry. Continuation of DMD 5150

DMD 5260 Clinical Service Learning and Community Dentistry I (2.0 credit hours)

In this course, students will be assigned to participate in clinical service learning and community dentistry workshops and programs. Through virtual and in-person rotations focusing on community and public health settings, students will address the clinical integration in addressing oral health disparities for underserved populations including, but not limited to, pediatric, geriatrics, and persons with special health care needs (PSHCN) utilizing the medical/dental resources available. Furthermore, students will participate in active-learning workshops focusing on case-based scenarios as well as training in the delivery of telehealth to better serve the communities.

DMD 6010 Oral & Maxillofacial Pathology II (3.0 credit hours)

This course will build upon the foundational pathology concepts and information given in the Oral Pathology I course. It will also integrate, expand, and correlate with other biomedical science courses and the concomitant clinical sciences taught in Essential of Clinical Dentistry. Specifically, the course will describe the etiology, pathogenesis, clinical features, radiographic features (if applicable), treatment, and prognosis of classical and traditional categories of oral and maxillofacial pathology. Lastly, the course will introduce and strengthen the art and science of differential diagnosis formulation, of soft and hard tissue lesions. The information, concepts, and differential skills developed during this course will prepare the student for arriving at a provisional diagnosis of their clinic patients and will allow them to participate in the third and fourth year oral pathology seminars fully.

DMD 6020 Cardiovascular System (3.0 credit hours)

Students work as teams in small groups to address a variety of clinical cases that involve valvular disease, congenital abnormalities, aortic pericardial arrhythmias, heart failure, hypertension, and ischemic diseases. Each case allows for integration of basic and clinical science concepts. Large group, interactive sessions provide guidance and expert facilitation regarding the clinical application of the histology, physiology, pharmacology, biochemistry, microbiology and pathology as well as the epidemiology and evidence-based approaches to diagnosis and management.

DMD 6035 Renal System (1.5 credit hours)

Students work as teams in small groups to address a variety of clinical cases that involve fluid and electrolyte disorders, acid-base disturbances, urinary tract infections, and acute as well as chronic kidney diseases. Each case allows for integration of basic and clinical science concepts. Large group, interactive sessions provide guidance and expert facilitation regarding the clinical application of the histology, physiology, pharmacology, biochemistry, microbiology and pathology as well as the epidemiology and evidence-based approaches to diagnosis and management.

DMD 6040 Respiratory System (2.5 credit hours)

Students work as teams in small groups to address a variety of clinical cases that involve important pulmonary diseases characterized by a variety of symptoms and chest radiographic patterns. Each case allows for integration of basic and clinical science concepts. Large group, interactive sessions provide guidance and expert facilitation regarding the clinical application of the histology, physiology, pharmacology, biochemistry, microbiology and pathology as well as the epidemiology and evidence-based approaches to diagnosis and management. Critical care medicine concepts will be integrated with concepts already learned in the preceding endocrine, cardiovascular, and renal systems.

DMD 6045 Endocrine System (2.5 credit hours)

Students work as teams in small groups to address a variety of clinical cases involving disorders of the hypothalamus and pituitary glands, diabetes, lipids, the thyroid gland, and calcium/bone metabolism. Each case allows for integration of basic and clinical science concepts. Large group, interactive sessions provide guidance and expert facilitation regarding the clinical application of the histology, physiology, pharmacology, biochemistry, microbiology and pathology as well as the epidemiology and evidence-based approaches to diagnosis and management.

DMD 6050 Essentials of Clinical Dentistry IV (13.0 credit hours)

This course continues to build the clinical foundational knowledge and skills for entry into the clinic. Students will expand their training in operative dentistry to include simulation of amalgam, composite and complex

restorations; basic occlusal concepts; and oral radiology techniques. Biomaterials topics are couple with the above topics.

DMD 6060 Clinical Service Learning and Community Dentistry II (2.0 credit hours)

This course is a continuation of DMD 5199. In this course, students will be assigned to participate in community service-learning programs. Concepts in CSL II include but are not limited to: Clinical SBOHC front and back office training; expansion and integration of telehealth into dentistry; application of risk-based care model to improve health inequity in vulnerable pediatric populations; behavior management and desensitization techniques for both medically underserved pediatric and geriatric populations, as well as individuals with intellectual and/or developmental disabilities; engaging a wide range of community partners who integrate their efforts to promote oral and overall health and wellness; non- and minimally-invasive dentistry; and engaging in an ongoing process of quality improvement, sustainability metrics, and practice management outcomes all impacting the social determinants of health.

DMD 6115 Dermal System (1.0 credit hour)

Students work as teams in small groups to address a variety of clinical cases involving the largest organ in the body. Cases will involve primary or secondary, as well as benign or malignant skin lesions that may or may not be manifestations of internal disease, immunologic disease, drug reactions, or photosensitivity. Large-group interactive sessions provide guidance and expert facilitation with emphasis on distinguishing normal from abnormal findings and significant from trivial lesions as well as the epidemiology and evidence-based approaches to diagnosis and management.

DMD 6130 Reproductive System (1.0 credit hour)

This course presents the anatomy, embryology, and histology of both the female and male reproductive systems. The physiology, biochemistry, pathology, pharmacology, and microbiology of both reproductive systems are also discussed. In addition, the basic science disciplines present principles regarding the relationships between mother and fetus during pregnancy. Clinical lectures and clinical cases dealing with obstetrics, gynecology, and women's health are an important part of the system.

DMD 6140 Gastrointestinal System and Nutrition (3.0 credit hours)

Students work as teams in small groups to address a variety of clinical cases involving important diseases of the gut, hepatobiliary, and pancreatic ductal systems that manifest as alterations in nutrient assimilation and waste evacuation. Each case allows for integration of basic and clinical science concepts. Large group, interactive sessions provide guidance and expert facilitation regarding the clinical application of the histology, physiology, pharmacology, biochemistry, microbiology and pathology as well as the epidemiology and evidence-based approaches to diagnosis and management.

DMD 6150 Essentials of Clinical Dentistry V (14.0 credit hours)

This course is a continuation of DMD 6050. This course is a prerequisite for Clinical Comprehensive Care Dentistry I.

DMD 6151 Advanced Standing Essentials of Clinical Dentistry (19.0 credit hours)

Advanced Standing Essentials of Clinical Dentistry is an intensive didactic and preclinical course designed to calibrate students in the International Dentist Program to the first two years of predoctoral student curriculum and to ensure that they may safely begin patient care. Teaching modalities include a mix of traditional lecture, online, simulation, small and large group activities, and peer-to-peer in a clinical setting. Curriculum covers the following areas:

- Preclinical sciences

- Integrated biomedical sciences and dental treatment of medically complex patients
- Oral pathology
- Clinical service learning and community dentistry
- Interprofessional education

Final assessment will include an OSCE (Objective Structured Clinical Examination) designed to ensure students are prepared for clinical experiences. Upon successful completion of the preparatory curriculum IDP students join the D2 class in entrance to clinical experiences in The Dental Center.

DMD 6160 Clinical Service Learning and Community Dentistry III (2.0 credit hours)

In this course, students will be assigned to participate in community service-learning programs.

DMD 6173 Geriatrics (1.5 credit hours)

This course is devoted to the special problems that can occur in the elderly. Additionally, diseases and conditions learned during the systems are explored in the context of this population.

DMD 6176 Pediatrics (2.5 credit hours)

This course is devoted to the special problems that can occur in the period between infancy to adolescence. Diseases and conditions learned during the systems are now explored in light of this population. Additionally, aspects specific to pediatric oral health are explored. This course will also present the anatomy, embryology, and histology of both the female and male reproductive systems and principles regarding the relationships between mother and fetus during pregnancy.

DMD 6205 Clinical Comprehensive Care Dentistry I (7.0 credit hours)

Prerequisite: Passing Grade in DMD 6150 Essentials of Clinical Dentistry V. Open to the DMD class of 2017 only. Students begin the transition into their role as a patient-care provider when they enter their third-year curriculum, integrating with their Comprehensive Care Group Practices. Students continue to expand their role as a clinical provider in their group practice. Special emphasis for the term is on comprehensive care dentistry, including providing patients with basic procedures in all disciplines.

DMD 6210 Ethics and Jurisprudence (1.5 credit hours)

This course offered as primarily as a small group seminar, focuses on advanced topics in dental ethics and jurisprudence. Case presentations and discussions of assigned topics will be facilitated by faculty group leaders, community-based preceptor faculty, specialist faculty, and dental students. Topics will focus on professionalism and ethics related to the practice of dentistry in a variety of clinical settings. Students will learn the practical steps in obtaining a state dental license, utilizing the California State Dental Practice Act as a model.

DMD 6250 Essentials of Clinical Dentistry VI (6.0 credit hours)

This is a continuation of DMD 6150, focusing on foundational knowledge and skills to support the student's transition as a provider in the Comprehensive Care Group Practices.

DMD 6260 Clinical Service Learning and Community Dentistry IV (2.0 credit hours)

Students continue to expand their role as a clinical provider by participating in community service learning programs.

DMD 7105 Clinical Comprehensive Care Dentistry II (21.0 credit hours)

Students provide Comprehensive Care for the patients of their Comprehensive Care Group Practices. Students may also participate in specialty rotations, both on campus and at community-based clinics. Clinical experiences will be multidisciplinary, reflecting the general dentistry clinical care model.

DMD 7155 Behavioral Science and Dentistry (1.0 credit hour)

This is the second course in the behavioral science curriculum. This course will focus on learning the skills needed to create a patient centered relationship. The first part of this course will be delivered during the second half of the spring semester in order to prepare the students for their entrance into the patient care clinic. The second half of the course will be delivered during the summer and use the student's clinic experiences as the central learning focus. Learning objectives include demonstrating the ability to: describe the features of a patient centered relationship; assess the dental anxiety level of their patients, effectively interview their patients in order to explore and understand their patient's medical history, dental history, dental knowledge and oral health goals; manage their patient's dental anxiety; develop a treatment alliance, and bridge cultural differences in order to provide optimal care. Primary mode of course deliver will be via small group role-plays and discussion. There will also be some lectures and group analysis of role-play videos. Prerequisite: DMD 5155. This course is a continuation of DMD 5155.

DMD 7160 Clinical Service Learning and Community Dentistry V (2.0 credit hours)

Students continue to expand their role as a clinical provider by participating in community service-learning programs.

DMD 7165 Clinical Pharmacology (1.5 credit hours)

The clinical pharmacology course is presented to third year students in the Fall term. The course will reinforce existing foundational knowledge on Clinical Pharmacology that is essential for future dental practitioners. Topics will include a review of general principles of Pharmacology, prescription writing, local anesthetics, analgesics, and antimicrobial agents. Additional topics will include autonomic nervous system category of medications, central nervous system acting medications, and general anesthesia. This course will also cover systemic medications pertaining to the cardiovascular, endocrine, respiratory, nervous, immune, and gastrointestinal systems that may be encountered in clinical settings and have significant dental implications. Also included will be special topics related to medications commonly administered during dental emergencies, pregnancy and breastfeeding, and bisphosphonates implications in oral surgery.

DMD 7205 Clinical Comprehensive Care Dentistry III (21.0 credit hours)

Students continue to provide Comprehensive Care for the patients of their Comprehensive Care Group Practices. Students may also participate in specialty rotations, both on campus and at community-based clinics. Clinical experiences will be multidisciplinary, reflecting the general dentistry clinical care model.

DMD 7210 Practice Management I (1.5 credit hours)

This course builds upon the basic business, jurisprudence, and ethical principles of the “Essentials of Clinical Dentistry” course series. Utilizing a multifaceted approach including seminars, case-based learning, group projects, one-on-one mentoring and clinical learning labs, students use their on-campus and community-based clinical experiences to apply practice management principles within their group practices.

DMD 7260 Clinical Service Learning and Community Dentistry VI (2.0 credit hours)

Students continue to expand their role as a clinical provider by participating in community service-learning programs.

DMD 7305 Comprehensive and Community Dentistry I (7.0 credit hours)

Students continue to provide Comprehensive Care for patients of their Comprehensive Care Group Practices. Students will also participate in limited specialty rotations. Students expand their role as a clinical provider by participating in community service-learning programs, which include rotations, both on campus and at community-based clinics.

DMD 7310 Practice Management II (1.5 credit hours)

Students continue to build upon the basic business, jurisprudence, and ethical principles of the DMD 7110. Utilizing a multifaceted approach including seminars, case-based learning, group projects, one-on-one mentoring and clinical learning labs, students use their on-campus and community-based clinical experiences to apply practice management principles within their group practices.

DMD 8010 Practice Management III (1.5 credit hours)

Students will prepare a portfolio project related to a practice management topic of their choice as approved by their group practice faculty mentor. Practice management topics may include a practice valuation, development of an associate employment agreement, development of a practice purchase agreement, analysis of an office lease, development of an employee manual, or a community needs assessment.

DMD 8100 Patient Centered Cases—An Interprofessional Approach I - Facilitators (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students and IDP students will become a part of this course facilitating the team approach within the interprofessional teams. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

DMD 8105 Comprehensive and Community Dentistry II (19.0 credit hours)

Students continue to provide Comprehensive Care for the patients of their Comprehensive Care Group Practices. Students will also participate in limited specialty rotations. Students expand their role as a clinical provider by participating in community service learning programs, which include rotations, both on campus and at community-based clinics.

DMD 8205 Comprehensive and Community Dentistry III (19.0 credit hours)

Students continue to provide Comprehensive Care for the patients of their Comprehensive Care Group Practices. Students will also participate in limited specialty rotations. Students expand their role as a clinical provider by participating in community service-learning programs, which include rotations, both on campus and at community-based clinics.

DMD 8550 Dental Elective (1.0 – 5.0 credit hours, CR/NCR)

This course provides didactic instruction through a series of seminars and/or supervised clinical education in one of the dental specialties or dental careers, including Oral & Maxillofacial Surgery, Orthodontics, Periodontics, Endodontics, Pediatric Dentistry, Prosthodontics, Oral & Maxillofacial Radiology, Oral & Maxillofacial Pathology, Public Health, Dental research and Dental academics. The discipline and clinical training site must be approved in advance by the CDM Office of Academic Affairs. Credits earned for DMD 8550 to not count toward credit units needed from graduation from the DMD program. A maximum of 15 credits allowable per term, repeatable to a maximum of 30 credit hours.

IPE 5000 Patient Centered Cases – An Interprofessional Approach I (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small

interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

IPE 5100 Patient Centered Cases – An Interprofessional Approach II (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

IPE 6000 Team Training in Health Care I (1.0 credit hour, CR/NCR)

IPE 6000 will continue to build upon the knowledge from the IPE 5000 series but will expand upon that knowledge and require the student to learn and apply advanced tools and strategies that are crucial to develop a collaborative healthcare team. The majority of the course is independent study with students engaging in a large-scale tabletop activity where they apply team tools necessary to solve a healthcare dilemma.

IPE 6100 Team Training in Health Care II (1.0 credit hour, CR/NCR)

This course is a continuation of IPE 6000.

OM 5001 Summer Preparedness and Readiness Course (SPaRC) (0 credit hours, CR/NCR)

In an interprofessional environment, SPaRC prepares incoming students for the rigors of their program with an introduction to various curriculum topics including the skeletal system, gross anatomy, and pharmacology. The anatomy component focuses on the skeletal, muscular, cardiovascular, nervous, and other body systems. Additional lecture overviews to program-specific content are also provided. Academic skills presentations focus on enhancing study, test taking, and the development of EQ skills. Acceptance into this program is at the discretion of the coordinating office. The course is elective and does not meet any specific requirements of the program curriculum. A separate tuition is charged. For additional information, contact the Office of Learning Enhancement and Academic Development (LEAD).

Honors and Awards

The following awards are considered for presentation to DMD students annually:

- American Student Dental Association Award of Excellence
- Dean's Award
- Dean' List
- Excellence in Leadership Award
- Glen and Virginia Henson Outstanding Dental Student Award
- Pierre Fauchard Scholarship Award
- President's Society Award

Academic Calendar

Fall 2023	
August 7-11, 2023	New Student Orientation/Welcome Week
August 12, 2023	White Coat Ceremony
August 14, 2023	Fall Classes Begin (DMD Years 1-4, DMD-IDP Years 2-3)
September 4, 2023	Labor Day – No Classes*
October 9, 2023	Indigenous People’s Day – No Classes*
November 10, 2023	Veterans Day – No Classes*
November 22, 2023	Thanksgiving Recess Begins @ 5:00 p.m.*
November 27, 2023	Fall Classes Resume
December 22, 2023	Fall Classes End (DMD Years 1-4, DMD-IDP Years 2-3)
December 25, 2023	Winter Recess Begins
Spring 2024	
January 8, 2024	Spring Classes Begin (DMD Years 1-4, IDP Years 2-3)
January 15, 2024	Martin Luther King Day – No Classes*
February 19, 2024	President’s Day – No Classes*
February 29, 2024	Spring Classes Begin (IDP Year 1)
March 11, 2024	Spring Break Begins
March 18, 2024	Spring Classes Resume
May 16, 2024	College of Dental Medicine Commencement Ceremony
May 17, 2024	Spring Classes End (DMD Years 1-4, IDP Years 1-3)
Summer 2024	
June 3, 2024	Summer Classes Begin (DMD Years 1-3, DMD-IDP Years 1-2)
June 19, 2024	Juneteenth – No Classes*
July 4, 2024	Independence Day (Observed) No Classes*
July 19, 2024	Summer Classes End (DMD Years 1-3, DMD-IDP Years 1-2)

**Students in clinical rotations observe their preceptor’s hours, which may include working on federal holidays.*

Western University of Health Sciences

College of Graduate Nursing

2023/2024 Academic Year

College of Graduate Nursing

Master of Science in Nursing

- **Entry into MSN**
 - *Master of Science in Nursing (ADN/RN-MSN)*
 - *Master of Science in Nursing-Entry (Bachelor's to RN/MSN)*
 - *Master of Science in Nursing (BSN/RN-MSN)*
- **MSN Concentrations**
 - *Nursing Generalist (for MSN-Entry Program only)*
 - *Ambulatory Care Nursing*
 - *Health Systems Leadership/Administrative Nurse Leader*
 - *Health Systems Leadership/Clinical Nurse Leader*
 - *Family Nurse Practitioner*
 - *Psychiatric Mental Health Nurse Practitioner*
- **Doctor of Nursing Practice**
- **Post-Master's Family Nurse Practitioner Certificate**
- **Post-Graduate Emergency Nurse Practitioner Certificate**
- **Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate**

Accreditation

All programs offered by the College of Graduate Nursing (CGN) are California Board of Registered Nursing approved and professionally accredited by the [Commission on Collegiate Nursing Education \(CCNE\)](#). The Emergency Nurse Practitioner program has also been validated and approved by AAENP. Graduates of the MSN-Entry program are eligible to sit for the National Council Licensure Examination (NCLEX). Graduates of our Post-Masters Family Nurse Practitioner and Master of Science in Nursing/Family Nurse Practitioner, Emergency Nurse Practitioner and Psychiatric Nurse Practitioner programs are eligible to apply for state certification and to sit for the appropriate national certification examination. Graduates from the Health Systems Leadership specialties are also eligible to apply for certification; Clinical Nurse Leader (CNL) upon graduation and Administrative Nurse Leader (ANL) after working in a leadership role for 2 years after graduation. MSN students who specialize in Ambulatory Care Nursing are eligible to apply for ANCC certification (AMB-BC) after completing 2000 clinical hours in ambulatory care within 3 years following graduation. Pre-licensure students and students who enter the MSN program with an Associate Degree will be eligible to apply for Public Health Nurse Certification with the California Board of Registered Nursing upon graduation.

Filing a Complaint with CCNE

The College of Graduate Nursing strives for continuous program improvement in compliance with the accreditation standards set forth by CCNE. Any student directly affected by the policies or actions of the College of Graduate Nursing may send a formal complaint to the accrediting body or to the California Board of Registered Nursing at the following locations:

Commission on Collegiate Nursing Education (CCNE):

655 K Street, NW,
Suite 750, Washington, DC 20001
(202) 887-6791

Board of Registered Nursing for the State of California

<http://www.rn.ca.gov/enforcement/complaint.shtml#cpltf>

Complaints may be filed by completing the [complaint form](#) and submitting to:

Board of Registered Nursing

Attn: Complaint Intake

PO Box 944210

Sacramento, CA 94244-2100

Fax: (916) 574-7693

General Information

The College of Graduate Nursing's mission, vision, and values set the foundation to achieve educational excellence through a structure that addresses nursing education, leadership, quality improvement, and diversity, equity, and inclusion (DEI) through interprofessional collaboration, scholarship, and practice.

Mission

Our mission is to advance nursing education, using a humanistic approach, to enhance health equity and quality of life.

We accomplish this mission by cultivating relationships and academic-service partnerships across health systems that furthers interprofessional collaboration, scholarship, and practice.

Vision

We are innovative catalysts educating nursing professionals who become expert clinicians, leaders, and system partners transforming the health of people worldwide.

Purpose

The College of Graduate Nursing (CGN) at Western University of Health Sciences offers a variety of specialty concentrations within two graduate programs to advance the profession of nursing. The terminal degree for educational programs culminates in a Master of Science in Nursing or Doctor of Nursing Practice degree through both campus-based programs and a hybrid web-based and seminar campus-based delivery model, to meet the needs of working professionals and adult learners. All CGN graduate programs meet nursing educational standards by the [American Association of Colleges of Nursing \(AACN\)](http://www.aacn.nche.edu/). Furthermore, CGN programs are [Board of Registered Nursing \(BRN\)](#) approved and professionally accredited by the [Commission on Collegiate Nursing Education \(CCNE\)](#).

The CGN model assumes graduate students are diverse, active, self-directed adult learners, committed to safe and effective professional practice and rigorous courses of study. As learning is a personal responsibility, graduate students, guided by faculty mentors, are accountable for the integrity of academic accomplishments, professional practice and self-assessment. Students bring diverse and distinct professional and personal backgrounds and have differing responses to the learning process. CGN successes include high licensing and certification pass rates (NCLEX, advanced practice certification), expedient employment rates, employer satisfaction, and student satisfaction.

Philosophy

Western University of Health Sciences' (WesternU) College of Graduate Nursing (CGN) prepares nursing leaders entering the profession (Master's Entry) and advancing education to the masters and/or doctoral level (MSN and/or DNP). CGN graduates are prepared to lead healthcare innovation in multiple practice settings. The following philosophy reflects the beliefs of the CGN regarding the profession of nursing, nursing education, and student-centered learning environments.

The Discipline of Nursing

The profession and discipline of Nursing as a science and an art requires foundational knowledge in liberal arts and human sciences. The societal demand to improve health and health care outcomes of diverse populations provides context for nursing theory, research, and evidence-based nursing practice. Professional nurses are autonomous in providing preventive care, population health management, and direct patient-centered care based on the American Nursing Association's social policy statement (ANA, 2015). Graduate level nurses actively participate in the four spheres of care: Wellness, disease prevention; Chronic disease care; Regenerative/restorative care, and hospice, palliative care. Within healthcare systems of local and global communities, nursing roles include advocates, coordinators of care, direct care providers, leaders, administrators, educators, and researchers.

Healthcare Systems

The Future of Nursing 2020-2030 report (National Academy of Sciences, Engineering, and Medicine, 2021) articulates that advancing nursing leadership will improve care of patients and communities. The CGN is uniquely positioned with its programs led by expert faculty and administrators to prepare nursing leaders to meet this challenge. Improvement of quality of life and patient satisfaction are indicators of nursing excellence. At the same time, healthcare cost containment assures patient centered care while providing efficient and effective use of resources. Therefore, nursing must encompass the larger context of the healthcare system and participate in economic solutions.

Inclusivity in Local and Global Communities

The CGN represents students, faculty and staff from a variety of unique backgrounds and regions. Embracing inclusivity provides opportunity for enrichment as well as influence on local and global communities. Through the unique hybrid format, the CGN students and faculty reach beyond the University creating innovative learning environments. In doing so, inclusivity is valued as local and global communities are impacted by the scholarship and core characteristics seeded in our students, graduates, faculty and staff.

Nursing Education

Competency-based nursing education is where students are at the center of the learning experience. It is a process that provides multiple opportunities for self-assessment to ensure reliable demonstration of progressive competency development and achievement. Nursing education draws upon various professions and disciplines and involves organized learning experiences that augment previous knowledge and skill in the preparation to practice graduate level nursing. The educational process supports personal, social, and intellectual development of graduate students to facilitate their achievement of academic and professional goals. The CGN seeks to evoke honesty and the excitement of discovery, while encouraging self-expression, to promote life-long learning.

Nursing education at the CGN is supported by eight pillars. Four represent the core characteristics of our graduates, faculty, and staff, and four represent the Boyer Model of Scholarship (Boyer, 1990).

CGN Core Characteristics

Leadership

Nursing professionals, as leaders, must be strategically placed at the forefront of healthcare change as full partners with other health care professionals. Therefore, graduating masters and doctoral prepared nurses are essential to advance healthcare and lead reform.

Innovation

The current healthcare system demands innovation and creative solutions to enhance quality patient outcomes in a safe environment. The future of healthcare will require new thinking, competencies, and inter-professional collaboration to create new systems of care.

Collaboration

Optimizing the use of resources for the best outcomes requires working together in an inter-professional and intra-professional collaborative effort. Interdisciplinary collaboration enhances the capacity to recognize the diversity of others to optimize patient outcomes and achieve health systems' goals. A common purpose is achieved by sharing risks, resources, responsibilities, and rewards. Nurses at a graduate level practice beyond basic communication, coordination, and cooperation to become fully engaged collaborative partners.

Compassion

Compassion is caring in action and humanism is a core value of WesternU. Together compassion and humanism guide the nursing curriculum in the context of valuing diversity and the quality of life for individuals, families and communities. The recipients of inclusive, compassionate, and humanistic nursing care are diverse complex beings influenced through genetic, biological, behavioral, cultural and environmental factors.

Boyer Model of Scholarship

Scholarship is integral to the learning environment and helps define outcomes achieved by students, faculty, and staff. The CGN embraces the Boyer Model of Scholarship as a dynamic framework fitting for leaders in advanced practice nursing who engage in activities that transcend knowledge acquisition and traditional learning.

Discovery

The pursuit of new knowledge through research and creative activities such as publishing journal articles, authoring/editing books, presenting at conferences, reporting on new research, and/or literary works.

Integration

The connection of knowledge and discovery into larger patterns and contexts, creating new perspectives and transcending disciplinary boundaries to give meaning to isolated facts.

Application

The employment of disciplinary expertise to results that can be shared and/or evaluated by peers. The application advances beyond the provision of service to those within WesternU to the greater community of health care and education.

Sharing knowledge

Theory, evidence-based practice and research create a dynamic process that fosters creativity, independence, clinical reasoning, and moral imagination.

Student-Centered Learning Environments

Student-Centered Learning Environments position students to be active participants in the learning experience. In safe and respectful environments, faculty and staff engage in interactive processes with students. In this atmosphere, faculty act as facilitators and role models while focusing on the provision and organization of the curriculum to guide students in the construction and structure of their nursing knowledge. Together, students and faculty co-create a milieu of respectful questioning, mutual growth and evaluation. Students bring self-directed learning, a desire to excel, reflection, a respectful attitude, and willingness to participate in active engagement. The CGN staff guide students through University and college processes and requirements to assure support within learning environments.

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Program Offerings

The College of Graduate Nursing offers two graduate degrees and three professional certifications. There is currently one possible path of entry into the Doctor of Nursing Practice program, three paths into the Master of Science in Nursing program and six concentrations within the MSN degree offerings:

Degrees and Certificates

- Master of Science in Nursing
- Doctor of Nursing Practice
- Post-Master's Family Nurse Practitioner Certificate
- Post-Graduate Emergency Nurse Practitioner Certificate
- Post-Master's Psychiatric Mental Health Nurse Practitioner

MSN Entry Pathways

- Master of Science in Nursing (ADN/RN to MSN)
- Master of Science in Nursing-Entry (Bachelor's to RN/MSN)
- Master of Science in Nursing (BSN/RN to MSN)

MSN Degree Concentrations

- Ambulatory Care Nursing
- Family Nurse Practitioner

- Psychiatric Mental Health Nurse Practitioner
- Health Systems Leadership – Administrative Nurse Leader
- Health Systems Leadership – Clinical Nurse Leader
- Nursing Generalist (for MSN-Entry Level only)

Program Descriptions

Online learning is integrated into all programs. Our hybrid graduate level courses combine online learning with campus-based seminars, intensives or clinical skills days specific to the program of study. Online learning includes reading and video assignments, asynchronous and/or synchronous discussion boards, group projects, written assignments, competency assessments and other learning activities. On-campus or virtual synchronous sessions include didactic classes, clinical training and workshop simulation experiences, faculty and peer interaction, student presentations, competency assessments, and guest presentations. This educational model is designed to meet the needs of traditional and non-traditional learners, minimize time on campus for some programs and prepare graduate-level professional nurses. MSN-Entry courses also include online learning, clinical simulation and interactive computer-based exercises in an on-campus environment.

Nursing Curriculum – 30 Unit option for Licensed Vocational Nurses

The California Board of Registered Nursing mandates a 30-unit option and candidates completing this are eligible to take the National Council of State Boards of Nursing Examination (NCLEX) to acquire licensure as a Registered Nurse in the State of California. Other states may not recognize this option as valid preparation for R.N. licensure and, therefore; not grant interstate licensure. Individuals completing this option are not graduates of Western University of Health Sciences and a master's degree in nursing is not awarded upon completion of the 30-unit option. Applicants are admitted on a space available basis. Students seeking this option should contact the College of Graduate Nursing Student Affairs office during the month of May each year to determine space availability. Accepted students will need to show verification of a current LVN license, completion of all required pre-requisite courses and complete a Non-Degree Seeking Student Application.

MSN, ADN/RN to Master's Program (ADN/RN-MSN)

The Master of Science in Nursing – Associate Degree in Nursing/RN to master's program (ADN/RN to MSN) is designed for Registered Nurses with an Associate Degree in Nursing to complete the Baccalaureate in Nursing Essentials (bridge) courses and progress into the master's specialty concentration of their choice. ADN-MSN students complete 44 didactic and 11 clinical semester units for the Health Systems Leadership - Clinical Nurse Leader concentration, 41 didactic and 7 clinical semester units for Health Systems Leadership – Administrative Nurse Leader, or 42 didactic units and 7 clinical semester units for the Ambulatory Care Nursing concentration. This program can be completed in six semesters however, extended three-year curriculum grids are available for students who plan to continue full-time practice while in the program.

Students who do not have previous RN work experience are expected to be employed as a Registered Nurse (RN) prior to acceptance into the program and must continue practicing as an RN during completion of graduate coursework. Concurrent nursing practice with graduate education provides students with the unique opportunity to apply and integrate advanced knowledge and skills into new professional roles.

ADN/RN students interested in the post-Master's FNP program may submit an application towards the end of the MSN program. Students wishing to enter the FNP program immediately following the completion of the MSN complete an internal CGN application to enter the program. Any student who chooses to enter the

program at a later date submits a standard application to the FNP program as described on the university website. As a prerequisite to the FNP Program, MSN graduates are required to have completed 1800 hours (1-year, full time) RN practice experience prior to acceptance into the FNP program. All WesternU College of Graduate Nursing graduates are given first consideration for a seat in the FNP program.

The College of Graduate Nursing's (CGN's) admission standards for associate degree prepared nurses includes evidence of current RN licensure in good standing from a Board of Registered Nursing approved program, completion of all pre-requisite courses, suitable letters of reference from former faculty or direct supervisors at the workplace, and evidence of scholarly writing. Given multiple entry points to the profession of nursing, the CGN faculty believes that an Associate Degree prepared Registered Nurse (RN) will successfully meet rigorous course demands and will be well-prepared to advance the profession of nursing with graduate education. The goal of the ADN/RN to MSN program is to offer students opportunities to master AACN Level One Essentials beyond their Associate degree curriculum through community health, research and theory, and leadership courses. ADN/RN to MSN students continue their studies to achieve Level Two AACN Essentials.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

MSN, Entry Program (MSN-E)

The Master of Science in Nursing–Entry Program (MSN-E) is designed as an entry into master's level nursing for students with bachelor's degrees that are not in nursing. MSN-E students complete 90 units (54 units didactic and 36 units clinical) in the curriculum, (The MSN-Entry program adheres to the nursing education standards from the American Association of Colleges of Nursing (AACN) Master's Essentials and Quality and Safety in Nursing Education. Graduates of the program are prepared to lead patient quality and safety initiatives, apply evidence-based practice with interprofessional teams, and lead systems of care delivery.

The curriculum is delivered in 6 semesters with a full-time unit load, all campus-based. Upon successful completion of the program, students will be eligible to take the National Council Licensure Examination (NCLEX) and receive an MSN degree.

The goal of the MSN-E program is to prepare students to meet society's need for professional nurses who think critically and exercise leadership in providing competent nursing care. The semesters are focused on the application of the nursing process, which incorporates clinical decision making for assessing, diagnosing, implementing and evaluating a plan of care. The nursing process provides a framework for making decisions that require humanistic technical skills and scientific knowledge for nursing interventions. Nursing education and the nursing process incorporate the evidence-based care components of health promotion, disease prevention and restoration of health, client advocacy, cultural sensitivity, client safety/protection, hygiene, care and comfort.

The curriculum for the MSN-E program combines didactic learning on-campus and clinical training at regional clinical facilities, as well as skills practice and critical experiences in simulation. Students can expect to be on campus a minimum of two days a week and at a clinical agency an additional two to three days per week. MSNE students must complete the three-course Master Project series that integrates AACN's *Level One Essentials* in the form of a proposed quality improvement project to improve patient care, patient outcomes, or work design.

MSN-E students who wish to enter the FNP program will first receive the MSN degree and will be required to submit a Post-Master's application. Students wishing to enter the FNP program must submit a standard

application through the Office of Admissions. MSN graduates will be required to have completed 1800 hours (1 year, full-time) RN work experience prior to acceptance into the FNP program. All WesternU College of Graduate Nursing graduates will be given priority consideration for a seat in the FNP program.

MSN/Ambulatory Care (MSN/AC)

The Master of Science in Nursing/Ambulatory Care program (MSN/AC) requires students to complete 35 didactic semester units, 5 semester units of clinical experience and can be completed over 6 semesters (2 years). A three-year extended option is available. The goal of the MSN Ambulatory Care program is to advance primary care for patients, families and communities in a variety of outpatient settings, incorporating the AACN Level Two Essentials and Ambulatory competencies. The master's degree prepared nurse utilizes evidence-informed practice to optimize patient, family, and community health in outpatient ambulatory settings such as, but not limited to: Family practice and specialty clinics, public health, global health, home health, school health, Employee health, same-day surgical centers, dialysis centers and prison healthcare clinics.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

MSN/Health Systems Leadership—Administrative Nurse Leader (MSN/ANL)

The Master of Science in Nursing/Health Systems Leadership – Administrative Nurse Leader (MSN/ANL) curriculum requires students to complete 37 didactic and 5 clinical (leadership practicum) semester units and can be completed in six semesters (two years). A three-year extended option is available. The goal of this graduate program is to provide the bachelor's prepared Registered Nurse with the latest knowledge and applied skills incorporating the AACN Level Two Essentials to be an effective administrative leader advancing better care, better health and lower costs through American Organization of Nurse Leader competencies. Today's health care systems require nurse leaders who can integrate experience, knowledge, research and technology to lead at the unit, clinic or department level. This program combines the flexibility of on-line learning, preceptored practicums and seminar weekends to facilitate graduate education for professional nurses.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

MSN/Health Systems Leadership—Clinical Nurse Leader (MSN/CNL)

The Master of Science in Nursing/Health Systems Leadership – Clinical Nurse Leader (MSN/CNL) curriculum requires students to complete 40 didactic and 9 clinical semester units. This program can be completed in six semesters (two years). A three-year extended option is available. This graduate program is designed for baccalaureate prepared Registered Nurses interested in becoming advanced generalists at the point of care. The goal of this program is to guide students learning the CNL role by incorporating the AACN Level Two Essentials and CNL Competencies. The CNL is prepared to lead patient safety and quality improvement, evidence-based practice, risk reduction, and care coordination. The CNL works with interprofessional teams caring for a variety of patient populations in all practice settings. This program combines the flexibility of on-line learning, preceptored practicums and seminar weekends to facilitate graduate education for professional nurses.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

MSN/Family Nurse Practitioner (MSN/FNP)

The Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) curriculum requires the completion of 49 didactic semester units and 17 clinical semester units over a two- or three-year period. A three-year curriculum option is recommended for those students who need to work full-time while progressing in the program. This program requires the completion of 750 precepted clinical hours. Students begin clinical experiences in the first semester, after they have been cleared by the FNP faculty in basic clinical assessment skills. MSN/FNP students will average 8-12 clinical hours per week. Graduates will be prepared to meet the criteria established by the California Board of Registered Nursing as advanced practice nurses and be eligible for national certification. The goal of this program is to guide students learning the FNP role by incorporating the AACN Level Two Essentials and Criteria for Evaluation of Nurse Practitioner Programs (NTF) and Nurse Practitioner Core Competencies with Curriculum Content (2021). Students will achieve the FNP Program outcomes by graduation. Family Nurse Practitioners work in a variety of health care settings independently, or in groups of health care professionals, under collaboratively developed and agreed upon standardized procedures.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

MSN/Psychiatric Mental Health Nurse Practitioner (MSN/PMHNP)

The Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner (MSN/PMHNP) curriculum requires the completion of 43 didactic semester units and 17 clinical semester units over a two- or three-year period. A three-year curriculum option is recommended for those students who need to work full-time while progressing in the program. This program requires the completion of 750 precepted clinical hours. MSN/PMHNP students will average 8-12 clinical hours per week. Graduates will be prepared to meet the criteria established by the California Board of Registered Nursing as advanced practice nurses and be eligible for national certification. The goal of this program is to guide students learning the PMHNP role by incorporating the AACN Level Two Essentials, Criteria for Evaluation of Nurse Practitioner Programs (NTF), Nurse Practitioner Core Competencies with Curriculum Content (2017), and the Psychiatric Mental Health Nursing Scope and Standards of Practice (2014). Students will achieve the PMHNP Program outcomes by graduation. Psychiatric Mental Health Nurse Practitioners work in a variety of health care settings independently, or in groups of health care professionals, under collaboratively developed and agreed upon standardized procedures.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) program is designed for master's level prepared nurses. The curriculum requires the completion of 33-39 didactic semester units and (1,000 hours of supervised direct or indirect practice hours) over a two-year period. An extended three-year option is also available. Supervised clinical and practice hours completed in the student's Master's in Nursing program or related health care field may contribute to the DNP practice hours, per College of Graduate Nursing review. Practice hours can be completed each semester. Students complete a practice-based DNP Project. Graduates will be prepared for the expanding role functions and the needs of future advanced nursing practice. The goal of this program is to guide students by incorporating the AACN Level Two Essentials to transform health care delivery recognizing the critical need for clinicians to design, evaluate and continuously improve the context within which care is delivered. Nurses prepared at the doctoral level with a blend of clinical, organizational, economic, and leadership skills will be able to affect health systems, policy, and safety outcomes.

Post-Master's FNP Certificate (Post Master's FNP)

The Post-Master's Family Nurse Practitioner Certificate program (Post Master's FNP) curriculum requires 29 didactic semester units and 17 clinical units and can be completed in three semesters (one year); however, a two-year option is available. The two-year option is recommended for those students who need to work while completing the program. This program requires the completion of 750 precepted clinical hours. The Post-Master's FNP certificate program is for nursing professionals who have a Master's in Nursing degree, Master's degree in a health-related discipline, and/or a doctorate in nursing and want to become certified as a Family Nurse Practitioner. Post Masters FNP students will average 12-32 clinical hours per week depending on their choice of a 1 year or 2-year option. Individuals who complete the curriculum will be prepared to meet the criteria established by the California Board of Registered Nursing as advanced practice nurses and be eligible for national certification. The goal of this program is to guide students learning the FNP role by incorporating the Criteria for Evaluation of Nurse Practitioner Programs (NTF) and Nurse Practitioner Core Competencies with Curriculum Content (2017). Students will achieve the FNP Program outcomes by graduation.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

Post-Graduate Emergency Nurse Practitioner Certificate

The Post Graduate Emergency Nurse Practitioner (ENP) Certificate curriculum is a flexible web-accessible program including clinical preceptorship in the urgent care and emergency department setting. Two on-campus application-procedural skills intensives are offered and completed in two semesters. The ENP Post-Graduate Certificate is offered for the nationally certified Family Nurse Practitioner (FNP). CGN's two semester post-graduate certificate curriculum allows students to be eligible to apply for the national certification exam as Emergency Nurse Practitioners in a short seven months. The goal of this program is to guide students learning the ENP role by incorporating the American Academy of Emergency Nurse Practitioners and Emergency Nurses Association competencies for the ENP Specialty (2021). The curriculum itself consists of two, 6-unit courses that combine didactic and clinical immersion experience. The ENP curriculum includes 500 supervised clinical practice hours in the urgent care and emergency department setting divided across the two semesters.

Post-Master's PMHNP Certificate (Post Master's PMHNP)

The Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate program (Post Master's PMHNP) curriculum requires 12-22 didactic semester units and 17 clinical units and can be completed in 3 semesters for the APRN. This program requires the completion of 750 precepted clinical hours. The Post-Master's PMHNP certificate program is for nursing professionals who have taken Advanced Pharmacology, Advanced Pathophysiology, Advanced Physical Assessment and have a Master's in Nursing degree, Master's degree in a health-related discipline, and/or a doctorate in nursing and want to become certified as a Psychiatric Mental Health Nurse Practitioner. The goal of this program is to guide students learning the PMHNP role by incorporating the Criteria for Evaluation of Nurse Practitioner Programs (NTF), Nurse Practitioner Core Competencies with Curriculum Content (2017), and the Psychiatric Mental Health Nursing Scope and Standards of Practice (2014). Post Masters PMHNP students will average 8-15 clinical hours per week. Individuals who complete the curriculum will be prepared to meet the criteria established by the California Board of Registered Nursing as advanced practice nurses and be eligible for national certification. Students will achieve the PMHNP Program outcomes by graduation.

Students are required to complete pre-program orientation prior to fall entry. The orientation introduces graduate students to online learning, CGN policies, and resources.

Instructional Design

Campus Learning (MSN-E Courses)

The curriculum for the MSN-E program is designed for the adult learner and uses both traditional campus-based learning and introduction to online learning. Didactic courses include lecture, simulated clinical experiences, clinical skills training, and structured laboratory experiences. Students will begin acute care hospital experiences in semester one.

Hybrid Learning (Post-Licensure Courses)

The College of Graduate Nursing programs are designed for the non-traditional based learner. The design uses educational and instructional learning theories that emphasize outcome competencies as the desired goal, rather than time on task, and individualized instructional strategies as well as classroom and clinical instruction.

The instructional modality that is most evident in this curriculum is online learning. The majority of courses include required asynchronous and synchronous discussion sessions in which students and faculty participate in collaborative learning. These sessions may be given as synchronous sessions via Zoom, depending on the program. Students are expected to be online and engaged in learning activities from the first day of the first semester. The CGN learning management system is Canvas and courses are designed to provide the learner with the information needed to be successful in each course including learning objectives, content, learning activities, evaluation methods and grading criteria.

Integrated Courses

For the Family Nurse Practitioner concentrations (MSN/FNP and Post Master's FNP) health care issues are studied with a focus on common, acute, chronic and complex health problems across the life span. Didactic and clinical are concurrent throughout the program.

Domains Essential for Nursing Practice

Domain 1: Knowledge for Nursing Practice Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.
Domain 2: Person-Centered Care Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.
Domain 3: Population Health Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
Domain 4: Scholarship for Nursing Discipline Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
Domain 6: Interprofessional Partnerships Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.
Domain 7: Systems-Based Practice Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.
Domain 8: Informatics and Healthcare Technologies Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
Domain 9: Professionalism Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing’s characteristics and values.
Domain 10: Personal, Professional, and Leadership Development Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

	CGN Level 1 Outcomes	CGN Level II Outcomes
1	Incorporate specialized knowledge, theories, and models of care from nursing and related disciplines across all domains of scholarship.	Develop effective strategies and specialized knowledge using models of care from nursing theories, nursing research and related disciplines across all domains of scholarship.
2	Demonstrate leadership skills through decision-making in high quality health care delivery using complex principles in the design, delivery, and evaluation of health care at the microsystem level.	Apply and implement leadership skills through decision-making in high quality health care delivery using complex principles in the design, delivery, and evaluation of health care at the macrosystem level.
3	Lead quality initiatives that integrate and analyze best available evidence to improve and sustain optimal health care quality and safety at the individual and system level.	Design, develop, and evaluate quality initiatives that integrate the best available evidence that improves and sustains optimal health care quality and safety at the population level.
4	Critically assess and integrate evidence for evaluating practice outcomes across care delivery systems.	Design, implement, and evaluate processes across care delivery systems to direct changes in practice outcomes and trends in population health.

	CGN Level 1 Outcomes	CGN Level II Outcomes
5	Participate in the application of nursing knowledge through the integration of theory and research.	Translate relevant theories and research to improve practice and practice environments.
6	Analyze current and emergent technologies to support safe practice environments, optimize patient safety, maximize cost effectiveness, and improve health outcomes.	Develop and execute strategies to extract data from information systems including databases that optimize healthcare models and improve health outcomes.
7	Discuss the multi-level political, social, and ethical factors of nursing practice and health care delivery systems.	Apply and engage in multi-level political, social, and ethical factors associated with nursing practice and health care delivery systems to demonstrate advocacy for vulnerable populations.
8	Participate in interprofessional collaborative teams throughout multilevel healthcare delivery systems.	Lead interprofessional collaborative teams throughout multi-level healthcare delivery systems.
9	Apply population-based care concepts throughout all levels of healthcare delivery.	Engage as a change agent to lead population-based care throughout all levels of healthcare delivery.

The College of Graduate Nursing faculty acknowledge the new AACN Level One and Two Essentials and are working to align the curriculum in all programs to incorporate a competency-based educational model.

Certifications and Licensures

National Council on Licensure Exam (NCLEX)

The Board of Registered Nursing (BRN) allows the candidates for RN licensure to complete the necessary paperwork for the NCLEX exam two weeks prior to the completion of the MSN-E curriculum. Students are directed to the [California BRN](#) for current information regarding the NCLEX application. The college will submit required verification of courses following the BRN guidelines. Official transcripts need to be ordered by the student in order for the university to process and send them to the BRN. If the student fails the exam the first time, they will be required to wait forty-five days before retaking the exam.

National Certification as a Family Nurse Practitioner

Graduates are strongly encouraged to take one of the national certification examinations as a Family Nurse Practitioner within six months of graduation. Most states require students to pass a national certification exam for state recognition, and most employers require certification. Therefore, students are encouraged to contact their Board of Registered Nursing prior to enrollment to clarify state requirements. Currently there are two bodies which provide certification for nurse practitioners: the American Nurses Credentialing Center (ANCC) of the American Nurses Association and the American Association of Nurse Practitioners (AANP). Students should check with their state's board of nursing to determine if a specific exam is required. Preparation for this national certification examination occurs throughout the FNP courses, and during a

mandatory 3-day review course that is held in conjunction with the July seminar session at the end of each academic year.

National Certification as an Emergency Nurse Practitioner

Emergency Nurse Practitioner certificate graduates are eligible to take the national certification examination as an Emergency Nurse Practitioner following completion of the program with the American Association of Nurse Practitioners Certification Board (AANP-CB). Preparation for this national certification examination is done throughout the ENP courses and procedural skills intensives. Emergency Nurse Practitioner certification review courses are provided by a number of professional educational associations and students are highly encouraged to enroll to prepare for achieving national certification as an ENP.

National Certification as a Psychiatric Mental Health Nurse Practitioner

Graduates are strongly encouraged to take the national certification examinations as a Psychiatric Mental Health Nurse Practitioner within six months of graduation. Most states require students to pass a national certification exam for state recognition, and most employers require certification. Therefore, students are encouraged to contact their Board of Registered Nursing prior to enrollment to clarify state requirements. Currently the American Nurses Credentialing Center (ANCC) offers the PMHNP national certification examination. Students should check with their state board of nursing to determine if a specific exam is required. Preparation for this national certification examination occurs throughout the PMHNP courses, and during a mandatory review course.

Personal Competencies for Admission and Matriculation

A candidate for admission to the College of Graduate Nursing program must possess, or be able to achieve through reasonable accommodation, certain intellectual, emotional, and physical abilities, in order to perform the activities described in the following sections. Upon matriculation to the program, the student must continue to possess, or be able to achieve through reasonable accommodation, the personal competencies outlined below throughout their progression in the College of Graduate Nursing program. Graduate Nursing requires the performance of specific essential functions, which include but are not limited to the broad skills categories defined below.

For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (^{HF}CDHP) at [Disability Accommodations \(e-mail\)](#) or (909) 469-5297 or visit the [^{HF}CDHP web site](#).

Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation:

Computer Literacy

Students are expected to have basic computer literacy skills prior to enrollment. Students should demonstrate skill in basic word processing, Microsoft applications (Word, PowerPoint, and Excel), use of the Internet, e-mail, and on-line literature searches. Students will be expected to meet Basic Computer Competencies, Information Literacy, and Clinical Information Management competencies as outlined in the [TIGER \(Technology Informatics Guiding Education Reform\) initiative](#).

Intellectual Skills

In addition to essential academic content and performance skills, each course requires learning activities that foster intellectual skill development for critical thinking and decision making as well as oral and written communication.

Technical Guidelines for Nursing Practice (MSN-E)

Nursing education requires not only the accumulation of scientific knowledge, but also the simultaneous acquisition of technical skills and professional attitudes and behavior. Nursing school faculties have a responsibility to society to matriculate and graduate the best possible nurses. Admission to nursing school has been offered to those most qualified for the practice of nursing. Technical standards presented in this document are prerequisite for admission and graduation from the College of Graduate Nursing at Western University of Health Sciences. Graduates of the CGN must have the knowledge and skills to function safely and with competence in a broad variety of clinical situations and to render a wide spectrum of patient care services. All courses in the MSN-E curriculum are required in order to develop the essential skills necessary to become a competent nurse.

There are essential functions or abilities necessary for admission and progression in the College of Graduate Nursing program at Western University of Health Sciences. The candidate must be able to perform all essential functions (with or without accommodations). These essential functions include, but are not limited to, the following:

Observation (sensory)

Candidates must be able to observe patients and demonstrations, close up and at a distance, to learn skills and to gather patient data (e.g., observe a patient's color, respiratory rate, gait, appearance, posture, etc.). Candidates also must possess functional use of the sense of vision and somatic sensation. Observation is enhanced by the functional use of the sense of smell.

Communication

Candidates must have the ability to communicate orally and in writing with patients, families, groups and other members of the healthcare team, as well as faculty and peers. Candidates must also be able to interpret communication of others. Candidates also must be able to read and comprehend written materials at a graduate level.

Psychomotor Skills

Candidates must have sufficient motor function to perform nursing tasks and to obtain data from patients using tactile, auditory, and visual maneuvers. Candidates must be able to execute motor movements to provide required general nursing care as well as emergency treatments.

Mobility and Stamina

A student must possess sufficient gross and fine motor skills and endurance to provide safe and effective nursing care in all health care settings. Students must have the ability to perform basic life support (including CPR); function in an emergency situation; safely assist a patient in moving (e.g., from wheelchair to commode, from chair to bed, lift and transfer from gurney to bed); calibrate and use equipment; perform treatments and procedures; apply pressure to stop bleeding; manipulate diagnostic instruments to adequately perform a physical assessment; and sit, stand and move about in patient environments for 12-hour periods.

Tactile

A student must have sufficient tactile ability to perform a physical assessment of a patient and to perform procedures necessary for nursing care. Students must have the ability to perform palpation and other functions necessary for a physical examination; assess texture, shape, size and vibration; note temperature changes in skin and equipment; perform therapeutic functions (e.g., inserting a urinary catheter or IV, change dressings, give medications).

Intellectual and Cognitive Abilities

Candidates must be able to measure, calculate reason, analyze, synthesize, integrate, and apply information in making clinical judgments. Problem solving, a clinical skill required of nurses, requires all of these intellectual abilities. In addition, candidates must be able to comprehend 3-D relationships and to understand the special relationships of structures.

Behavioral and Social Attributes

Candidates must possess the emotional health required to use their intellectual abilities fully. This may be demonstrated by exercising good judgment; promptly completing all responsibilities attendant to the care of patients and aggregates; and developing mature, sensitive, and effective relationships with patients, families and other health care workers as well as faculty and peers. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties and ambiguities.

Ethical Standards

A candidate must demonstrate the ability to reason morally and practice nursing in a professional, civil, and ethical manner with patients, families, and other health care workers as well as with faculty, staff, colleagues, and peers. The CGN faculty, staff, and students follow the American Nurses Association Code of Ethics for Nurses (2015).

Admissions Policies and Procedures

Department of Education Regulations for Out of State Applicants

State and federal laws require that colleges and universities obtain authorization to offer online degree programs in any state where their students reside. All applicants from outside the state of California, or those in-state applicants who are contemplating moving to another state at some time during the completion of the program, should review the current list of acceptable states located on our web site before submitting their application.

<https://www.westernu.edu/nursing/about/departments-of-education/>

Non-Discrimination, Anti-Harassment and Non-Retaliation Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community, and applicants, in accordance with all applicable laws.

WesternU also prohibits any form of retaliation against a person, who under good faith, reported a violation under the policy or who participated in any investigation or proceeding under the policy. Violations of the policy will lead to prompt and appropriate administrative action, including and up to termination of employment or expulsion from the University.

Reasonable Accommodation for Disabilities

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodation. The College of Graduate Nursing will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program. A candidate or student with questions regarding reasonable accommodation can contact the Harris Family Center for Disability and Health Policy Office (^{HF}CDHP). See Harris Family Center for Disability and Health Policy (^{HF}CDHP) section of the University catalog for more information.

Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2023/2024 academic year. Current admission and application requirements for the programs offered in the College of Graduate Nursing, including prerequisite coursework requirements, can be located on the [Prospective Student website](#).

ADN/RN to MSN

- Completed Application

- Two completed Reference Forms (1 from professional colleague, 1 from faculty/employers)
- Curriculum Vitae/Résumé
- Personal Statement which addresses your motivation for graduate study to become a master's prepared nurse, personal career goals, and how your background strengthens your aptitude to become a master's prepared nurse
- Application fee
- Official transcripts from all colleges/universities attended
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- TOEFL scores for ESL applicants
- Phone interview (for selected applicants)

MSN-E

- Completed application
- Two Reference Forms (1 from professional colleague, 1 from faculty/employers)
- Curriculum Vitae/Résumé
- Personal Statement which addresses your motivation for graduate study to become a nurse, personal career goals, and how your background strengthens your aptitude to become a master's prepared nurse
- Application fee
- Official transcripts from all colleges/universities attended
- TOEFL scores for ESL applicants
- On-campus or virtual interview

Post-Masters FNP, MSN/FNP, MSN/ANL, MSN/CNL, MSN/AC, Post-Masters PMHNP, MSN/PMHNP

- Completed Application
- Two Reference Forms for MSN/FNP, MSN/ANL, MSN/CNL, and MSN/AC; One reference form for Post-Masters FNP and Post-Masters PMHNP (faculty & employers within past two years)
- Curriculum Vitae/Résumé
- Personal Statement
 - MSN/FNP, MSN/AC, MSN/PMHNP, MSN/ANL, and MSN/CNL programs: Address your understanding of advanced practice nursing, your personal career goals and how your background strengthens your aptitude regarding becoming a masters prepared nurse and/or an advanced practice nurse.
 - Post-Masters FNP and Post-Masters PMHNPL programs: Address how your obtainment of a post-graduate certificate will contribute to your professional development through advancing practice and describe how well prepared you are for online learning.
- Application Fee (waived for CGN alumni)
- Official transcripts from all colleges/universities attended
- License number, state, and expiration date for all applicable, active and unencumbered licenses
- TOEFL scores for ESL applicants
- Phone interview (for selected applicants)

DNP

- Completed Application
- Personal Statement (career trajectory)

- Two completed Recommendation forms (from persons who can attest to the applicant's capacity for doctoral level work)
- Curriculum Vitae/Résumé
- Sample of scholarly writing (publication, unpublished manuscript, academic thesis or paper, work product or report, curriculum, other examples)
- Application Fee (waived for CGN alumni)
- Official transcripts from all colleges/universities attended
- License number, state, and expiration date for all applicable, active and unencumbered licenses and certifications
- Documentation of previous practice hours from MSN program (if applicable)
- TOEFL scores for ESL applicants
- Phone interview (for selected applicants)

Post-Graduate Emergency Nurse Practitioner Certificate (ENP)

- Completed Application
- One Reference Form (faculty & employers within the past two years)
- Curriculum Vitae/Resume
- Scholarly Essay
 - The scholarly essay should reflect how obtaining the ENP certificate would contribute to your professional development through advancing practice.
- Application Fee (waived for CGN alumni)
- Official Transcript Reflecting Graduate Degree in Nursing
- All official transcripts are due upon acceptance
- License number, state, and expiration date for all applicable, active and unencumbered licenses and National Certification
- Phone Interview (for selected applicants)

Decisions of the Admissions Committee regarding the admission of applicants to its programs are final.

Prerequisite Requirements

Nursing Curriculum 30 Unit option – Licensed Vocational Nurse to RN (LVN-RN)

- LVN unencumbered licensure
- GPA of 3.0
- Completion of the following prerequisite courses with a grade of C or better in each:
 - Human Physiology (4 semester units) with lab
 - Microbiology (4 semester units) with lab

Master of Science in Nursing – Associate Degree/RN to Master's Concentration (ADN/RN - MSN)

- Associate degree in Nursing from a Board of Nursing approved institution
- GPA of 3.0 in the last 60 semester units or 90 quarter units
- Completion of the following prerequisite courses with a grade of C or better in each:
 - Communications/English Composition (6 semester units)
 - Statistics (3 semester units)
 - Social Sciences (3 semester units)
 - Psychology (3 semester units)
 - Nutrition (3 semester units) (may be waived if integrated in your ADN program)
 - Human Anatomy (4 semester units) with lab (minimum of 5 units if combined with Physiology)

- Human Physiology (4 semester units) with lab (minimum of 5 units if combined with Anatomy)
- Microbiology (4 semester units) with lab
- Demonstrated capacity to succeed at a graduate degree level
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- 1 year (1,800 hours) of full-time experience as a Registered Nurse (RN) preferred. Students who do not have previous RN work experience are expected to be employed as registered nurses before being accepted into the program and must continue working as an RN as they complete graduate coursework.

Master of Science in Nursing – Entry Concentration (MSN-E)

- Bachelor’s degree in any field other than nursing from an accredited institution
- GPA of 3.0 in the last 60 semester units or 90 quarter units
- Completion of the following prerequisite courses with a grade of C or better in each:
 - Communications/English Composition (6 semester units; two courses minimum of 3 semester units each/8 quarter units; two courses minimum of 4 quarter units each)
 - Statistics (3 semester units/4 quarter units)
 - Social Sciences (3 semester units/4 quarter units)
 - Psychology (3 semester units/4 quarter units)
 - Nutrition (3 semester units/4 quarter units)
 - Human Anatomy (4 semester units/6 quarter units) with lab (minimum of 5 semester units/7 quarter if combined with Physiology)
 - Human Physiology (4 semester units) with lab (minimum of 5 semester units/7 quarter if combined with Anatomy)
 - Microbiology (4 semester units/6 quarter units) with lab

Master of Science in Nursing/Ambulatory Care Nursing Concentration (MSN/AC)

- Bachelor of Science in Nursing from a Nationally accredited program (Bachelor’s in a nursing related field will be reviewed on a case-by-case basis)
- GPA 3.0 in the last 60 semester units or 90 quarter units
- Statistics (3 semester units) with a grade of C or better from a regionally accredited U.S. institution
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
 - 1 year (1,800 hours) of full-time experience as a Registered Nurse (RN). Students who do not have previous RN work experience are expected to be employed as registered nurses before being accepted into the program and must continue working as an RN as they complete graduate coursework.

Master of Science in Nursing/Health Systems Leadership/Administrative Nurse Leader Concentration (MSN/HSL/ANL)

- Bachelor of Science in Nursing from a Nationally accredited program (Bachelor’s in a nursing related field will be reviewed on a case-by-case basis)
- GPA 3.0 in the last 60 semester units or 90 quarter units
- Statistics (3 semester units) with a grade of C or better from a regionally accredited U.S. institution
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed

- 1 year (1,800 hours) of experience as a Registered Nurse (RN). Students who do not have previous RN work experience are expected to be employed as registered nurses before being accepted into the program and must continue working as an RN as they complete graduate coursework.

Master of Science in Nursing/Health Systems Leadership/Clinical Nurse Leader Concentration (MSN/HSL/CNL)

- Bachelor of Science in Nursing from a Nationally accredited program (Bachelor's in a nursing related field will be reviewed on a case-by-case basis)
- GPA 3.0 in the last 60 semester units or 90 quarter units
- Statistics (3 semester units) with a grade of C or better from a regionally accredited U.S. institution
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- 1 year (1,800 hours) of experience as a Registered Nurse (RN). Students who do not have previous RN work experience are expected to be employed as registered nurses before being accepted into the program and must continue working as an RN as they complete graduate coursework.

Master of Science in Nursing/Family Nurse Practitioner Concentration (MSN/FNP)

- Bachelor of Science in Nursing from a Nationally accredited program (Bachelor's in a nursing related field will be reviewed on a case-by-case basis)
- GPA of 3.0 in the last 60 semester units or 90 quarter units
- Statistics (3 semester units) with a grade of C or better from a regionally accredited U.S. institution
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- 1 year (1,800 hours) of experience as a Registered Nurse (RN)

Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner Concentration (MSN/PMHNP)

- Bachelor of Science in Nursing from a Nationally accredited program (Bachelor's in a nursing related field will be reviewed on a case-by-case basis)
- GPA of 3.0 in the last 60 semester units or 90 quarter units
- Statistics (3 semester units) with a grade of C or better from a regionally accredited U.S. institution
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- 1 year (1800 hours) or more of experience as a Registered Nurse (RN)

Doctor of Nursing Practice (DNP)

- Master of Science in Nursing from a Nationally accredited program. Individuals with a Bachelor of Science (BSN) degree in nursing and with a master's degree in another field will be considered on a case-by-case basis.
- Research (2 graduate semester units) with a grade of B- or better
- Registered Nurse (RN) active and unencumbered licensure in the state where practice hours will be completed

Post-Master's Family Nurse Practitioner Concentration (FNP)

- Master of Science in Nursing or a Masters/Doctoral degree in a related field from a Nationally accredited program
- Bachelor of Science in Nursing from a Nationally accredited program (Bachelor's in a nursing related field will be reviewed on a case-by-case basis)
- GPA of 3.0 in the last 60 semester units or 90 quarter units
- Statistics (3 semester units) with a grade of C or better from a regionally accredited U.S. institution

- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- 1 year (1,800 hours) of experience as a Registered Nurse (RN)

Post-Graduate Emergency Nurse Practitioner Certificate (ENP)

- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- Verification of an active family nurse practitioner national certification by the ANCC or AANP.

Post-Master’s Mental Health Nurse Practitioner Concentration (PMHNP)

- Master of Science in Nursing or a Masters/Doctoral degree in a related field from a Nationally accredited program
- Bachelor of Science in Nursing from a Nationally accredited program (Bachelor’s in a nursing related field will be reviewed on a case-by-case basis)
- GPA of 3.0 in the last 60 semester units or 90 quarter units
- Advanced Pathophysiology (3 semester units) with a grade of B- or better from a regionally accredited U.S. institution
- Advanced Pharmacology (3 semester units) with a grade of B- or better from a regionally accredited U.S. institution
- Advanced Physical Assessment (3 semester units) with a grade of B- or better from a regionally accredited U.S. institution
- Statistics (3 semester units) with a grade of C or better from a regionally accredited U.S. institution
- Registered Nurse (RN) active and unencumbered licensure in the state where precepted clinical hours will be completed
- 1 year (1800 hours) or more of experience as a Registered Nurse (RN)

International Applicants

International applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. For detailed information, please visit our web page for [International Students](#).

Transfers from Other Schools/Course Waivers/Prior Military Education and Experience

The College of Graduate Nursing does not accept undergraduate course work for graduate level credit, (with the exception of the MSNE BRN core courses required for licensure or ADN-MSN bridge courses). Graduate level courses taken at accredited institutions and prior military education and experience can be used for credit transfer if the course work meets the corresponding requirements of the CGN course.

A student may request transfer of credit in the following situation: If they can demonstrate that a similar graduate level course was taken at another accredited academic institution, within the past five years, with a minimum grade of C+ (pre-licensure) or B- (post-licensure) earned in that course and with equivalent semester units. A similar course is defined as a course that covers a significant portion of the WesternU course content (to be determined by the WesternU course instructor).

No transfer credit will be given for the following courses:

- IPE 5000 – Patient Centered Cases I
- IPE 5100 – Patient Centered Cases II
- IPE 6000 – Team Training in Healthcare I

- IPE 6100 – Team Training in Healthcare II
- GN 5410 – Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician I
- GN 5420 – Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician II
- GN 5690 – Clinical Comps I
- GN 5691 – Clinical Comps II
- GN 5692 – Clinical Comps III
- GN 5900 – Collaborative Project
- GN 5990 – APN Master’s Project
- GN 5999 – Master’s Project
- GN 7550 – RN Clinical Seminar
- GN 7570 – Administrative Nurse Leader Clinical Experience /CNL Clinical Experience
- GN 8090 – Practice Immersion Project
- GN 8999 – Continuous Enrollment/Dissertation

Procedure for Transfer Credit

Any student who wishes to receive transfer credit must submit in writing to the Program Director at least thirty (30) days prior to matriculation in the program:

1. Their intent to transfer course credit, and;
2. Documentation, including course description, course outlines, course syllabus, completed work, transcripts, military transcripts, etc., to demonstrate course equivalency. Military transcripts in accordance with American Council Education (ACE) guidelines shall contain the following information:

- Personal service member data
- Military course completions —with full descriptions and credit recommendations
- Military occupations — full descriptions, skill levels, and credit recommendations
- College-level test scores

It is the responsibility of the student to provide sufficient documentation to show equivalency to WesternU coursework. Upon receipt of the student’s intent to use transfer credit and the written documentation of course equivalency, the Program Director will submit the written documentation to the faculty member teaching the WesternU course that is being challenged for review and consideration of credit transfer approval. The faculty member will review the documentation and issue a recommendation to allow or deny the transfer to the Program Director at least 10 days prior to the date of registration. No tuition fees are paid for transfer credits, and the courses do not count in the computation of the GPA.

Partial Course Waiver (Challenge) Policy

Course challenge is defined as a student’s request for exemption from a specific CGN course requirement (assignment, clinical hours, or partial course requirement) due to prior similar coursework including prior military education and experience. The College of Graduate Nursing recognizes that our nursing students come into the college with previous academic experience, military education and experience or nursing

degrees and that not all courses meet the full transfer requirements. Therefore, a student may choose to challenge a portion of the course or request to have a portion of the clinical hours waived.

Requests for waivers must meet the same standards and follow the same required procedure as listed in the Course Transfer policy. See the Clinical Policy section of this catalog for more information regarding FNP or PMHNP clinical hour waiver.

Appealing Course Transfer or Waiver Decisions

Students have a right to appeal the faculty member's recommendation to deny a course transfer or waiver. Such appeals will be forwarded to the Dean of the CGN who has final authority in the waiver determination. The Registrar will be informed of the final determination of the course transfer request. Decisions related to Course Transfer or Waiver Decisions are not appealable to the Provost (See University Catalog, Student Appeal Process).

Residency Requirement

A minimum of 17 units must be taken in residence at Western University of Health Sciences to receive a Nurse Practitioner Certificate or Master of Science in Nursing degree from the University, 12 units for the ENP certificate and 18 units for the Doctor of Nursing Practice degree.

Additional Matriculation Requirements

Computer Requirements for all Programs

Due to the nature of the College of Graduate Nursing programs, laptop computers with web cam and Internet access are required. The minimum and recommended specifications can be found at <https://support.westernu.edu/TDClient/1848/Portal/KB/ArticleDet?ID=78200>.

CPR Certification

Current American Heart Association Basic Life Support for Healthcare Providers certification is required throughout all programs of study. All students are required to complete an American Heart Association Basic Life Support for Healthcare Providers course prior to beginning courses. It is the responsibility of the student, not the College of Graduate Nursing to assure that requirements are met and maintained. A copy of a current card verifying completion of a course must be on file in the College prior to beginning the program. If not completed, students will be blocked from registration or removed from classes. Students can contact the American Heart Association at www.americanheart.org for dates, times, and location of CPR certification classes.

ENP Post Graduate Certificate Program will require an addition to Basic Life Support / Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life (PALS) certification course via an American Heart Association approved program.

Background Check and Drug Screen

To meet State regulations and hospital accreditation requirements, health care facilities require nursing students to complete criminal background checks or Live Scan prior to the first day of clinical. This regulation serves to assure patient safety.

Certain convictions may prevent students from entering hospitals or clinics, which may hinder a student's ability to complete the program. If a criminal conviction is shown on the report, hospitals or other health care facilities have discretion as to whether the individual may enter the clinical facility as a nursing student. In certain cases, the results of the Background check may require that our offer of acceptance be revoked.

Certain convictions may also prevent students from obtaining RN licensure in the State of California or other states. Please visit the California Board of Registered Nursing website at www.rn.ca.gov for more information about Live Scan reports required for RN licensure.

If a student takes a leave of absence or is placed on academic or conduct suspension during the program, the student will be required to submit to a new Background Check or Live Scan prior to returning.

All students will be required to complete a Background Check or Live Scan prior to matriculation. Upon acceptance of admission to the program, applicants will be given the necessary information for completing the required Background Check, Live Scan, or drug screening.

MSN-Entry students will be required to complete a drug screening shortly before entry into the program. Other CGN students may be required to complete a drug screening for certain clinical sites.

Additional Live Scan Fingerprinting for ADN/RN-MSN MSN-E, PMHNP, and FNP Students

Students admitted to the MSN-E program will be required to complete additional Live Scan fingerprinting at the end of their third semester, in preparation for Community Health Nursing and in their sixth semester in preparation for taking the nursing boards.

Students admitted to the ADN to MSN program may be required to complete Live Scan fingerprinting at the end of their first semester in preparation for entering Community Health clinical in their second semester.

Students admitted to the FNP and PMHNP program may be asked to complete Live Scan fingerprinting before entering county facilities or when listed as a requirement with the affiliated site.

Student Release of Information

All entering students will need to sign a release of information form authorizing the College of Graduate Nursing to release the student's social security number, health and immunization status, background check results, BLS verification, and health insurance coverage to any requesting agency that enters into a clinical partnership with the College. Additionally, some facilities may require fingerprinting. This is required for government and military health facilities who serve clients 18 years of age or younger.

New Student Orientation

All students enrolled in the College of Graduate Nursing will be required to attend the University campus orientation in August or December (for DNP and ENP students who select a spring entry) prior to beginning classes their first year. College orientation will be conducted virtually via Zoom for all post-licensure programs and both virtually and in person for the MSN-Entry students. During orientation, students will participate in both college and university sessions. Students will be provided with information regarding the orientation program. Following college guidelines, students are welcome to invite their family members to attend the annual Convocation and White Coat ceremonies, which occur at the end of orientation week. Students will have the opportunity to purchase medical equipment, textbooks, and uniforms (if applicable) during the on-campus portions of Orientation/Welcome Week.

Pre-Program Orientation (better known as Welcome Week)

During Welcome Week/Orientation, students in all programs are required to attend mandatory synchronous sessions, whether on campus or online. All students entering the College of Graduate Nursing will be required to complete the asynchronous/online orientation course via the college learning management system (Canvas). Students must accept their seat offer and pay the admission deposit before taking the course. Students will have 4 to 5 weeks to complete this course during the summer term prior to fall term

matriculation. The completion of this course is required to register for the first semester of the first year. Student will work through 9 self-paced, asynchronous modules which will provide orientation to the resources and skills needed to successfully navigate through the students' academic program. There is no tuition cost charged for this course and no letter or pass/no pass grade is given for this course. Successful completion of this course requires the completion of all modules and associated knowledge checks, which can be taken as many times as needed to pass. Students will be provided with information on how to access and the orientation course via email from college administration.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please see the [Registration Late Fees](#) page on the Registrar's Office website.

Student Health Insurance Requirement

All full-time students at Western University of Health Sciences are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) page on the Registrar's Office website.

Student Initiated Changes in Enrollment Status

Course Drop/Withdrawal

Students may voluntarily drop a class by working with the Assistant Dean of Student Affairs and completing the necessary paperwork. For students enrolling in Pre-licensure courses, students may voluntarily drop a class by working with the Assistant Dean of Student Affairs and completing the necessary paperwork. Course drops are processed as follows:

0-20% of Course Completed (Based on Course Start/End Dates)	Course is removed from student's registration and will not appear on student's academic transcript.
20-99% of Course Completed (Based on Course Start/End Dates)	Course is assigned a grade of 'W' to indicate the student withdrew from the course. 'W' grades will appear on the student's academic transcript but will not be included in the student's GPA calculation.
100% of Course Completed (Based on Course Start/End Dates)	Course is assigned the grade earned.

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining established standards of scholarship as well as personal and professional conduct. The University reserves the right to require withdrawal at any time deemed necessary to safeguard standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on Withdrawing from the College of Graduate Nursing, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Time Limits

Standard admission and matriculation to the CGN programs are intended for full-time enrollment. Depending upon the program some students may select a part-time/extended curriculum. Each of the programs offered is built around a sequence of courses that builds on knowledge and skills attained in prior courses. Consequently, academic progression is based on successful completion of each course in a program, in sequence. Students are expected to enroll in and successfully complete each course in a sequential progression. Most CGN programs offer an extended curriculum that meets full time semester status to meet financial aid requirements.

Part-time or extended enrollment is possible for all programs except the MSNE program. Students requiring part-time enrollment are encouraged to meet with the program director prior to matriculation. Students who decide that they need to switch from full-time enrollment to part-time enrollment are required to meet with the program director before sending the request to the Assistant Dean of Student Affairs.

The maximum time allowed for completion of all academic requirements is shown below. Students who are unable to complete degree requirements prior to the maximum time for completion may be referred to the Student Performance Committee which may result in the Administrative Withdrawal of the student.

Full-Time Enrollment	Normal Time to Completion	Maximum Time to Completion
ADN/RN-MSN	2 years	3 years
BSN/RN-MSN	2 years	3 years
MSNFNP	2 years	3 years
MSNPMHNP	2 years	3 years
MSN-E	2 years	3 years
FNP	1 year	1 year, 6 months
ENP	2 semesters	3 semesters
PMHNP	1 year	1 year, 6 months
DNP	3 years	4 years, 6 months

Extended Enrollment	Normal Time to Completion	Maximum Time to Completion
ADN/RN-MSN (3 YR Extended)	3 years	4 years, 6 months
BSN/RN-MSN (3 YR Extended)	3 years	4 years, 6 months
MSN/FNP	3 years	4 years, 6 months
MSN/PMHNP	3 years	4 years, 6 months
FNP (2 YR Extended)	2 years	3 years
PMHNP (2 YR Extended)	2 years	3 years
DNP (3 YR Extended)	4 years	6 years

Full-Time/Part-Time Status

Graduate nursing students enrolled in 5.00 or more units are considered full-time students. Graduate nursing students enrolled in 3.75 to 4.99 units are considered three-quarters-time students. Graduate nursing students enrolled in 2.50 to 3.74 units are considered part-time students.

Tuition and Fees

By action of the Board of Trustees, CGN tuition and fees for the 2023/2024 academic year (subject to change) are as follows:

\$ 1,337.00	Per credit hour tuition, DNP
\$ 1,262.00	Per credit hour tuition, MSN-E
\$ 1,022.00	Per credit hour tuition, ADN/RN-MSN
\$ 1,022.00	Per credit hour tuition, BSN/RN-MSN
\$ 1,022.00	Per credit hour tuition, MSN/FNP
\$ 1,022.00	Per credit hour tuition, MSN/PMHNP
\$ 1,022.00	Per credit hour tuition, Post-Master's FNP
\$ 1,022.00	Per credit hour tuition, Post-Graduate ENP
\$ 1,022.00	Per credit hour tuition, Post-Master's PMHNP
\$ 750.00	Clinical Fee, per semester for clinical enrollment
\$40.00	Annual Student Body Fee*

Other Fees and Expenses

\$15.00	Name Tag (One-time cost)
\$30.00	Registration Late Fee (per business day)
\$50.00	Late Payment Fee (per month)
\$350.00	Graduation Fee for degree seeking students
\$180.00	Completion Fee for non-degree students (post-Master's FNP and PMHNP, Post-Graduate ENP)
\$235.00	Annual Parking Permit (Auto) (optional)
\$40.00	Locker Key Replacement Charge (if applicable)
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee

Additional Fees and Expenses (Pre-Licensure Programs)

\$2,200.00	Required texts (approximate)
\$200.00	Uniforms (approximate)
\$120.00	Per semester, On-line Curriculum Support Tool
\$60.00	Background Check (approximate)
\$60.00	Drug Screening (approximate)
\$110.00	1-2-day Nursing Conference (required)
\$2,000.00	Computer (approximate)
\$600.00	Required Clinical Supplies
\$100.00	Required one-time fee for Typhon clinical log system access

Additional Fees and Expenses (Post-Licensure Programs)

\$2,000.00	Required texts and statistical software (approximate)
\$500.00	Medical Equipment (approximate)
\$2,000.00	Computer (approximate)
\$TBD	Lodging/Meals/Travel (varies based on distance/mode of travel)
\$900.00	FNP Review Course Fee (approximate, FNP students only)
\$2,000.00	ENP Skills Intensive (\$1000 per semester, ENP students only)
\$500.00	Required Clinical Supplies (FNP students only)

\$100.00

Required one-time fee for Typhon clinical log system access

Administrative and Clinical Fees for Additional Terms

Students who are extending their program to complete their clinical requirements must pay the clinical fee each semester.

MSN students who are in progress with their final program completion (non-clinically related) will register for the 7999 program continuous enrollment course and will be assessed the \$500.00 administrative fee for each semester until completion is reached.

DNP students who are in progress with the DNP Scholarly Project will register for the 8999 continuous enrollment course and will be assessed the \$750.00 administrative fee for each semester until DNP Scholarly Project status is reached.

Required Texts

Students are responsible for obtaining all textbooks prior to the beginning of each semester. Students are encouraged to purchase textbooks through the WesternU Bookstore. Students may explore other purchasing options as well (other medical bookstores, on-line booksellers, etc.); however, the expectation is that students will be in possession of all required textbooks by the first day of the semester, regardless of the purchase source.

WesternU Campus Store hours are 7:30 am to 4:00 p.m. Monday-Friday with some Saturday options during seminar sessions. In addition, books can be ordered from the Web by linking to the Campus Store from the University's home page. Software and media resources are also available. For students using credit cards, textbooks may be ordered by phone or via the Web and mailed directly to a student's home. The WesternU Campus Store phone number is (909) 469-5416.

Required Clinical Supplies

All Students

Personal Patient Protection in practice setting during pandemic (N95, gowns, gloves, hospital masks) and adherence to Universal Precautions.

MSN-E

Students must have the following items:

- Watch with a second hand
- White Lab Coat with CGN Logo
- Two (2) Official CGN Uniforms
- Western U CGN Name Tag (to be worn at all times in clinical setting)
- Stethoscope with bell and diaphragm
- Penlight
- Kelly clamp
- Bandage Scissors
- Calipers
- Calculator

MSN/Ambulatory Care

Students must have the following items:

- White Lab Coat with CGN Logo (to be worn at all times in clinical setting)
- WesternU CGN Name Tag and Identification (to be worn at all times in clinical setting)
- Stethoscope with bell and diaphragm capabilities
- Pen light

MSN/FNP, Post-Masters FNP

Students must have the following items:

- White Lab Coat with CGN Logo (to be worn at all times in clinical setting)
- WesternU CGN Name Tag (to be worn at all times in clinical setting)
- Ophthalmoscope/Otoscope (encouraged, but optional)
- Reflex Hammer (optional)
- Stethoscope with bell and diaphragm capabilities

MSN/PMHNP, Post-Masters PMHNP

Students must have the following items:

- White Lab Coat with CGN Logo
- WesternU CGN Name Tag (to be worn at all times in clinical setting)
- Stethoscope with bell and diaphragm

Post-Graduate ENP

Students must have the following items:

- White Lab Coat with CGN Logo (to be worn at all times in clinical setting)
- WesternU CGN Name Tag (to be worn at all times in clinical setting)
- Ophthalmoscope/Otoscope/Reflex Hammer (optional)
- Stethoscope with bell and diaphragm capabilities (required)
- Personal Patient Protection in practice setting during pandemic (N95, gowns, gloves, hospital masks) and adherence to Universal Precautions.

All equipment may be purchased from any medical supply company or the University Bookstore.

General Academic Policies and Procedures

Academic Year

The College of Graduate Nursing has a twelve-month academic calendar, which begins in August and includes three semesters with intersessions between each semester. Approximate times for semesters are:

Fall Semester
Spring Semester

August – December
January – April

The first year MSN-E students will have one introduction week in their first semester of study at the start of term and may have an additional week at the end of the semester for IPE studies, NCLEX preparation, or clinical completion.

Academic/Clinical Advisement

All students are assigned a faculty advisor upon matriculation into the program. Entering students are encouraged to contact their faculty advisor no later than the first month of enrollment in the program. Such contact may take place in person, on-line, or on the telephone. Although advisors are assigned, the student may, with the agreement of the Program Director, request a different advisor. Reasonable efforts will be made to assign a student to the advisor of choice.

Continuing students have the opportunity to contact designated faculty advisors and/or individual instructors on-line, by appointment in person or telephone, or at any seminar weekend. Regular and on-going contact with the academic advisor is encouraged as one method to enhance success in the program.

Assignment Due Dates

Assignments for all classes will be submitted to the instructor on the date listed in the syllabus. Each instructor will clarify these dates at the beginning of each semester. It is the student's responsibility to contact the instructor if any due date is unclear. If an assignment is submitted on-line, the student is responsible for ensuring that the assignment was received or posted in a timely manner. It is each individual instructor's discretion whether to accept late work. The instructor has the right to refuse to accept an assignment turned in after the due date. Late assignments may, at a minimum, receive point deductions. The instructor will notify the student at the beginning of each semester of the process for late assignments, if any. Postings after the closing of an on-line discussion board could result in a grade of zero.

Attendance Policies

Decisions related to attendance are final and not subject to appeal.

On-campus Programs:

MSN-E Attendance for Campus-based Courses

Students may not miss any more than two class sessions per course. The student must notify the professor prior to the scheduled beginning of the class period of their absence. If a student misses more than two class sessions of a course, the student will be required to meet with the faculty member to determine if remediation is required to meet course objectives. The student may also be required to meet with the Program Director.

MSN-E Clinical Attendance

Clinical rotations are required for students to complete this program. Students are required to report to all clinical rotations dressed according to the MSNE Clinical guidelines, and to be on time, and ready to care for patients. If the student expects to be late or absent, the student must notify the clinical instructor and the rotation unit prior to the scheduled rotation start time. Because clinical time is mandated by the Board of Registered Nursing, students who miss clinical hours will still be held responsible for mastering the clinical objectives within instructor-approved settings. To meet the objectives for clinical courses and Board of Nursing mandates, students may not miss more than 15% of the required clinical hours for the course. If a student misses more than 15% of the required clinical hours for a course, the student will fail the course. The student may appeal this decision through a written petition to the Director of the program. The Director,

in consultation with the clinical faculty, will determine whether the student will be allowed to continue in the clinical rotation or seek a referral with the Student Performance Committee for further consideration.

Online Programs

Students are required to check into their courses in Canvas from the very first week of each semester, should become familiar with the syllabus for each course, and remain active in all courses each week. Students are required to attend and participate at all scheduled synchronous sessions. Face-to-face learning is a valued part of the curriculum. Attendance at entire class sessions is required for all scheduled instructional periods, be they on-line or during on-campus sessions. Absence or tardiness from instructional periods for any reason does not relieve the student from the responsibility for the material covered during instructional periods. Tardiness or absence patterns will be viewed as violations of Professional Student Conduct and students will be referred to the Student Performance Committee for review. Further, students who submit discussion board postings or other homework during class time will not receive credit for that work, unless submission is directed by the instructor during the session, as students are required to be engaged in learning activities.

Unscheduled Emergent Issues

If extenuating or emergent circumstances preclude face-to-face synchronous attendance (i.e. military obligations, serious illness, extreme weather), the student is required to notify the director of their program as soon as possible. The director in consultation with program faculty will determine if remediation for missed courses can be accommodated through alternative assignments, technology or make-up examinations. The exact details of the remediation will be determined by the Director in consultation with the faculty of record. The student must understand that missed classes could result in academic suspension or the need for the student to take a leave of absence. Additionally, students who extend their program beyond the normal expected date of completion may be required to attend missed sessions (curriculum) and are subject to administrative fees (continuation fees).

Non-Emergent Issues

Absences from seminar sessions due to non-urgent issues will result in an automatic failed grade for the courses(s) and students may be referred to the Student Performance Committee.

ADN to MSN bridge courses, AC, ANL, CNL Clinical Attendance

Students are required to adhere to guidelines in the GN 7570 course syllabus and Clinical Handbook. Unexcused absences from scheduled clinical experiences are not acceptable. As stated in the syllabus for the GN 7570 clinical experience courses, students are responsible for notifying the Clinical Preceptor before the scheduled clinical time if unable to attend. Students will not be allowed to attend practice experience without submission of the appropriate paperwork, first receiving preceptor and site approval from the CGN program director or clinical coordinator and receiving official clearance from the CGN Clinical Affiliations Manager. Students who violate the clinical clearance process will be referred to the appropriate Program Director and the Student Performance Committee to face possible dismissal.

DNP Clinical/Practice Experience Attendance

1,000 hours of practice experience (direct or indirect) are required to meet the DNP standards. A minimum of 500 of the required hours must be obtained at the DNP level. Practice hours will be recorded and monitored throughout each semester and a faculty member will serve as a coordinator for the practice experience. In addition, each student will have a practice mentor at each agency in which they complete practice hours. As a practice-based program, it is expected that students complete all practice hour requirements and the DNP Scholarly project. Students are responsible for notifying the clinical agency and/or clinical coordinator before the scheduled time if they are unable to attend a planned practice experience. Students will not be allowed to attend practice experience without submission of the appropriate paperwork, first receiving clearance from the CGN clinical faculty, and receiving the official clearance email

from the CGN Clinical Affiliations Manager. Students who violate the clinical clearance process will be sent to the Student Performance Committee and face possible dismissal.

Note: Once accepted into the DNP program, students are required to show verification of supervised clinical hours from their MSN or other master's health related program.

FNP Clinical Attendance

As a clinically based program, it is expected that students will follow the guidelines as presented in the syllabus for the GN 7570 (Clinical Experience) course and in the Clinical Preceptor Guide. Unexcused absences from planned clinical experiences are not acceptable. The Clinical Preceptor will inform the Clinical Administrator of all unexcused absences within 72 hours of the absence. As stated in the syllabus for GN 7570 (Clinical Experience) course, students are responsible for notifying the Clinical Preceptor before the scheduled clinical time if they are unable to attend. It is understood that all clinical experiences are concurrent with the didactic content of the program. To this end, students begin their clinical rotations the first semester of the program after they have completed competency assessments of their Physical Assessment skills. Students will not be allowed to attend practice experience without submission of the appropriate paperwork, first receiving preceptor and site approval from the CGN clinical coordinator and receiving official clearance from the CGN Clinical Affiliations Manager. Students who violate the clinical clearance process will be referred to the appropriate Program Director and the Student Performance Committee to face possible dismissal.

ENP Clinical Attendance

As a clinically based program, it is expected that students will follow the guidelines as presented in the syllabus for the GN 5410/5420 (Clinical Experience) course and in the Clinical Preceptor Guide. Unexcused absences from planned clinical experiences are not acceptable. The Clinical Preceptor will inform the Clinical Administrator of all unexcused absences within 72 hours of the absence. As stated in the syllabus for GN 5410/5420 (Clinical Experience) course, students are responsible for notifying the Clinical Preceptor before the scheduled clinical time if they are unable to attend. It is understood that all clinical experiences are concurrent with the didactic content of the program. To this end, students begin their clinical rotations the first semester of the program. Students will not be allowed to attend practice experience without submission of the appropriate paperwork, first receiving clearance from the CGN clinical faculty, and receiving the official clearance email from the CGN Clinical Affiliations Manager. Students who violate the clinical clearance process will be sent to the Student Performance Committee and face possible dismissal.

Psychiatric Mental Health Nurse Practitioner (PMHNP) Clinical Attendance

As a clinically based program, it is expected that students will follow the guidelines as presented in the syllabus for the GN 7570 (Clinical Experience) course and in the Clinical Preceptor Guide. Unexcused absences from planned clinical experiences are not acceptable. The Clinical Preceptor will inform the Clinical Administrator of all unexcused absences within 72 hours of the absence. As stated in the syllabus for GN 7570 (Clinical Experience) course, students are responsible for notifying the Clinical Preceptor before the scheduled clinical time if they are unable to attend. It is understood that all clinical experiences are concurrent with the didactic content of the program. Students will not be allowed to attend practice experience without submission of the appropriate paperwork, first receiving preceptor and site approval from the CGN clinical coordinator and receiving official clearance from the CGN Clinical Affiliations Manager, and approval from faculty advisor. Students who violate the clinical clearance process will be referred to the appropriate Program Director and the Student Performance Committee to face possible dismissal.

The College of Graduate Nursing (CGN) at Western University of Health Sciences is committed to integrity in all its programs. To ensure the security and integrity of the examination process, CGN may require a proctored exam experience for successful completion of a course. CGN defines a proctored exam as monitoring a student while the student takes the exam.

The CGN curriculum includes courses that may require proctored final exams. The CGN faculty may include proctoring for other tests or quizzes at any time through the course.

CGN utilizes Proctorio to provide proctored exams. Proctorio is a cloud-based system that integrates with the Canvas LMS (Learning Management System). The Proctorio online proctoring system is accessible anytime and anywhere.

Proctorio authenticates the identity of the test taker and captures the entire exam session. CGN faculty later review the session.

Successful proctoring includes an environmental requirement and a technical requirement. Students bear the responsibility to meet these requirements.

Environment Requirements:

- A quiet, secure, fully lighted room for the examination
- No other people in the room
- Sit at a clean desk or clean table (not in a bed or sofa)
- No talking out loud or communicating with others by any means (with the exception of contact with the faculty member in an emergency)
- No leaving the room. If leaving the room is necessary, a signal must be done by raising a hand prior to leaving the room
- Nothing except computer and external cameras on the desktop or tabletop - removal of all books, papers, notebooks, or other materials, unless specifically permitted in written guidelines for a particular examination
- External cameras, when possible, should be placed on the lid of the laptop or where it will have a constant, uninterrupted view of the test taker
- No writing visible on desk or on walls
- No music playing
- No other computers or other digital devices running in the exam room
- No headphones or ear buds allowed
- Webcam must be focused on the individual test taker
- Lighting must be good quality. Overhead is preferred

Technical Requirements:

Students will need:

- A computer with a webcam AND a microphone (internal or USB)
Note: The system IS NOT compatible with smart phones, tablets (e.g., Kindle Fire or iPad)
- The Google Chrome browser with the **Proctorio extension**,
- A reliable Internet connection

Technical Help:

Students who encounter technical problems with proctoring should:

- 1) Ensure that **Google Chrome** is the current browser

- 2) Ensure that Proctorio's browser extension is installed

Proctorio offers 24/7 technical support to students via **email** (support@proctorio.com) or via **live chat** through the extension icon once in the exam if the user continues to experience technical issues.

Information on Privacy and Security: WesternU and CGN adheres to protecting the privacy of students. While the value of upholding the integrity and validity of exams is important, the use of proctoring software may raise concerns of privacy and security. For more information on privacy and data security, please go to <https://proctorio.com/about/Privacy>

Electronic Mail Correspondence Policy

Faculty, staff, and students of the CGN are expected to respond to electronic communication within 72 hours (3 business days) of receipt. All CGN e-mail users must adhere to the following guidelines, in addition to the University's Appropriate Use policies.

1. Every student, faculty, and staff member of the CGN must have a current version of Antivirus software installed on any computer used to send and receive files or correspondence with other members of WesternU.
2. Faculty, staff, and students may only forward appropriate e-mail content and must carefully review all parts of an e-mail, including wording written by another person prior to forwarding an e-mail.
3. E-mail is not a completely secure communication medium. Faculty, staff, and students must take responsibility for e-mail content and be sensitive to confidential information.
4. The CGN bans the mass forwarding of social media and non-academic messages.
5. Faculty, staff, and students need to be aware that hoaxes, urban legends, and unsubstantiated virus warnings perpetuate fear and waste time. Prior to forwarding such messages, the sender must first substantiate it to the best of their ability and then only forward it to CGN for distribution to students and faculty.
6. Students must use their WesternU email for all WesternU related correspondence.

Student Disability Accommodation Process

^{HF}CDHP values the uniqueness of each student as an integral member of our diverse WesternU community and is the designated office to determine and approve academic modifications or accommodations.

^{HF}CDHP's role in the accommodation process is to provide students with disabilities with the legally mandated and necessary support to work toward a higher education.

^{HF}CDHP serves students with disabilities at both the Pomona and Lebanon campuses. ^{HF}CDHP accepts requests at any time. To request accommodations and start the interactive process at WesternU, students are encouraged to visit the ^{HF}CDHP webpage (<https://www.westernu.edu/cdhp/>) to learn more about the registration process, requirements for disability documentation, and to complete the Student Intake Form. All inquiries are confidential, and students are welcome to obtain general information without registering.

To schedule an appointment with ^{HF}CDHP, please email disabilityaccommodations@westernu.edu.

Students are welcome to call the office at (909) 469-5441, or visit the Pomona office in person at 309 E. _____

Second Street, Pomona CA, 91766, Building 390. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. For more information, please visit the website: <https://www.westernu.edu/cdhp/>.

Videotaping, Audiotaping, Still Photography and Digitized Note Taking in Laboratories and Lecture Halls

Videotaping, audiotaping, still photography and digital note taking are not permitted in the University laboratories and lecture halls without express permission of the involved instructor or through approved accommodations from the ^{HF}CDHP office. For details on how to obtain permissions, please refer to the University section of the Catalog.

CGN Social Networking Guidelines

The CGN understands the potential benefits of electronic social networking sites, but also recognizes the inherent risks that come with their misuse. In an effort to help protect our faculty, staff and students the college has established the following guidelines.

1. Respect copyright laws, and reference or cite sources appropriately. Plagiarism rules apply to online usage as well.
2. Be aware that University/College or Hospital partner logos and trademarks may not be used without written consent.
3. Understand that your online presence will also reflect upon your professional image. Weigh the risks and benefits of self-disclosure.
4. Always respect the delicate relationship between patient and healthcare provider, student and faculty, and employer and employee.
5. Information that you post should comply with existing policies and laws governing privacy and dissemination of data.
6. Be sure to clearly state that the view expressed are your own and do not represent the views of others.
7. Remember that electronic sites are never completely secure and that what you post, when seen by one, will eventually be shared with others.

Violations of these guidelines may be considered a violation of the Standards of Academic Integrity, Professionalism and Student Conduct, or relevant policies, and may result in a referral to the Student Performance Committee.

American Psychological Association Format

Scholarly writing is the cornerstone and capstone of critical thinking and evidence-based knowledge in graduate education. Students are expected to conduct professional nursing and interprofessional health literature reviews and analyze findings in scholarly formal papers and designated discussion boards throughout their course of study. Students are required to follow the current guidelines of the American Psychological Association (APA) for all scholarly submissions.

The College of Graduate Nursing requires the most current edition of the APA formatting style for all formal papers. *The Publication Manual of the American Psychological Association* may be purchased at the University Bookstore.

The DNP Scholarly Project

The DNP Scholarly Project will be an independent individual student demonstration of program outcome competencies facilitated by a faculty Project Team Leader, and a DNP Practice Mentor. Detailed discussion of the project format, development, and implementation process is outlined in the DNP Scholarly Practice Project Handbook. Final approval of all project team members will be made by the College of Graduate Nursing DNP Director.

DNP Continuous Enrollment Policy

If a DNP student does not finish their DNP Project within the two years of coursework, they must enroll in CGN 8999 – Continuous Enrollment each semester, up to the four-and-a-half-year time limit for the completion of the degree. Students who do not enroll in CGN 8999 will be administratively withdrawn from the program. A \$750 extension fee is charged for each term of enrollment. CGN 8999 is a three-unit repeatable course that is not required for the DNP degree and is therefore not covered by financial aid. Students enrolled in CGN 8999 are considered half time and eligible for loan deferment.

Student Concerns/Continuous Quality Improvement (CQI) & Formal Complaint Policy

The College of Graduate Nursing welcomes constructive comments from students and values comments as a resource for positive change. Most complaints or issues of concern will be resolved through informal avenues such as:

- direct communication between parties,
- anonymous submission via the suggestion box in the CGN classroom,
- guidance from faculty advisor or other resources,
- completion of course evaluations at the end of each semester
- information sharing with the class representatives.

Formal Complaints

The college encourages the use of informal resolution in all cases but recognizes the need for a formal complaints process for issues that cannot be resolved informally or that are of a more serious nature. Complaints may be regarding a 'student to student' matter, 'student to faculty', 'student to staff' or a general college-based issue. Formal complaints must be submitted in writing within 30 days of the initial incident and must be signed by the student in order to be considered a formal complaint. Due to the nature of our distance programs, an email coming directly from the student's WesternU email account will be considered as a signature by the student. Formal student complaints can be submitted to the CGN Administrative offices in person or via mail, fax, or email and should be addressed to the following people, in subsequent order, starting with #1, until the student feels their issue has been resolved:

1. Faculty member,
2. Program Director,
3. Associate Dean of Student Affairs,
4. Dean,
5. University Vice President of Student Affairs or Provost,
6. President.

Emailed correspondence is sent to the person in the chain above. Mailed correspondence for 1-4 above can be sent to:

Western University of Health Sciences
College of Graduate Nursing, Attn. Student Affairs
309 East Second Street
Pomona, CA 91766-1854

Faxed correspondence to CGN is sent to 909-469-5521.

Each recipient of the formal complaint will acknowledge receipt and will process the formal complaint within 10 business days by either:

- Resolving the issue from a neutral perspective.
- Referring the issue to the Student Performance Committee (if academically or student conduct related).
- Forwarding the case to the University Title IX Coordinator (when it is a matter of discrimination or sexual harassment) or to the Provost when it is an issue that cannot be resolved within the college or
- Determining that no action is warranted.

The complainant will then be notified of the results and any next steps to be taken.

Any complaint being reported more than 30 days after the initial incident shall be considered already resolved unless there are extenuating circumstances. Students shall not be retaliated against for filing a formal complaint but correspondingly should not use the formal complaint process irresponsibly. All formal complaints shall be tracked along with their outcomes to identify quality improvements in the college programs and all pertaining files kept in the CGN Office of Student Affairs.

Protocol for Input on Matters of Student Concern

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college's Student Affairs personnel, then the College Dean. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, then Dean, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean. The Office of Human Relations is the final arbiter. Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility.

Standards of Academic Integrity, Professionalism, and Student Conduct ("Standards of Student Conduct")

The University Standards of Academic Integrity, Professionalism, and Student Conduct are located in the University section of the catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

Honesty and ethical standards are dimensions of integrity. The CGN faculty and administration believe that professional integrity begins with the student nurse and the nurse as student. Academic integrity is essential to scientific knowledge and competent skill acquisition required for successful completion of all CGN programs and safe patient care. Integrity is support by three domains of the American Nurses Association Code of Ethics for Nurses. These are:

- The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
- The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
- The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*. Silver Spring, MD: American Nurses Publishing.

As such, the CGN has no leniency for students engaging in behavior that may be considered cheating, plagiarism, and fabrication. Students who may be in violation with the expectations above or those outlined in the Standards of Student Conduct and/or other relevant policies will be referred to Student Performance Committee. The following definitions of cheating, plagiarism and fabrication are presented as examples and are not inclusive.

Cheating

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Examples of cheating include:

- Unauthorized use of notes, text, or other aids during an examination.
- Copying from another student's examination, research paper, case write-up, lab report, course assignment, computer disc, etc.
- Talking during an examination.
- Handing in the same paper for more than one course without the explicit permission of the instructor.
- Perusing a test or faculty notes/handouts before it is given.
- Collaboration on a test, quiz, assignment, or project with others without course faculty authorization
- Using unauthorized materials to complete an exam or assignment.
- Using a communication device such as a cell phone, page, PDA, or electronic translator to obtain unauthorized information during an exam.
- Using online resources such as Web sites or e-mail while completing an online exam without the permission of the course faculty

- Copying computer files from another person and representing the work as you own
- Taking an exam for another student or permitting someone else to take a test for you.
- Allowing others to do research or writing of an assignment (including application), e.g., using the services of a commercial term paper company, using the services of another person (family member, tutor, etc.) inappropriately, without acknowledgement.
- Sharing a take-home examination, course assignment, case write-up, lab report, etc., with another without expressed permission from the faculty.”

Brady, A. (2005). Office of Student Conduct and Conflict Resolution, Northeastern University. Retrieved from <https://osccr.sites.northeastern.edu/>

Plagiarism

The University does not tolerate plagiarism in any form. Plagiarism involves the use of another’s work without properly giving credit for that work. This includes not properly citing information from another person’s work when stating facts or statistics or when paraphrasing. Plagiarism is grounds for dismissal from the College. To assure that students understand CGN’s policy on academic honesty, students are required to sign this policy during orientation.

Plagiarism is defined as:

“Presenting as one’s own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles or style of presentation of someone else) is plagiarism. Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student’s work as one’s own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one’s reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations. Examples of plagiarism include:

- Failure to acknowledge the source(s) of even a few phrases, sentences, or paragraph
- Quotation or paraphrase of paragraph-length sections of a paper
- Failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle central to the paper’s or project’s structure
- Failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project.
- The unacknowledged use of several major ideas or extensive reliance on another person’s data, evidence, or critical method.
- Submitting as one’s own work, work borrowed, stolen, or purchased from someone else.”

Source: State University of New York, Albany, 2007

Fabrication is defined as “Intentional and unauthorized falsification, misrepresentation, or invention of any information, data or citation in an academic exercise. Examples of fabrication include:

- Making up the data for a research paper.
- Altering the results of an experiment or survey.

- Listing a citation for a source not used.
- Stating an opinion as a scientifically proven fact.”
- Falsely recording attendance at clinical and/or completion of required clinical hours.
- (Falsification of clinical logs)

Source Northeastern University, 2006.

Please note that all issues regarding plagiarism apply to all written assignments, including, but not limited to, papers, discussion boards, presentations and all testing.

Standards of Academic Progress

For successful progression through the curriculum, the College of Graduate Nursing has a standard of academic performance, which is higher than that for undergraduate education. A minimum overall grade point average of 3.00 is required for progression in all programs and for graduation. Each student’s progress is based on successful attainment of the Outcome Competencies (as outlined in the curriculum) and through demonstration of critical thinking skills and competency in written and oral communication. The faculty determines if the student has demonstrated the knowledge, skills, and attitudes necessary to be eligible to progress to the next semester.

Student Performance Committee

The Student Performance Committee (SPC) is composed of the Chair, a minimum of four faculty members representing various concentrations within CGN’s programs, and the Assistant Dean of Student Affairs as an ex-officio member for record keeping and student support. The Chair and two faculty members shall have a minimum of three years of full-time graduate teaching experience and the other faculty members shall have a minimum of one full-time year graduate teaching experience. Additional faculty members are selected to serve as alternates. SPC Members are selected by the CGN faculty and approved by the Dean. The responsibilities of the Committee include, but are not limited to:

1. Student performance and progression review for determination of student academic probationary status.
2. Student conduct or academic review, including but not limited to alleged dishonesty, plagiarism, cheating, behavioral issues, acts of incivility and/or other forms of misconduct.
3. Consultation for the development of academic performance and professional conduct policies.
4. Review of grade appeals.
5. Review of course remediation due to failure or the inability to complete course requirements.
6. Review of application for readmission to the College.
7. Review of student progress for graduation recommendations.
8. Review of other academic disputes or grievances.

All cases that come to the Student Performance Committee are treated fairly and all potential opportunity for a positive outcome are considered. SPC recommendations are the result of a majority vote. Any Committee Member who is the advisor or instructor of record for a student whose progress is being

evaluated by the Committee shall recuse themselves from voting and a member from the SPC alternate pool will take their place. The Chair communicates committee recommendations to the Dean. The Dean makes a final decision and notifies the student directly. Recommendations of the committee and/or action of the Dean may include, but are not limited to:

1. Clearance from alleged violation
2. Remediation
3. Requirement of psychological and/or educational assessment and intervention with documentation that student can meet all CGN program requirements
4. Requirement of physical examination and/or diagnostic evaluation by a physician or nurse practitioner (appropriate to the situation) with documentation that student can meet all CGN program requirements
5. Academic and/or Conduct probation
6. Academic and/or Conduct suspension
7. Dismissal

Once the Dean has issued a decision a letter or email will be sent to the student outlining the outcome and subsequent implications. Once the student has been informed the Dean will then notify the Student Performance Committee Chair, the appropriate program Director and the Assistant Dean of Student Affairs. Typically, the decision process will happen within ten business days of committee recommendation submission. A student may appeal the decision of the Dean to the [SVP](#)Provost. Dean's decisions related to grades, course transfer or waiver decisions, or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Evaluation of Student Academic Performance (Academic Hearing Process)

When a matter is referred to the Student Performance Committee and the committee has received all relevant documentation the committee will notify the student that the review process has begun. Typically, a review will be completed within 10 business days (excluding University holiday or inter-sessions occurring during the evaluation period). The procedure for Committee review is as follows:

1. To initiate a review, the faculty, staff or student who is bringing a complaint forward will gather all pertinent information and present it to the Director of the appropriate program. The Director, after evaluating the information, will then forward the request for SPC review to the SPC Chair and the Assistant Dean of Student Affairs, including a detailed description of the course failure or incident to be reviewed.
2. Once the request has been forwarded to the Committee, the student will be notified by the Assistant Dean of Student Affairs and requested to submit a response (petition). If the outcome has the potential for suspension or dismissal, the student is given the opportunity to attend the Student Performance Committee meeting in person. If the student does not live locally, every effort will be made to accommodate attendance through electronic means. SPC meetings with the student present are audio- recorded unless consent is not given by the student to do so.
3. The Committee may perform additional fact-finding including requests for additional documentation from faculty of record, student or other persons with knowledge of the issue. The Assistant Dean of Student Affairs will council the student on the process and act as a guide to assist the student as needed.
4. The student may request permission for a mentor to appear at the meeting. It is the student's responsibility to make the request in writing, and to identify the proposed mentor. The Chair will determine whether to grant the student's request. The mentor's role will only be one of emotional

support and they are not to participate in the meeting unless the Committee feels that the mentor has information directly related to the case, at which time they will become a witness and no longer act as a mentor.

5. All recommendations of the Student Performance Committee shall be made in writing to the Dean of the College of Graduate Nursing, who will then make a final decision and inform the student in writing, typically within five business days. If dismissal is the recommendation, the Dean may schedule a meeting with the student before making a final decision. A recorder will be present in all meetings with the Dean.

Evaluation of Student Conduct (Student Conduct Hearing Process)

For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures please refer to “Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct”, located in the General Section of the University Catalog.

Student Appeal Process

A student may appeal the decision of the Dean to the [SVP](#)Provost. Dean’s decisions related to grades, course transfer or waiver decisions, or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Program Completion/Graduation

Unless the Dean of the College of Graduate Nursing has granted special permission, all students in a degree seeking program must attend and participate in the Commencement program. If the Dean grants special permission to be excused from the Commencement ceremony, the graduate may be required to present himself or herself to the Chief Academic Officer or appropriate Dean at another time to receive their diploma. Due to the nature of the CGN academic calendar, the Commencement ceremony takes place before the end of the academic year. In order to be placed on the list to participate in Commencement, the student must be on schedule for completing at least 75% of their coursework by May of their final academic year, and on schedule to complete 100% by December of the next academic year. Clinical hours are included in this policy, but program Directors will have discretion to set any determining criteria along the way. Students in certificate programs will not participate in Commencement but must still meet the mile markers as set forth in the certificate program.

MSN-E:

Students who have met the following requirements will be considered candidates for the degree of Master of Science in Nursing:

- Completion of all course requirements with a minimum overall GPA of 3.00.
- Completion of all required clinical hours and clinical objectives with verification by the preceptor(s).
- Compliance with all the legal and financial requirements of the University as stated in the University Catalog.
- Demonstrated no serious deficiencies in ethical, professional or personal conduct as outlined in the universities Standards of Professional Conduct.

Post-Licensure MSN/CNL, MSN/ANL, MSN/AC:

Students who have met the following requirements will be considered candidates for the degree of Master of Science in Nursing:

- Completion of all course requirements with a minimum overall GPA of 3.00.
- Completion of all required clinical hours and clinical objectives.
- Compliance with all the legal and financial requirements of the University as stated in the University Catalog.
- Demonstrated no serious deficiencies in ethical, professional, or personal conduct as outlined in the universities Standards of Professional Conduct.

Post-Licensure MSN/FNP, Post Master's FNP

Students who have met the following requirements will be considered candidates for the degree of Master of Science in Nursing and/or Family Nurse Practitioner Certificate:

- Completion of all course requirements with a minimum overall GPA of 3.00.
- Completion of a minimum of 750 FNP clinical practice hours for students pursuing the FNP Certificate. Students must satisfactorily demonstrate all clinical competencies.
- Compliance with all the legal and financial requirements of the University as stated in the University Catalog.
- Demonstrated no serious deficiencies in ethical, professional, or personal conduct as outlined in the universities Standards of Professional Conduct.

Post-Licensure MSN/PMHNP, Post Master's PMHNP

Students who have met the following requirements will be considered candidates for the degree of Master of Science in Nursing and/or Psychiatric Mental Health Nurse Practitioner Certificate:

- Completion of all course requirements with a minimum overall GPA of 3.00.
- Completion of a minimum of 750 PMHNP clinical practice hours for students pursuing the PMHNP Certificate. Students must satisfactorily demonstrate all clinical competencies.
- Compliance with all the legal and financial requirements of the University as stated in the University Catalog.
- Demonstrated no serious deficiencies in ethical, professional, or personal conduct as outlined in the universities Standards of Professional Conduct.

DNP

Students who have met the following requirements will be considered candidates for the degree of Doctor of Nursing Practice:

- Completion of all course requirements with a minimum overall GPA of 3.00.
- Completion of a minimum of 1,000 direct or indirect supervised graduate level clinical/practice hours. Students will be held responsible for gathering verification of clinical/practice hours to be used from their master's program. Students must satisfactorily demonstrate all program competencies.
- Satisfactory completion and dissemination presentation of the DNP Scholarly Practice Project.
- Compliance with all the legal and financial requirements of the University as stated in the University Catalog.
- Demonstrated no serious deficiencies in ethical, professional, or personal conduct as outlined in the universities Standards of Professional Conduct.

Post-Graduate ENP

Students who have met the following requirements will be considered candidates for the Emergency Nurse Practitioner Certificate:

- Completion of all course requirements with a minimum overall GPA of 3.00.

- Completion of a minimum of 500 ENP clinical practice hours for students pursuing the ENP Certificate. Students must satisfactorily demonstrate all clinical ENP competencies.
- Compliance with all the legal and financial requirements of the University as stated in the University Catalog.
- Demonstrated no serious deficiencies in ethical, professional, or personal conduct as outlined in the universities Standards of Professional Conduct

Adverse Actions

Academic Probation

Students must maintain a cumulative GPA of at least 3.00 each semester. If a student's GPA is below 3.00 for a semester or receives two or more "Incomplete" grades in one semester, the student will be placed on academic probation. Students may only be on academic probation for a maximum of two semesters. Students who are subject to academic probation for a third semester will be reviewed by the Student Performance Committee and may be at risk for dismissal. (See SPC section of this catalog section for process). Decisions related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Conduct Probation

Students may be placed on conduct probation via the SPC process for ethical or behavior issues. If a student placed on conduct probation continues to have conduct issues will either be sent back through the SPC process or dismissed by the Dean for violating their probationary agreement.

Failed Course Policy

If a student fails a course, they may not take an equivalent course at another institution and transfer the course to Western University of Health Sciences. Students who fail a CGN course must retake and pass the course through the College of Graduate Nursing. Students failing a course may be reviewed by the Student Performance Committee and placed on academic suspension or potential dismissal. (See SPC section of this handbook for process)

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on "Financial Aid Warning" status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work- Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students will be recommended for this program by a faculty advisor or professor. Students may self-identify to TAP to receive assistance. The tutors will be chosen on the recommendation of the faculty in each discipline. Group tutoring is the methodology most used by the TAP department. For assistance, contact the Learning Enhancement and Academic Development Office (LEAD).

Remediation

Remediation of a Specific Learning Assignment

Remediation of learning activities within a course is at the discretion of the faculty. The course syllabus will outline whether each element of a course needs to be passed with a minimum passing grade. If present, the final exam in every course must be passed with a minimum passing grade. Remediation within a course is a privilege and not a right. Hence, if remediation is available, students may remediate one learning activity within a course to meet the grading policy for the course. The student must arrange for remediation within ten (10) business days of receiving a grade for that assignment. The instructor will outline required remediation and work with the student to establish a mutually agreed upon period to complete. The minimum passing grade of 77% pre-licensure or 80% post-licensure is the highest possible grade that can be achieved through remediation.

Remediation of a Course

A student who does not achieve a grade of C+ (pre-licensure) or B- (post-licensure) or higher in didactic or clinical courses will receive a grade of “U”. The College will provide each student with the opportunity to demonstrate competency, however, remediation is a privilege, not a right. Students must have demonstrated the likelihood of success in the remediation process by active participation in the educational program including course attendance and participation, active involvement in clinical experiences, individual initiative and use of resources. Students who demonstrate the potential for remediation will be placed on academic probation or suspension by the Student Performance Committee (SPC) with a formal remediation contract. The remediation contract will outline the activities required for remediation, the outcomes expected for successful completion, and a date for completion. Copies of the remediation contract, signed by the faculty member and the student, will be filed with the CGN. The student may not enroll in any other CGN courses until a remediation contract has been approved by the SPC. To ensure a timely process, the Committee will strive to have a decision within ten business days of receipt of all relevant materials.

Students who receive a grade of U or NCR in a course must submit a formal petition to the SPC requesting to repeat the course and continue in the program. This petition must be received within one week of receipt of the failing grade. This petition should include a discussion of the reasons for course failure as well as the strategies the student has identified to increase the likelihood of successful completion of the course in the future. Upon receipt of the student's petition to continue in the program, the SPC will review the student's petition and either recommend dismissal, a complete repeat of the course or a remediation contract will be created, in consultation with the instructor of record for the failed course. Two copies of the contract will be generated and will include all conditions necessary for course remediation and program continuation, with a statement that the student understands the terms of the contract. The student will sign one copy and return it to the College within one week of receipt.

Students can remediate or repeat only two courses in the program. Options for remediation may include, but are not limited to, the following:

- Repeat the entire course.
- Taking a comprehensive examination on the course content,
- Completing special projects or studies in the area(s) of deficiency; and/or,
- Repeating a specific learning objective.

The Grading of Remediated Curriculum

Upon completion of the remediation contract, the instructor will submit a recommendation to the Student Performance Committee and the Dean. A grade of C+ is the highest possible grade that can be achieved through remediation of pre-licensure courses and a B- in all other courses. Upon successful remediation by completing one or more of the activities described above, the transcript is notated with the grade earned alongside the original grade. For example, a student who originally received a "U" grade and, who, by remediation, earned a "B-" grade will have a grade of "U/B-" entered on their transcript.

The Grading of Repeated Curriculum

If a student is directed to repeat a course, the grade for the repeated course will be recorded on the official transcript separately and within the semester the repeated course was completed. The original course grade will remain recorded in the semester it was originally taken. Students will be charged full tuition for repeated coursework.

Only the repeated grade(s) for the course(s) will be included in the student's GPA calculation.

Academic Suspension

Students who have dropped below a 3.00 or who have failed a course will be placed on academic suspension by the Dean or Student Performance Committee as an alternative to withdrawal from the program. Students pursuing clinical concentrations who are placed on academic suspension may be subject to clinical skills evaluation prior to returning to the clinical setting (see SPC section of this catalog for process). See the **University Academic Suspension Policy** in the Overview section of the catalog for more information.

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies, as implemented through the procedures outlined in the University. A student may not receive financial aid during any time of suspension.

Summary Suspension

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, SVP/Provost, or Dean has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal

All information related to dismissal from the programs of the College of Graduate Nursing will be reviewed by the Student Performance Committee. Dismissal decisions are presented in writing to the Dean by the college Student Performance Committee. The Dean has the authority to accept or reject or modify the decision.

Dismissal criteria includes but is not limited to:

1. Failure to meet required minimum grade for a course(s) within the program.
2. A pattern of “Incompletes” in courses resulting in failure to complete the program in a timely manner.
3. Failure to meet the professional or conduct expectations of the University as outlined in the University Policies and Procedures section of the University Catalog or in relevant College policies or procedures.
4. Failure to complete all aspects of remediation as specified in the remediation contract for specific course(s).
5. Incidents of plagiarism, cheating, or other forms of dishonesty.
6. Incidents of incivility toward fellow classmates, faculty, staff or administration.
7. Failure to meet standards for student conduct, and/or any breach of professional behavior in the clinical setting which could jeopardize patient care or relationships at clinical agencies used for training.
8. The discovery of misrepresentation, material omission, or falsification of materials required for admittance into the program.

Any student who is dismissed from the program must contact the Financial Aid Office and the Bursar’s Office to discuss any issues related to tuition and fees. Any dismissed student must immediately return their student ID badge to the Vice President for Enrollment Management and University Student Affairs. (See SPC section of this catalog for process). A student may appeal the decision of the Dean to the SVP/Provost. Dean’s decisions related to grades, course transfer or waiver decisions, or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Clinical Education

Clinical Guides

In addition to the information contained in this catalog, each student enrolled in a clinical program in the College of Graduate Nursing will receive a clinical/mentor handbook specific to their program. Students will be responsible for following all clinical/practice policies contained in the clinical/mentor handbook for their program of study.

Health and Immunization Requirements

All students are required to submit health and immunization documentation to the Student Health office yearly. If a student falls out of compliance, they will be suspended from clinical activities, a hold placed on their registration until all health, and immunization records are up to date. Please see the university Student Catalog overview for detailed health and immunization requirements.

Professional Appearance and Dress Code

All students and faculty of the College of Graduate Nursing are expected to maintain a professional appearance. Professional appearance relates to clothing, hair, nails, shoes, carriage, and communication. Students' appearance should not risk offending or disturbing clients, faculty, or preceptors.

While on-campus, students and faculty must follow the WesternU Dress Code. In clinical agencies, students are active learners and are, in essence, guests in these agencies. Recognition of this status means that students must adhere to all agency policies and guidelines including acceptable attire and behavior.

MSN-E unless otherwise instructed, the uniform requirements are as follows:

- A laboratory coat is required and must be worn, with the Western University of Health Sciences name tag, when in the hospital other than for clinical labs, for example, when selecting patients, going to medical records, or reviewing charts. Appropriate and professional attire is always required. Casual attire such as shorts, jeans, open-toed shoes, pajamas, short tops showing midriff, etc., is never permissible in the clinical setting. This is in accordance with contractual agreements with clinical agencies for individuals when in the agency in a professional role.
- The student will wear a uniform of burgundy pants and a burgundy tunic style top. An identifying patch will be sewn on the left sleeve. Nametags must be worn at all times. Undergarments should not be visible through the uniform. A short white lab coat may be worn over uniforms for added warmth while working with clients. If needed, black long-sleeved undershirt may be worn under uniforms for warmth. Nametags can be purchased at the University Bookstore.
- The professional looking student uniform is clean, pressed, and reflects frequent laundering.
- Clean, solid black, rubber-soled, enclosed heel and toe shoes with clean, black shoelaces if applicable. They should be designated for clinical use only. Strapless/backless shoes are unacceptable.
- Black socks must be worn to blend in with the black shoes.
- Hair should be worn away from the face, collar, and neck. It should be confined appropriately if long or full in style. Hairstyles should reflect professional comportment, i.e., no extreme styling, no excessive hair ornaments. Hair coloring should remain in the realm of what can be genetically transmitted.
- No fragrances should be worn in clinical settings. Because of the close and physical nature of direct care nursing, students are expected to be clean and odor free. If an offensive odor is noticed by faculty, staff, clients, or peers, the student will be asked to take corrective action.

- Jewelry is limited to a watch, one plain ring, and one pair of plain, inconspicuous earrings if ears are pierced. There should be no other visible jewelry. Any piercing other than earrings (i.e. nose, eyebrow, lip, tongue, etc.) should be removed when in the clinical setting.
- Tattoos should be covered with clothing, if possible.
- Nails should be appropriately groomed, and any nail polish should be clear or a pale color. False fingernails, tips, and acrylic nail covers harbor a wide variety bacteria and fungi and by law are not permitted in hospital settings.
- Some specialty areas may require uniform adaptations. Unless specifically instructed to do otherwise, the complete uniform, i.e., shirts, pants, shoes, and name badges will be worn in all clinical areas.
- It is advisable that all students own at least one pair of dress slacks that are appropriate for wearing in the community setting.
- Although gum chewing is not appropriate in clinical situations, breath mints may be advisable.

The College of Graduate Nursing faculty and students must comply with the policies of various hospitals, clinics, and other agencies where clinical practice is scheduled. Students should be aware that additional dress restrictions and infection control policies might be required in specific departments of agencies or hospitals. Any other concerns will be addressed through your clinical instructor who has the final decision on dress code implementation. If unprofessional attire is reported in clinical agencies, clinical grades may be lowered, or preclinical access to patient records may be restricted; additionally, the student may be placed on probation for unprofessional behavior.

Clinical Rotations Policy, MSN-E

Students achieve many of the course requirements through practical experience in many different health care agencies. Clinical rotations may occur on any day of the week; however, weekend rotations are kept to a minimum. Student access to facilities is regulated by contracts between the University and the agency. Students who do not meet an agency's requirements will be denied access to that facility. Students must comply with all university health, safety, and immunization requirements before they can be allowed to participate in clinical. The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation, or unemployment benefits. **Students cannot make their own clinical agency arrangements as university and agency legal contracts are required.**

Clinical/Practical Training for ADN/RN-MSN Students

During their second semester, students will complete a minimum of two clinical units (90 hours) for the CGN 5904 Community Health Nursing Clinical Practicum. Working with their faculty advisor and a CGN-approved preceptor(s), the student will complete learning activities that demonstrate integration of the semester objectives and advance clinical competencies relating to community health nursing.

Introductory discussions will occur in the second semester to introduce the student to the outcome competencies for their specific concentration role (ANL, CNL, or Ambulatory Care). Preceptor, clinical agency, and clinical requirements will be identified in this semester to prepare the student for the CNL, ANL, or Ambulatory clinical experience. Beginning in the summer semester of that same year, the student will begin the clinical experience. No student will be allowed to participate in any clinical experience without first having complied with all the University health, safety and immunization documentation requirements and obtaining the appropriate clearance from the college (for each site and each preceptor). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation or unemployment benefits while completing clinical training. Students may not accrue clinical hours simultaneous to paid employment.

Clinical Training for Ambulatory Care Nursing Students

Introductory discussions will occur in the first year, spring semester to introduce the AC student to the outcome competencies for the Ambulatory Care Nursing role. Mentor, clinical agency and clinical requirements will be identified in this semester to prepare the student for the AC clinical experience. Beginning in the summer of year one, the student will begin the immersion experience for a total of five clinical units (225 hours) to operationalize the Ambulatory Care Nursing role. No student will be allowed to participate in any clinical experience without first having complied with all the University health, safety and immunization documentation requirements and obtaining clearance from the college (for each site and each preceptor/mentor). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

The student is not considered an employee of the agencies involved and has not claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation or unemployment benefits while completing clinical training. Students may not accrue clinical hours simultaneous to paid employment.

Clinical/Practical Training for Health Systems Leadership/Administrative Nurse Leader Students

Introductory discussions will occur in the second semester of the two-year program to introduce the ANL student to the outcome competencies for the administrative nurse leader role. Preceptor, clinical agency, and clinical requirements will be identified in this semester to prepare the student for the ANL clinical experience. In the summer semester of year one, the student will complete a minimum of 45 hours per semester, 90 hours in their last semester, for a total of 225 clinical hours. Working with their faculty advisor and a CGN-approved preceptor(s), the student will complete learning activities that demonstrate integration of the semester objectives and advance the competencies of a nurse leader/manager. No student will be allowed to participate in any clinical experience without first having complied with all the University health, safety and immunization documentation requirements and obtaining the appropriate clearance from the college (for each site and each preceptor). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation, or unemployment benefits while completing clinical training.

Clinical Training for Health Systems Leadership/Clinical Nurse Leader Students

Introductory discussions will occur in the second semester of the two-year program to introduce the CNL student to the outcome competencies for the clinical nurse leader role. Preceptor, clinical agency, and clinical requirements will be identified in this semester to prepare the student for the CNL clinical experience. Beginning in the summer semester of year one, the student will begin the immersion experience for a total of nine clinical units (405 hours) to operationalize the CNL role. No student will be allowed to participate in any clinical experience without first having complied with all the University health, safety and immunization documentation requirements and obtaining the appropriate clearance from the college (for each site and each preceptor). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation, or unemployment benefits while completing clinical training.

Practice-Based Training for DNP Students

Practice-based assignments may begin in the second semester of the program and after the student has complied with all University health, safety, and immunization documentation requirements. A total of 1000 hours post baccalaureate are required in order to meet the DNP outcome competencies. Practice hours may be awarded from a student's MSN/or other master's program of study; however, a minimum of 500 hours must be completed within the Post-Masters DNP program.

The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation, or unemployment benefits while completing clinical training.

Mentors

Practice hours provide the opportunity for the DNP student to meet the DNP Essentials. Practice hours require a clinical mentor. CGN requires that all mentors must be approved by the DNP leadership. To assist mentors, CGN provides clinical experts with a guidebook to clarify program and course objectives. A faculty Clinical Coordinator is assigned to serve as the coordinator for monitoring the practice hours. Each student will have a clinical mentor at each agency in which they complete clinical assignments. During the completion of the DNP project, the student's Faculty Team Leader and the Practice Mentor will serve as consultants for the student.

The College encourages multiple sites for specific experiences if needed to optimize student learning. A student's practice mentor and/or clinical resource person may suggest or assist with identifying and coordinating these experiences. Due to the distance delivery of the program, students are encouraged to identify qualified clinical resource persons in their community prior to starting the program. However, no practice hours may be initiated or completed until matriculated into the CGN and all clearances processes have been met. No student will be allowed to participate in any clinical/practice experience without first having complied with all the University health, safety and immunization documentation requirements and obtaining clearance from the college (for each site and each preceptor/mentor). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

If students have difficulty identifying practice mentors, the DNP faculty will assist students with securing qualified mentors or resource persons.

As expected with professional practice, all data gathered about an agency or individual patient and their health/illness, including all items within the medical record, are privileged information. Agency and client confidentiality must be maintained.

Students are encouraged to wear student identification and lab coats when appropriate while in the clinical/practice setting. Western University of Health Sciences maintains malpractice and accident insurance coverage for enrolled students. Professional nursing malpractice insurance (in the student role) is recommended but not required.

Notification of Practice Hours

The College requires students to notify the clinical/practice site and mentor or resource person when the student will be at the practice site. The student may not attend any practice hours without first obtaining

the appropriate clearance from the College of Graduate Nursing for each site and mentor used. Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

Practice Hours

The DNP program is a completion program for master's prepared nurses and takes into account previous clinical experiences; therefore, clinical/practice hours will be adjusted accordingly, to meet the needs of the AACN requirement of 1000 clinical hours and the required minimum of 500 hours that are to be obtained at the DNP level.

Record Keeping and Practice Hour Logs

Students will document the hours and the assignments they have completed during their clinical/practice experiences for their course faculty and in their clinical logs using de-identified data to ensure HIPAA compliance. Students will receive an orientation on how to record practice hours prior to practice hours beginning. Electronic documentation of the practice hours will be submitted in a timely fashion. In addition, students may be required to submit other documentation pertaining to their practice experiences both during and at the end of the semester. Failure to do so may result in an incomplete grade and/or failure to progress in the curriculum.

Clinical Training for FNP Students

Clinical training begins after the student has: (1) successfully completed the Advanced Physical Assessment competency based physical assessment testing, (2) complied with all the University health, safety, and immunization documentation requirements and (3) received the appropriate clearance to attend clinical from the CGN (for each site and preceptor used). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation, or unemployment benefits while completing clinical training.

Preceptors

A student's preceptor may be a physician trained in family practice or internal medicine, preferably board certified, or a master's degree prepared, certified NP following the NTF criteria. Additionally, Certified Nurse Midwives are acceptable preceptors for prenatal and gynecology rotations. The College encourages multiple rotations for specific experience if needed to optimize student learning. A student's preceptor and/or clinical instructor may suggest or assist with identifying and scheduling these rotations. If the preceptor is a physician, the student should also work with a nurse practitioner to promote role development for over 50% of the total hours. Due to the distance delivery of the program, students are encouraged to identify qualified preceptors in their community prior to starting the program. However, no clinical hours may be initiated or completed until matriculated into the CGN. If students do not have a preceptor, the Clinical Administrator will assist students with securing a qualified preceptor. All preceptors must have an active and clear license. If the preceptor has disciplinary actions listed on their license clearance for the student to work with that preceptor may be denied.

Preceptors working within specific guidelines established by the program will be responsible for assuring appropriate and adequate learning experiences, as well as supervising students for safe practice. A student's preceptor may not be related to, or be in a relationship with the student, as it compromises the integrity of the assessment process. Preceptors and clinical sites must be approved by the faculty and Western University of Health Sciences. A Preceptor Guide will be provided to all preceptors.

As expected with professional practice, all data gathered about a patient and their health/illness, including all items within the medical record, are privileged information. Client confidentiality must be maintained.

Students must consult with their preceptors on all patients seen by the student. The supervising practitioner must review and countersign all student notes written in the medical record. Students are not allowed to prescribe medications or sign any prescription order.

Students are always required to wear student identification and lab coats while in the clinical setting. WesternU maintains malpractice and accident insurance coverage for enrolled students. Professional nursing malpractice insurance (in the student role) is recommended but not required.

Scheduling

Students can complete clinical experiences in a local community with an approved preceptor and clinical site. Students should be prepared to travel to a clinical site. Students must also be prepared to work around the availability of the clinical site and preceptor. Particular days and times for clinical cannot always be guaranteed. When working out a clinical schedule, the College encourages students to schedule the same clinical day(s) each week to provide consistency for the agency and patient follow-up. Additional days should be scheduled to accommodate for illness, employment, or family responsibilities.

Clinical Hours

At least twelve hours per week of clinical training are required of full-time students throughout a two-year course of study to complete 750 hours or twenty hours per week for a one-year course of study. Following successful completion of the Physical Assessment course competency testing, full-time students are expected to complete 1-6 units of clinical training each semester. Forty-five hours must be completed for each unit, for a total of 17 units. Clinical fees will be charged for the additional semester(s) to complete the 17 units. Students who fail to meet the minimum per semester for two consecutive semesters will be placed on academic probation or suspension and are at risk for dismissal.

Clinical Progression

Student productivity is expected to increase with each semester's experience. Initially, students may see approximately 4-6 patients per day. The student is expected to gather complete subjective and objective data on each patient, even though early in the program the student may not be able to fully assess the problem or develop a complete treatment plan. Later in the program, students will be expected to see approximately 4-8 patients per day and provide comprehensive care including assessment and plan of treatment. Students will be guided to transition from novice to advanced clinician as they progress in the clinical practicum.

It is recommended that FNP students see approximately 810 patients during their program. The goal for patient mix is Pediatrics 15%, Adults 40%, Geriatrics 20%, GYN 15%, and OB 10%. Students are encouraged to obtain other rotations to complete clinical objectives if they are not in a family practice setting. In addition, students are advised to find Urgent Care and Emergency Room rotations for short rotations for skills and procedures experience. The clinical faculty of record will review students' clinical logs every two weeks in each semester. In addition, Preceptor Evaluations of the student are documented each semester.

Record Keeping and Clinical Hours

The College of Graduate Nursing uses an electronic system to record clinical hours. Students will record each patient visit into the clinical log using de-identified data to ensure HIPAA compliance. Students will receive an orientation to the use of the electronic system. Clinical hours will be evaluated biweekly, and at other times, if requested by the faculty. In addition, students are required to submit other documentation (i.e.,

Preceptor Evaluation, Student Evaluation of the Preceptor, Student Objectives) at the end of the semester. Failure to do so may result in an incomplete grade and/or failure to progress in the curriculum.

Clinical Site Visits

Faculty and contracted ENP site visitor evaluations of a clinical site will be conducted each semester. These Clinical Site visits are completed in one of three ways: 1) in-person site visits; 2) virtual site visit via Webcam; or 3) or via teleconference. If an in-person site visit is conducted, student clinical competency will be evaluated at this time by direct observation of the student's performance and interaction with patients, preceptors and staff. In addition, the clinical faculty provides guidance and support as well as assistance with clinical decision making during all forms of site visits. Students who receive an unsatisfactory site visit evaluation must complete a remediation process with the possibility of additional clinical hours added. Out of state site guidelines are followed according to the BRN requirements for that state.

Waiver of Clinical Hours - FNP

The faculty believes in granting credit for previous, appropriate professional experience. Students who are licensed NPs in a specialty area other than Family may submit a written request for a waiver of the appropriate required clinical hours.

Students who petition to receive credit for previous clinical education for their nurse practitioner specialty must provide an official transcript that documents clinical hours. If hours are not listed on the transcript, a letter from the Dean or Director of the NP program is required to verify clinical hours completed in the program. Certified or licensed Nurse Practitioners who did not complete a formal nurse practitioner education program from an accredited institution of higher education must submit a written request, as well as a portfolio, which verifies clinical competence in their specialty to the Program Director. The portfolio could include national certification; letters from collaborating or supervising physicians, advanced practice nurses, or faculty; CEU; clinical evaluations completed by Western University of Health Sciences faculty; and/or clinical coursework. The student's request and documentation will be forwarded to the Student Performance Committee for consideration. Students will be notified in writing of the Committee's decision. Students will not be exempt from tuition fees if hours are granted.

Clinical Training for PMHNP Students

Clinical training begins after the student has: (1) successfully completed the Advanced Physical Assessment competency based physical assessment testing (for those students without APRN status), (2) complied with all the University health, safety, and immunization documentation requirements and (3) received the appropriate clearance to attend clinical from the CGN (for each site and preceptor used). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation, or unemployment benefits while completing clinical training.

Preceptors

A student's preceptor should be a physician specializing in mental health, a certified psychiatric mental health nurse practitioner, or a licensed counselor. Preceptors with other credentials are considered on a case-by-case basis. The College encourages multiple rotations for specific experience if needed to optimize student learning. A student's preceptor and/or clinical instructor may suggest or assist with identifying and scheduling these rotations. If the preceptor is a physician, the student should also work with a nurse practitioner for over 50% of the total hours to promote role development. Due to the distance delivery of the program, students are encouraged to identify qualified preceptors in their community prior to starting

the program. However, no clinical hours may be initiated or completed until matriculated into the CGN. If students do not have a preceptor, the Clinical Administrator will assist students with securing a qualified preceptor. All preceptors must have an active and clear license. If the preceptor has disciplinary actions listed on their license clearance for the student to work with that preceptor may be denied.

Preceptors working within specific guidelines established by the program will be responsible for assuring appropriate and adequate learning experiences, as well as supervising students for safe practice. A student's preceptor may not be related to, or be in a relationship with the student, as it compromises the integrity of the assessment process. Preceptors and clinical sites must be approved by the faculty and Western University of Health Sciences. A Preceptor Guide will be provided to all preceptors.

As expected with professional practice, all data gathered about a patient and their health/illness, including all items within the medical record, are privileged information. Client confidentiality must be maintained.

Students must consult with their preceptors on all patients seen by the student. The supervising practitioner must review and countersign all student notes written in the medical record. Students are not allowed to prescribe medications or sign any prescription order.

Students are always required to wear student identification while in the clinical setting. WesternU maintains malpractice and accident insurance coverage for enrolled students. Professional nursing malpractice insurance (in the student role) is recommended but not required.

Scheduling

Students can complete clinical experiences in a local community with an approved preceptor and clinical site. Students should be prepared to travel to a clinical site. Students must also be prepared to work around the availability of the clinical site and preceptor. Particular days and times for clinical cannot always be guaranteed. When working out a clinical schedule, the College encourages students to schedule the same clinical day(s) each week to provide consistency for the agency and patient follow-up. Additional days should be scheduled to accommodate for illness, employment, or family responsibilities.

Clinical Hours

Twenty hours per week of clinical training are required. A clinical unit is comprised of 45 hours and the PMHNP requires a total of 17 units or 750 clinical hours. Students should target 250 clinical hours in each of the 3 semesters where clinical courses are offered.

Clinical Progression

Student productivity is expected to increase with each semester's experience. Initially, students may see approximately 4-6 patients per day. The student is expected to gather complete subjective and objective data on each patient, even though early in the program the student may not be able to fully assess the problem or develop a complete treatment plan. Later in the program, students will be expected to see approximately 4-8 patients per day and provide comprehensive care including assessment and plan of treatment. Students will be guided to transition from novice to advanced clinician as they progress in the clinical practicum.

PMHNP students are expected to see a diverse group of patients in a manner that is consistent with the lifespan approach to mental health. Students must obtain clinical experiences in addiction medicine (188 hours), child and adolescent mental health (188 hours), adult/geriatric mental health (188 hours), and counseling (188 hours). Counseling hours include individuals, families, couples, and groups and incorporate a variety of therapeutic modalities. The clinical faculty of record will review students' clinical logs every two weeks in each semester. In addition, Preceptor Evaluations of the student are documented each semester.

Record Keeping and Clinical Hours

The College of Graduate Nursing uses an electronic system to record clinical hours. Students will record each patient visit into the clinical log using de-identified data to ensure HIPAA compliance. Students will receive an orientation to the use of the electronic system. Clinical hours will be evaluated biweekly, and at other times, if requested by the faculty. In addition, students are required to submit other documentation (i.e., Preceptor Evaluation, Student Evaluation of the Preceptor, Student Objectives) at the end of the semester. Failure to do so may result in an incomplete grade and/or failure to progress in the curriculum.

Clinical Site Visits

Faculty and contracted PMHNP site visitor evaluations of a clinical site will be conducted each semester. These Clinical Site visits are completed in one of three ways: 1) in-person site visits; 2) virtual site visit via Webcam; or 3) or via teleconference. If an in-person site visit is conducted, student clinical competency will be evaluated at this time by direct observation of the student's performance and interaction with patients, preceptors and staff. In addition, the clinical faculty provides guidance and support as well as assistance with clinical decision making during all forms of site visits. Students who receive an unsatisfactory site visit evaluation must complete a remediation process with the possibility of additional clinical hours added. Out of state site guidelines are followed according to the BRN requirements for that state.

Clinical Training for ENP Students

Clinical training begins within the first semester of the ENP curriculum after the student has: (1) complied with all the University health, safety, and immunization documentation requirements and (2) received the appropriate clearance to attend clinical from the CGN (for each site and preceptor used). Students who violate the CGN clinical clearance process will be sent to SPC and face possible dismissal.

The student is not considered an employee of the agencies involved and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation, or unemployment benefits while completing clinical training.

Preceptors

A student's preceptor may be a physician trained in emergency practice, preferably board certified, or a master's degree prepared, nationally certified FNP working in the subspecialty settings of Urgent Care or Emergency Department practice. The College encourages rotations for specific experience if needed to optimize student learning. A student's preceptor and/or clinical instructor may suggest or assist with identifying and scheduling these rotations. If the preceptor is a physician, the student should also work with a family nurse practitioner (as applicable) to promote ENP role development. Due to the distance delivery of the program, students are encouraged to identify qualified preceptors in their community prior to starting the program. However, no clinical hours may be initiated or completed until matriculated into the CGN. If students do not have a preceptor, the Clinical Practice Coordinator and/or Administrator will assist students with securing a qualified Urgent Care and Emergency Department preceptor.

Preceptors working within specific guidelines established by the ENP program will be responsible for assuring appropriate and adequate learning experiences, as well as supervising students for safe practice. A student's preceptor may not be related to, or be in a personal relationship with the student, as it compromises the integrity of the assessment process. Preceptors and clinical sites must be approved by the faculty and Western University of Health Sciences. A Preceptor Guide will be provided to all preceptors.

As expected with professional practice, all data gathered about a patient and their health/illness, including all items within the medical record, are privileged information. Client confidentiality must be maintained.

Students must consult with their preceptors on all patients seen by the student. The supervising practitioner/provider must review and countersign all student notes written in the medical record and/or electronic health care record as permitted by agency. Students are not allowed to prescribe medications or sign any prescription order despite they may have the authority to do so within their existing practice as a licensed and authorized prescriber. Students are not allowed to prescribe medications or sign any prescription order.

Students are always required to wear student identification and lab coats while in the clinical setting. WesternU maintains malpractice and accident insurance coverage for enrolled students. Professional nursing malpractice insurance (in the student role) is recommended and advised.

Scheduling

Students can complete clinical experiences in a local community with an approved preceptor and clinical site. Students should be prepared to travel to a clinical site. Students must also be prepared to work around the availability of the clinical site and preceptor. Particular days and times for clinical cannot always be guaranteed. When working out a clinical schedule, the College encourages students to schedule the same clinical day(s) each week to provide consistency for the agency and patient follow-up. Additional days should be scheduled to accommodate for illness, employment, or family responsibilities.

Clinical Hours

Approximately 24 hours per week of clinical training are required of full-time students during the first semester, which should begin by week 3. The 2-semester course of study is to complete a total of 500 hours. The first semester will include 250 hours of concentrated Urgent Care clinical experience and 250 hours of Emergency Department clinical immersion in the second semester. For the second semester, students will need a minimum of 24 hours per week to satisfy completion of their practice immersion experiences. The ENP certificate consists of two, 6-credit hour courses (didactic) with clinical experience/ practice immersion hours. Following successful completion of the course competency testing and procedural skills immersions, full-time students are expected to complete their practice and clinical training each semester. Administrative and clinical fees will be charged for additional semester(s) to complete the ENP certificate if warranted. Students who fail to meet the required credit hours per semester will be placed on academic probation or suspension and are at risk for dismissal.

Clinical Progression

Student productivity is expected to increase with each semester's experience. During the first semester, students may see approximately 10-15 patients per day in the urgent care setting. The student is expected to gather complete subjective and objective data on each patient, assess the problem, and develop a treatment plan for presentations encountered. In the second semester, students will be expected to see a complex variety of patients and provide a more comprehensive plan of care in the assessment, intervention, treatment, and management of emergency conditions. Students will be guided to transition from novice ENP to advanced ENP clinician as they progress in their clinical practicum.

Clinical faculty of record will review students' clinical logs every two weeks in each semester. In addition, Preceptor Evaluations of the student are documented each semester.

Record Keeping and Clinical Hours

The College of Graduate Nursing uses an electronic system to record ENP clinical practice hours. Students will record each patient visit into the clinical log using de-identified data to ensure HIPAA compliance. Students will receive an orientation to the use of the electronic system. Clinical hours will be evaluated mid and end of each semester, and at other times, if requested by the faculty. In addition, students are required to submit other documentation (i.e. Preceptor Evaluation, Student Evaluation of the Preceptor, Student

Objectives) at the end of the semester. Failure to do so may result in an incomplete grade and/or failure to progress in the curriculum.

Clinical Site Visits

Faculty and contracted ENP site visitor evaluations of a clinical site will be conducted each semester. These Clinical Site visits are completed in one of three ways: 1) in-person site visits; 2) virtual site visit via Webcam; or 3) or via teleconference. If an in-person site visit is conducted, student clinical competency will be evaluated at this time by direct observation of the student's performance and interaction with patients, preceptors and staff. In addition, the clinical faculty provides guidance and support as well as assistance with clinical decision making during all forms of site visits. Students who receive an unsatisfactory site visit evaluation must complete a remediation process with the possibility of additional clinical hours added.

Student Injuries and Illnesses in the Clinical Setting for all Students

If a student is injured or is exposed to potentially infectious (includes blood borne pathogens) or hazardous substances during a clinical rotation the student is required to notify the clinical instructor immediately and seek assessment and/or treatment per facility policy. Follow-up care should be continued at the contracted clinical facility as needed and ordered by the evaluating health care professional. Expenses incurred are to be submitted to the student's personal insurance as the primary coverage and to the university as the secondary insurance, for the reported incident only.

The Incident Report Form can be found on the university website and must be completed by the student and/or faculty and submitted electronically. There may also be a requirement to fill out a more detailed report within the student's program of study (please refer to specific program clinical handbook).

Evaluation and Grading

Inquiry-based and competency-based assessments are the underlying principles for the instructional design of the CGN program and the evaluation of student achievement. To this end, each course has specific learning objectives, evaluative criteria, and expected outcomes. Assessment methods are stated in each course syllabus.

MSN-E Grading Policy

A grade of C+ or higher is required in each course in the pre-licensure portion. Pre-licensure courses are courses numbered in the 6000s (CGN 6000 – CGN 6999). Minimum competency, as outlined in the course syllabi for each course, is required to achieve a passing grade of C+ or higher. Attainment of a grade below a C+ denotes unacceptable performance and is grounds for dismissal from the program.

Students are required by the College to maintain a 3.00 GPA or higher each semester of the MSN-E program in order to remain in good standing. If a student does not maintain an overall GPA of 3.0 or higher for each semester, the student will be referred to the Student Performance Committee for review and be placed on Academic Probation.

Pre-Licensure Grading Scale

Final course grades for the pre-licensure RN portion of the MSN-E program are given based upon the traditional 4-point letter system, as follows:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
A	94-100	4.00
A-	90-93	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
U	Below 77	0.00
CR	Credit	N/A
NCR	No Credit	N/A

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A

Post-Licensure Grading Policy

The cumulative grade of 80% (B-) or better is required to demonstrate an acceptable level of performance and enable the student to progress in the curriculum. Graded assignments for each course are included in the course syllabus. Each course syllabus describes the elements of each course that must be passed at 80% in addition to passing the course overall by 80%. Thus, students must pass all papers, exams, and other assigned element of a course at 80% to be given a passing grade in the course. Students may be given the

opportunity to remediate one learning component within a course to meet the cumulative letter grade requirement.

Post-Licensure Grading Scale

Final course grades for post-licensure classes are given based upon the traditional 4-point letter system, as follows:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
A	94-100	4.00
A-	90-93	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
U	Below 80	0.00
CR	Credit	N/A
NCR	No Credit	N/A

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
IP	In Progress	N/A
W	Withdrawal	N/A
M	Missing	N/A

Audit

An “AU” (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Missing Grades

A grade of ‘M’ for Missing will be input by the Office of the Registrar if a student’s grade is not available by the deadline for grade submission. An ‘M’ grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. ‘M’ grades should not be used by the program in place of an Incomplete (I) grade.

Incomplete (‘I’) Grades

Achievement of an “I” denotes an Incomplete, which signifies that a portion of the required coursework has not been completed and evaluated. Students must submit a plan for completion that meets approval by the faculty of record. Students who receive two incomplete grades in one semester will be placed on academic probation. Students who are enrolled in sequential theory courses will not be able to progress in the curriculum unless the course is completed successfully prior to the next semester or instructor approval is given. The grade of Incomplete will be recorded on the official transcript and a final grade will be assigned upon completion of course work. If the student does not satisfactorily complete the contractual agreement within the period agreed to by the faculty of record, a grade of U will be given with recommendation for dismissal from the College of Graduate Nursing.

Unsatisfactory ('U') Grades

A grade of “U” denotes unacceptable performance. Students who do not meet the remediation standards for an Incomplete will be given the grade of “U.” Students who receive a “U” for any course will be placed on probation and will be unable to progress in the curriculum without a formal review by the Student Performance Committee, who will then give their recommendation to the Dean.

Clinical, Practicum and RN Seminar Grading Policy

GN 7570 (Clinical Experience), GN 7550 (RN Seminar), GN 7999 (MSN Continuous Enrollment), and GN 8999 (DNP Continuous Enrollment) are graded as credit/no-credit and are not included in the numerical values for computing grade point averages.

Credit (CR) Grades

Achievement of the grade “Credit” signifies that a student meets the acceptable level of performance in a graduate level course. Students cannot achieve credit for clinical hours if they fail the clinical site visit (whether virtual or on-site).

No Credit (NCR) Grades

Achievement of the grade “No Credit” indicates an unacceptable level of performance in a graduate level course. A grade of “No Credit” is the equivalent of a “U” grade. Students who receive an “NCR” grade for a clinical rotation may be dismissed from the program or may be required to repeat all hours obtained during that experience. If a student does not comply with the remediation contract, the student will be dismissed from the College.

In Progress (IP) Grades

A grade of “IP” denotes a grade that is in progress, which signifies acceptable continuation of coursework.

Incomplete (I) Grades for clinical

Achievement of the grade “incomplete” signifies that not all required clinical hours for the enrolled number of units have been completed. The grade of “I” will be recorded on the official transcript and a final grade assigned upon the satisfactory completion of all clinical hours.

Credit Hour Calculation

Western University of Health Sciences defines one credit hour as 15 contact hours plus an average of 30 hours of out of class student work. Given that the pace of learning and studying is not identical for everyone, it is understood that actual time on task will vary from student to student.

This formula will be applied to instructional terms of any duration. An equivalent amount of time on task (i.e., contact time + out of class student work) per credit hour is required for non-classroom based academic activities such as laboratory or small group practica, asynchronous online or distance instruction, and other non-classroom modalities and delivery methods. To meet the requirements as set by the Board of Nursing, clinical credits will be equal to 45 hours for each unit of credit for the College of Graduate Nursing. Calculation of credit hours will be rounded to the nearest 0.5 credit hours per course.

Grade Appeals Process

A student who believes that a grade for a course does not accurately reflect their performance in that course should first submit a written request for a grade appeal to the faculty of record. All grade appeals must be submitted in writing to the faculty member of record within ten (10) business days of when the grade was posted. The written request should include supporting documentation. The faculty member of record either will revise the grade or will retain it as originally assigned. If the grade remains unchanged, the student may

appeal to the Student Performance Committee (SPC). The SPC will review the course syllabus and student work and either retain the grade as originally assigned or send the matter forward to the Dean (See SPC section of this handbook for process). The Dean's decision is the final decision. Dean's decisions related to grades are not appealable to the Provost (See University Catalog, Student Appeal Process).

Student Participation in Student Governance

The College of Graduate Nursing (CGN) promotes student governance and values student input to advance the mission and vision of CGN. The purpose of student governance is to provide for more informed decision-making involving student views and perspectives, to enhance the quality of the curriculums and promote high-level student learning outcomes. Student representatives from college programs will be recruited annually to serve on seven CGN committees.

The CGN committees for student membership include Admission and Recruitment, Program Evaluation and Assessment, Educational Technology, Curriculum, Diversity, Equity and Inclusion committee, the Simulation Center Committee and the CGN Advisory Board. Roles and responsibilities are outlined for student members below. Committees are structured in a manner that allows for maximum participation of all members. Attendance and participation are noted within committee minutes, which are available to all faculty and students. When feasible, committee meetings are conducted through other means, including virtual meetings, electronic balloting, and so forth.

Members of all committees will have the opportunity to submit agenda items. If members are not able to attend meetings, agenda items can be forwarded to the committee chair and minutes of meetings will be made available. Committee Chairs report monthly to all faculty at the CGN Collaborative. Students are encouraged to attend the CGN Collaborative and participate in CGN discussion and decisions. The CGN Collaborative meets ten times a year.

Student Committee Members

Student members that participate in student governance activities are those graduate students that are in good standing with CGN and represent the various programs and concentrations. At a minimum, the eligible members include representation from the MSN-E program (first- and second-year students), an MSN member, an MSN-FNP member, a Post MSN FNP Certificate student and a DNP student. Student cohorts can use various models to select committee members. These could be via consensus, election, or volunteer as desired by the student group.

The college recognizes that the committees are standing committees and contribute to ongoing work; therefore, students may be required to augment their knowledge that relates to the committee's work. Student members are recognized as full members of the committee and therefore, have voice and vote in the decision-making process.

Policy

Students are introduced to the role of student governance during CGN's Welcome Week. Prior to end of the first fall semester, students are identified for the committees. The term of student governance runs through the end of the fall semester in the next academic year, thus allowing the student to serve approximately 12 months. Students in two or three-year programs may serve two years.

The Associate Dean of Student Affairs, along with the assistance of the Senior Director of Student Services shall disseminate role responsibilities and training to the participating students either in person or via electronic means during the fall semester.—A survey or other form of information gathering from student

participants will be conducted annually. The purpose of this meeting/survey is to debrief and share key experiences from each of the five committees. Recommendations for enhancing student participation and program improvements will be obtained and summarized for incoming student governance/committee members.

The Associate Dean of Student Affairs will clarify processes for student governance and be a resource for student questions or concerns.

Standing Committees

Recruitment and Marketing Advisory Committee

The charge of the Recruitment and Marketing Advisory Committee is to provide recommendations to the Office of Admissions and the University Marketing Division to advance and optimize recruitment and marketing initiatives. Responsibilities of the committee include, but are not limited to, providing feedback regarding resources, processes, and strategies in the marketing of all CGN programs and recruitment of prospective students. The committee uses social media as a recruitment tool and to embrace ongoing relationships with the WesternU community. The committee also provides recommendations for enhancements to the WesternU website.

The Committee is led by two co-chairs. One co-chair is the Senior Director of Student Services and the other co-chair is a faculty member. The faculty co-chair will serve a term of two years. The committee is comprised of faculty, staff, students, and university partners to ensure representation across all CGN programs. The committee meets monthly. A simple majority present is needed to vote on an issue. Students are valuable stakeholders to assist CGN to meet recruitment and marketing goals.

Curriculum Committee

The curriculum committee is composed of seven faculty members representing each program. Three-year terms will commence with staggered start dates to ensure the presence of expertise and progressive development of novice members. In the event of a committee member's absence, an alternative may be assigned.

Student representatives, as voting members, will serve 1-2 years as determined by their program. Students are expected to attend all meetings, particularly when their program is undergoing review.

Specialty consultants (e.g., librarians, DEI representatives, operations) provide important contributions to curricula development and are welcome to continually serve on this committee. To prepare highly competent graduates, the responsibilities of the College of Graduate Nursing's Curriculum Committee include:

- Evaluation of CGN's curricula in a three-year cycle
- Comprehensive review of new courses and courses with major revisions
- Assessment of quality, progression and currency of the curricula
- Determination of content levels across programs
- Alignment of curricula to stakeholder and community needs, as well as regulatory standards
- Submission of curricula review results and recommendations to the Dean and faculty

Program Evaluation and Assessment Committee

The Program Evaluation and Assessment Committee (PEAC) shall monitor and evaluate the effectiveness of the curriculum (student outcomes), programs and faculty performance. The committee will also monitor the effectiveness of the learning environment (administrative support, seminar weekend, Bb platform) to assure the delivery of curriculum is meeting the needs of students. The Assessment Calendar is designed to assure all evaluation data is captured and analyzed to inform CQI. The committee members will maintain currency in educational requirements/standards (WASC, AACN, NONPF, BRN) to assure assessments and outcomes reflect appropriate outcomes. The Evaluation Committee will include a minimum of five faculty members MSN program as well as the DNP program. Student members will represent all programs. The Chair of the Committee is the Director of Assessment for the College who will report findings at full faculty meetings three times a year to coincide with the academic calendar of three semesters. The committee shall determine the length of service terms for committee members such that there is gradual replacement of the committee over time.

Education and Technology Committee

The charge of the Committee is to identify new technologies and educational resources to enhance and improve student learning for all programs. Recommendations that can result in large-scale change will require faculty and student input and approval. New advances in educational technology will not drive the curriculum but rather be incorporated to improve learning outcomes. Membership in this Committee will include the instructional designer (ID), a representative from Informational Technology (IT), the Director of Assessment, and a minimum of four faculty members. Students from all programs will be voting members and will represent the student's voice. The ETC committee will meet minimally once a month.

Simulation Center Committee

This committee will be charged to stay up on all the latest and greatest technologies, simulators and systems available to supplement the education of nursing students for all programs at CGN. The committee meets monthly.

Diversity, Equity, and Inclusion Committee

The charge of the Committee is to promote diversity in the interest of removing barriers to education and healthcare. The mission of the Committee is to integrate inclusive health care education to enhance and extend the quality of life in diverse communities.

The College of Graduate Nursing embraces diversity and recognizes our responsibility to foster an open, welcoming environment where students, administration, faculty, and staff of all backgrounds can collaboratively learn, work, and serve. The Committee supports learning environments that allow the development of self-awareness, knowledge, and skills combined with the attention to others who may have experiences, worldviews, and values that are different from one's own. The committee will continually strive to work together to address the challenges of education and healthcare in a way that removes barriers to success and promotes a culture of inclusivity, compassion, and humanism in local and global communities.

Areas of responsibility include but are not limited to:

- Provide a safe space for DEIAR discussion and efforts.
- Develop innovative recruitment efforts to attract and retain a highly talented and diverse workforce.
- Implement strategies and initiatives that advance a climate of accountability.
- Develop diversity, equity, inclusion, and anti-racism (DEIAR) efforts to support CGN's mission, vision, and goals.

- Facilitate a culturally responsive curriculum to prepare our student body to deliver culturally congruent care to diverse populations
- Promote a sustainable culture of inclusive excellence within nursing curricula
Assess existing organizational practices to determine whether their design and implementation improve or exacerbate unconscious bias.

Global and Community Health Committee

The mission of the Global and Community Health Committee is to prepare nurses in the areas of education, research, leadership, and practice, placing priority on improving health and achieving health equity for all people locally, nationally and internationally.

The CGN Advisory Board

The CGN advisory board meets three times a year. The committee serves as an advisory body to the Dean. Members serve a minimum of two years and represent employers, community partners, university representatives, students, alumni, and donors. Student members will represent all programs. Meetings are held in October, February, and April. This valuable advisory body provides feedback regarding program effectiveness, changes in the context of healthcare, and educational relevancy for CGN programs to be leaders for the profession of nursing.

Schedule for the Academic Year

August - Welcome Week Information shared with incoming students. Job duties, committees, and an application are stored in the CGN student center. Graduate students who are available for Welcome Week will meet with incoming students to encourage student governance and share their experience.

December – Welcome Week information shared with incoming DNP and ENP students who selected a spring entry start date.

Members who are continuing to serve on the committees (two-year term) can assist with mentoring of new student committee members and continue as committee members in the fall semester.

Student Roles and Responsibilities

Purpose – to be actively engaged in shared governance to provide CGN faculty and staff with insight to the student experience, provide voice to student decision making, and enhance program evaluation. CGN values student input to assure teaching and learning is student centered and designed to meet program outcomes.

Responsibilities – Students attend committee meetings, come prepared for meetings, and serve as the representative to each student cohort. Cohort representatives will communicate with their cohort to generate ideas, agenda items, or other constructive feedback to share with faculty and staff at committee meetings. Time commitments will vary due to the charge of the committee. In most cases, this will require a two-hour meeting a month. Attendance can be in-person, written document, phone conferencing, Zoom or other electronic means.

Other Venues of Communication

Program directors and Faculty Advisors provide a venue for face-to-face, email, phone call, or pre-scheduled Zoom communication with students that may be formal or informal. The Dean provides an open-door policy to meet with students. The Assistant Dean of Student Affairs also has an open-door policy and can be reached via email, phone or pre-scheduled Zoom sessions.

Student satisfaction surveys are circulated to students at the end of each semester, at the end of year one, and at the end of the program. Each year all distance students provide an evaluation of seminar weekends/intensives/clinical skills days. Ongoing data is collected and analyzed on a regular basis. Plans for improvement are guided by program review to further continuous improvement.

Curriculum Organization

Extended Curriculums

Extended versions of the programs offered by the College of Graduate Nursing may be available. For additional information, please contact the Associate Dean of Student Affairs in the College of Graduate Nursing directly at 909-469-5255.

Nursing Curriculum for 30 Unit Option

(LVN Applicants Only)

First Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 6501	Nursing of Adults and Older Adults I	4.00
GN 6502	Clinical Practicum: Nursing of Adults and Older Adults I	4.00
GN 6601	Mental Health Nursing	2.00
GN 6602	Clinical Practicum: Mental Health Nursing	2.00
Semester Total:		12.00
First Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 6551	Nursing of Adults and Older Adults II	4.00
GN 6552	Clinical Practicum: Nursing of Adults and Older Adults II	4.00
Semester Total:		8.00
Second Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 6801	Leadership and Management in the Clinical Setting	2.00
Semester Total:		2.00
Total Units:		22.00

MSN-E**Year 1**

First Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
IPE 5000	Patient Centered Cases I – An Interprofessional Approach*	1.00
GN 6115	Introduction to Pathophysiology	3.00
GN 6145	Pharmacology 1	2.00
GN 6165	Evidence Based Practice and Theory	3.00
GN 6201	Health Assessment	2.00
GN 6202	Clinical Practicum: Health Assessment	1.00
GN 6410	Nursing Fundamentals	3.00
GN 6411	Clinical Practicum: Nursing Fundamentals	2.00
Semester Total:		17.00
First Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
IPE 5100	Patient Centered Cases II – An Interprofessional Approach*	1.00
GN 6155	Pharmacology II	2.00
GN 6170	Utilization of Evidence in Health Care	2.00
GN 6501	Nursing of Adults and Older Adults I	4.00
GN 6502	Clinical Practicum: Nursing of Adults and Older Adults I	3.00
GN 6601	Mental Health Nursing	2.00
GN 6602	Clinical Practicum: Mental Health Nursing	2.00
Semester Total:		16.00
First Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 6551	Nursing of Adults and Older Adults II	4.00
GN 6552	Clinical Practicum: Nursing of Adults and Older Adults II	4.00
GN 6710	Obstetric Nursing	2.00
GN 6711	Clinical Practicum: Obstetric Nursing	2.00
GN 6720	Pediatric Nursing	2.00
GN 6721	Clinical Practicum: Pediatric Nursing	2.00
Semester Total:		16.00

Year 2

Second Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
IPE 6000	Team Training in Healthcare I*	1.00
GN 6777	Clinical Implementation Project	1.00
GN 6801	Leadership and Management in the Clinical Setting	2.00
GN 6802	Clinical Practicum: Leadership and Management in the Clinical Setting	1.00
GN 6805	Advanced Clinical Applications Practicum	3.00
GN 6810	Biostatistics	2.00
GN 6905	Public Health and Population Based Nursing Practice	3.00
GN 6906	Clinical Practicum: Public Health and Population Based Nursing Practice	3.00
Semester Total:		16.00
Second Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 6888	Clinical Implementation Project II	2.00
GN 6910	Clinical Immersion Practicum 1	3.00
GN 6915	Improvement Science for Quality and Safety	3.00
GN 6920	Health System Leadership	3.00
GN 6921	Clinical Practicum: Health System Leadership	1.00
GN 6930	Informatics and Technology	2.00
Semester Total:		14.00
Second Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 6940	Clinical Immersion Practicum II	3.00
GN 6950	Advanced Professional Role	2.00
GN 6951	Advanced Professional Role: Clinical Practicum	1.00
GN 6960	Care Coordination/Chronic Disease Management	3.00
GN 6999	Clinical Implementation Project III	2.00
Semester Total:		11.00

*Course(s) not charged tuition.

ADN/RN-MSN, Ambulatory Care Emphasis

First Year, Fall Semester		
Clinical Fee Assessed for Term?		No
Course	Title	Credit Hours
GN 5170	Intro to the Theory and Science of Nursing	3.00
GN 5605	Advanced Human Diversity	1.00
GN 5631	Advanced Pathophysiology I	1.00
GN 5811	Leadership and Professional Role Transition	3.00
Semester Total:		8.00
First Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5632	Advanced Pathophysiology II	1.00
GN 5703	Introductory Nursing Informatics	3.00
GN 5903	Community Health Nursing for the ADN	2.00
GN 5904	Clinical Practicum: Community Health Nursing for the ADN*	2.00
Semester Total:		8.00
First Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5306	Biostatistics and Epidemiology	3.00
GN 5633	Advanced Pathophysiology III	1.00
GN 5710	Advanced Nursing Leaders as Educators	3.00
GN 7570	Clinical Experience*	1.00
Semester Total:		8.00
Second Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5103	Advanced Health Systems	3.00
GN 5200	Nursing Theory	3.00
GN 5304	Nursing Research I	2.00
GN 7570	Clinical Experience*	1.00
Semester Total:		9.00
Second Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5305	Nursing Research II	2.00
GN 5505	Pharmacotherapeutics & Technology for Advanced Practice Nurses	3.00
GN 5620	Advanced Health and Population Assessment	3.00
GN 7570	Clinical Experience*	1.00
Semester Total:		9.00

ADN/RN-MSN, Ambulatory Care Emphasis (Continued)

Second Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5890	Care Coordination	2.00
GN 5999	Master's Project	3.00
GN 7570	Clinical Experience*	2.00
Semester Total:		7.00
Total Program Units:		49.00

*Course(s) not charged tuition.

ADN/RN-MSN, HSL/Administrative Nurse Leader

First Year, Fall Semester		
Clinical Fee Assessed for Term?		No
Course	Title	Credit Hours
GN 5170	Intro to the Theory and Science of Nursing	3.00
GN 5811	Leadership and Professional Role Transition	3.00
Semester Total:		6.00
First Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5702	Management Principles and Leadership Theories	3.00
GN 5903	Community Health Nursing for the ADN	2.00
GN 5904	Clinical Practicum: Community Health Nursing for the ADN*	2.00
Semester Total:		7.00
First Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5306	Biostatistics and Epidemiology	3.00
GN 5710	Advanced Nurse Leaders as Educators	3.00
GN 7570	Clinical Experience*	1.00
Semester Total:		7.00
Second Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5103	Advanced Health Systems	3.00
GN 5200	Nursing Theory	3.00
GN 5304	Nursing Research I	2.00
GN 7570	Clinical Experience*	1.00
Semester Total:		9.00
Second Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5305	Nursing Research II	2.00
GN 5620	Advanced Health and Population Assessment	3.00
GN 5703	Introductory Nursing Informatics	3.00
GN 5704	Accounting and Finance	3.00
GN 7570	Clinical Experience*	1.00
Semester Total:		12.00

ADN/RN-MSN, HSL/Administrative Nurse Leader Emphasis (Continued)

Second Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5890	Care Coordination	2.00
GN 5999	Master's Project	3.00
GN 7570	Clinical Experience*	2.00
Semester Total:		7.00
Total Program Units:		48.00

*Course(s) not charged tuition.

ADN/RN-MSN, HSL/Clinical Nurse Leader

First Year, Fall Semester		
Clinical Fee Assessed for Term?		No
Course	Title	Credit Hours
GN 5170	Intro to the Theory and Science of Nursing	3.00
GN 5631	Advanced Pathophysiology I	1.00
GN 5811	Leadership and Professional Role Transition	3.00
Semester Total:		7.00
First Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5632	Advanced Pathophysiology II	1.00
GN 5702	Management Principles and Leadership Theories	3.00
GN 5903	Community Health Nursing for the ADN	2.00
GN 5904	Clinical Practicum: Community Health Nursing for the ADN*	2.00
Semester Total:		8.00
First Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5306	Biostatistics and Epidemiology	3.00
GN 5633	Advanced Pathophysiology III	1.00
GN 5710	Advanced Nurse Leaders as Educators	3.00
GN 7570	Clinical Experience*	1.00
Semester Total:		8.00
Second Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5103	Advanced Health Systems	3.00
GN 5200	Nursing Theory	3.00
GN 5304	Nursing Research I	2.00
GN 7570	Clinical Experience*	2.00
Semester Total:		10.00
Second Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5305	Nursing Research II	2.00
GN 5505	Pharmacotherapeutics & Technology for Advanced Practice Nurses	3.00
GN 5620	Advanced Health and Population Assessment	3.00
GN 5703	Introductory Nursing Informatics	3.00
GN 7570	Clinical Experience*	3.00
Semester Total:		14.00

ADN/RN-MSN, HSL/Clinical Nurse Leader Emphasis (Continued)

Second Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5890	Care Coordination	2.00
GN 5999	Master's Project	3.00
GN 7570	Clinical Experience*	3.00
Semester Total:		8.00
Total Program Units:		55.00

*Course(s) not charged tuition.

BSN/RN-MSN, Ambulatory Care Emphasis

First Year, Fall Semester		
Clinical Fee Assessed for Term?		No
Course	Title	Credit Hours
GN 5103	Advanced Health Systems	3.00
GN 5200	Nursing Theory	3.00
GN 5631	Advanced Pathophysiology I	1.00
Semester Total:		7.00
First Year, Spring Semester		
Clinical Fee Assessed for Term?		No
Course	Title	Credit Hours
GN 5602	Health Promotion and Disease Prevention	1.00
GN 5632	Advanced Pathophysiology II	1.00
GN 5703	Introductory Nursing Informatics	3.00
Semester Total:		5.00
First Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5306	Biostatistics and Epidemiology	3.00
GN 5633	Advanced Pathophysiology III	1.00
GN 5710	Advanced Nursing Leaders as Educators	3.00
GN 7570	Clinical Experience*	1.00
Semester Total:		8.00
Second Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5304	Nursing Research I	2.00
GN 5605	Advanced Human Diversity	1.00
GN 7570	Clinical Experience*	2.00
Semester Total:		5.00
Second Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5305	Nursing Research II	2.00
GN 5505	Pharmacotherapeutics & Technology for Advanced Practice Nurses	3.00
GN 5620	Advanced Health and Population Assessment	3.00
GN 7570	Clinical Experience*	1.00
Semester Total:		9.00

BSN/RN-MSN, Ambulatory Care Emphasis (Continued)

Second Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5890	Care Coordination	2.00
GN 5999	Master's Project	3.00
GN 7570	Clinical Experience*	1.00
Semester Total:		6.00
Total Program Units:		40.00

**Course(s) not charged tuition.*

BSN/RN-MSN, HSL/Administrative Nurse Leader

First Year, Fall Semester		
Clinical Fee Assessed for Term?		No
Course	Title	Credit Hours
GN 5200	Nursing Theory	3.00
GN 5811	Leadership and Professional Role Transition	3.00
Semester Total:		6.00
First Year, Spring Semester		
Clinical Fee Assessed for Term?		No
Course	Title	Credit Hours
GN 5702	Management Principles and Leadership Theories	3.00
GN 5703	Introductory Nursing Informatics	3.00
Semester Total:		6.00
First Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5306	Biostatistics and Epidemiology	3.00
GN 5710	Advanced Nurse Leaders as Educators	3.00
GN 7570	Clinical Experience*	1.00
Semester Total:		7.00
Second Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5103	Advanced Health Systems	3.00
GN 5304	Nursing Research I	2.00
GN 7570	Clinical Experience*	1.00
Semester Total:		6.00
Second Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5305	Nursing Research II	2.00
GN 5620	Advanced Health and Population Assessment	3.00
GN 5704	Accounting and Finance	3.00
GN 7570	Clinical Experience*	1.00
Semester Total:		9.00

BSN/RN-MSN, HSL/Administrative Nurse Leader Emphasis (Continued)

Second Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5890	Care Coordination	2.00
GN 5999	Master's Project	3.00
GN 7570	Clinical Experience*	2.00
Semester Total:		7.00
Total Program Units:		41.00

*Course(s) not charged tuition.

BSN/RN-MSN, HSL/Clinical Nurse Leader

First Year, Fall Semester		
Clinical Fee Assessed for Term?		No
Course	Title	Credit Hours
GN 5200	Nursing Theory	3.00
GN 5631	Advanced Pathophysiology I	1.00
GN 5811	Leadership and Professional Role Transition	3.00
Semester Total:		7.00
First Year, Spring Semester		
Clinical Fee Assessed for Term?		No
Course	Title	Credit Hours
GN 5632	Advanced Pathophysiology II	1.00
GN 5702	Management Principles and Leadership Theories	3.00
GN 5703	Introductory Nursing Informatics	3.00
Semester Total:		7.00
First Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5306	Biostatistics and Epidemiology	3.00
GN 5633	Advanced Pathophysiology III	1.00
GN 5710	Advanced Nurse Leaders as Educators	3.00
GN 7570	Clinical Experience*	1.00
Semester Total:		8.00
Second Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5103	Advanced Health Systems	3.00
GN 5304	Nursing Research I	2.00
GN 7570	Clinical Experience*	2.00
Semester Total:		7.00
Second Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5305	Nursing Research II	2.00
GN 5505	Pharmacotherapeutics & Technology for Advanced Practice Nurses	3.00
GN 5620	Advanced Health and Population Assessment	3.00
GN 7570	Clinical Experience*	3.00
Semester Total:		11.00

BSN/RN-MSN, HSL/Clinical Nurse Leader (Continued)

Second Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5890	Care Coordination	2.00
GN 5999	Master's Project	3.00
GN 7570	Clinical Experience*	3.00
Semester Total:		8.00
Total Program Units:		48.00

*Course(s) not charged tuition.

MSN/Family Nurse Practitioner

First Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5401	Primary Care Management I	2.00
GN 5601	Advanced Physical Assessment	3.00
GN 5631	Advanced Pathophysiology I	1.00
GN 5641	Clinical Applications I	2.00
GN 7570	Clinical Experience*	1.00
Semester Total:		9.00
First Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5402	Primary Care Management II	2.00
GN 5501	Advanced Pharmacology I	2.00
GN 5602	Health Promotion and Disease Prevention	1.00
GN 5603	Societal and Ethical Issues	1.00
GN 5632	Advanced Pathophysiology II	1.00
GN 5642	Clinical Applications II	2.00
GN 7570	Clinical Experience*	2.00
Semester Total:		11.00
First Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5403	Primary Care Management III	2.00
GN 5502	Advanced Pharmacology II	2.00
GN 5606	Complementary and Alternative Therapies	1.00
GN 5633	Advanced Pathophysiology III	1.00
GN 5643	Clinical Applications III	2.00
GN 5690	Clinical Comprehensive Evaluation I	1.00
GN 7570	Clinical Experience*	2.00
Semester Total:		11.00
Second Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5200	Nursing Theory	3.00
GN 5304	Nursing Research I	2.00
GN 5605	Human Diversity	1.00
GN 5810	Management Practice Issues	2.00
GN 7570	Clinical Experience*	4.00
Semester Total:		12.00

MSN/Family Nurse Practitioner (Continued)

Second Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5103	Advanced Health Systems	3.00
GN 5305	Nursing Research II	2.00
GN 5820	Professional Practice Issues	2.00
GN 5900	Collaborative Project	2.00
GN 7570	Clinical Experience*	3.00
Semester Total:		12.00
Second Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5691	Clinical Comprehensive Evaluation II	1.00
GN 5830	Business Practice Issues	2.00
GN 5990	APN Master's Project	3.00
GN 7570	Clinical Experience*	5.00
Semester Total:		11.00
Total Program Units:		66.00

*Course(s) not charged tuition.

MSN/Psychiatric Mental Health Nurse Practitioner

First Year, Fall Semester		
Clinical Fee Assessed for Term?		No
Course	Title	Credit Hours
GN 5200	Nursing Theory	3.00
GN 5304	Nursing Research I	2.00
GN 5601	Advanced Physical Assessment	3.00
GN 5631	Advanced Pathophysiology I	1.00
Semester Total:		9.00
First Year, Spring Semester		
Clinical Fee Assessed for Term?		No
Course	Title	Credit Hours
GN 5305	Nursing Research II	2.00
GN 5501	Advanced Pharmacology I	2.00
GN 5602	Health Promotion and Disease Prevention	1.00
GN 5603	Societal and Ethical Issues	1.00
GN 5632	Advanced Pathophysiology II	1.00
Semester Total:		7.00
First Year, Summer Semester		
Clinical Fee Assessed for Term?		No
Course	Title	Credit Hours
GN 5502	Advanced Pharmacology II	2.00
GN 5606	Complementary and Alternative Therapies	1.00
GN 5633	Advanced Pathophysiology III	1.00
Semester Total:		4.00
Second Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5180	Counseling Across the Lifespan	3.00
CN 5181	Psychiatric Mental health Care Management Across Settings I	3.00
GN 5605	Human Diversity	1.00
GN 5810	Management Practice Issues	2.00
GN 7570*	Clinical Experience*	6.00
Semester Total:		15.00

MSN/Psychiatric Mental Health Nurse Practitioner (Continued)

Second Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5103	Advanced Health Systems	3.00
GN 5182	Psychiatric Mental health Care Management Across Settings II	3.00
GN 5820	Professional Practice Issues	2.00
GN 7570 *	Clinical Experience*	5.00
Semester Total:		13.00
Second Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5183	Psychiatric Mental health Care Management Across Settings III	3.00
GN 5990	APN Master's Project	3.00
GN 7570*	Clinical Experience*	6.00
Semester Total:		12.00
Total Program Units:		60.00

*Course(s) not charged tuition.

Doctor of Nursing Practice (DNP) Fall Entry

First Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 8000	Biostatistics Methods & Epidemiological Principles for Population Health	3.00
GN 8030*	Clinical Scholarship, Research, and Evidence-Based Practice	3.00
Semester Total:		6.00
First Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 8010*	Philosophy and Science for Nursing Practice	3.00
GN 8070*	Population Based Prevention in Vulnerable Populations	3.00
Semester Total:		6.00
First Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 8020*	Quality and Leadership in 21 st Century Health Care System	3.00
GN 8080*	Care Delivery Improvement: Models and Strategies	3.00
Semester Total:		6.00
Second Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 8040*	Transformational Information Systems for Health Care	3.00
GN 8060*	Outcome Based Collaboration and Collaborative Models	3.00
Semester Total:		6.00
Second Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 8050*	Social Justice, Health Care Advocacy, and Policy in Nursing Practice	3.00
GN 8090*	Practice Immersion Project	3.00
GN 8001	The Scholarship of Teaching Nursing**	3.00
Semester Total:		6.00 – 9.00
Second Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 8090*	Practice Immersion Project	3.00
GN 8002	Advanced Scholarship and Leading Change in Nursing Education**	3.00
Semester Total:		3.00 – 6.00
Total Program Units:		33.00 – 39.00
Continuous Enrollment (ABD Students)		
Clinical Fee Assessed for Term?		No
Course	Title	Credit Hours
GN 8999	Continuous Enrollment/Dissertation***	3.00

*Course triggers clinical practice fee for semester. **Required for NFLP recipients, elective for non-NFLP recipients. *** Students are required to register every term after completion of coursework until DNP Project is complete. A continuous registration fee of \$750.00 is assessed per term.

Doctor of Nursing Practice (DNP) (Spring Entry)

First Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 8000	Biostatistics Methods & Epidemiological Principles for Population Health	3.00
GN 8030*	Clinical Scholarship, Research, and Evidence-Based Practice	3.00
Semester Total:		6.00
First Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 8010*	Philosophy and Science for Nursing Practice	3.00
GN 8070*	Population Based Prevention in Vulnerable Populations	3.00
Semester Total:		6.00
First Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 8020*	Quality and Leadership in 21 st Century Health Care System	3.00
GN 8080*	Care Delivery Improvement: Models and Strategies	3.00
Semester Total:		6.00
Second Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 8040*	Transformational Information Systems for Health Care	3.00
GN 8060*	Outcome Based Collaboration and Collaborative Models	3.00
Semester Total:		6.00
Second Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 8050*	Social Justice, Health Care Advocacy, and Policy in Nursing Practice	3.00
GN 8090*	Practice Immersion Project	3.00
GN 8001	The Scholarship of Teaching Nursing**	3.00
Semester Total:		6.00 – 9.00
Second Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 8090*	Practice Immersion Project	3.00
GN 8002	Advanced Scholarship and Leading Change in Nursing Education**	3.00
Semester Total:		3.00 – 6.00
Total Program Units:		33.00 – 39.00
Continuous Enrollment (ABD Students)		
Clinical Fee Assessed for Term?		No
Course	Title	Credit Hours
GN 8999	Continuous Enrollment/Dissertation***	3.00

*Course triggers clinical practice fee for semester. **Required for NFLP recipients, elective for non-NFLP recipients. *** Students are **required to register every term after completion of coursework until DNP Project is complete**. A continuous registration fee of \$750.00 is assessed per term.

Post-Master's Family Nurse Practitioner Certificate

First Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5401	Primary Care Management I	2.00
GN 5601	Advanced Physical Assessment	3.00
GN 5605	Human Diversity	1.00
GN 5631	Advanced Pathophysiology I	1.00
GN 5641	Clinical Applications I	2.00
GN 7570	Clinical Experience*	5.00
GN 5810	Management Practice Issues (Elective)	2.00
Semester Total:		14.00 - 16.00
First Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5402	Primary Care Management II	2.00
GN 5501	Advanced Pharmacology I	2.00
GN 5602	Health Promotion and Disease Prevention	1.00
GN 5603	Societal and Ethical Issues	1.00
GN 5632	Advanced Pathophysiology II	1.00
GN 5642	Clinical Applications II	2.00
GN 5820	Professional Practice Issues	2.00
GN 7570	Clinical Experience*	6.00
Semester Total:		17.00
First Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5403	Primary Care Management III	2.00
GN 5502	Advanced Pharmacology II	2.00
GN 5606	Complementary and Alternative Therapies	1.00
GN 5633	Advanced Pathophysiology III	1.00
GN 5643	Clinical Applications III	2.00
GN 5691	Clinical Comprehensive Evaluation II**	1.00
GN 7570	Clinical Experience*	6.00
GN 5830	Business Practice Issues (Elective)	2.00
Semester Total:		15.00 – 17.00
Total Program Units:		46.00 – 50.00

*Course(s) not charged tuition.

**Students who extend the FNP year will be required to register for additional units of Clinical Comprehensive Evaluation at the end of each additional year.

For students who graduated with their MSN from WesternU before entering the Post-Masters FNP, there may be courses waived due to duplication between the programs. For those students an individualized curriculum grid will be created and given to the student.

Post-Masters NP Psychiatric Mental Health Nurse Practitioner

(For nationally certified NPs)

First Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5180	Counseling Across the Lifespan	3.00
GN 5181	Psychiatric Mental Health Care Management Across Settings I	3.00
GN 7570*	Clinical Experience*	5.00
Semester Total:		11.00
First Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
GN 5182	Psychiatric Mental Health Care Management Across Settings II	3.00
GN 7570*	Clinical Experience*	6.00
Semester Total:		9.00
First Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5183	Psychiatric Mental Health Care Management Across Settings III	3.00
GN 7570*	Clinical Experience*	6.00
Semester Total:		9.00
Total Program Units:		29.00

*Course(s) not charged tuition.

Post-Graduate Emergency Nurse Practitioner Certificate (Fall Entry)

First Year, Fall Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5410	Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician I	6.00
<i>Clinical Experience Practicum (250 hours)</i>		
Semester Total:		6.00
First Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5420	Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician II	6.00
<i>Clinical Experience Practicum (250 hours)</i>		
Semester Total:		6.00
Total Program Units:		12.00

Post-Graduate Emergency Nurse Practitioner Certificate (Spring Entry)

First Year, Spring Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5410	Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician I	6.00
<i>Clinical Experience Practicum (250 hours)</i>		
Semester Total:		6.00
First Year, Summer Semester		
Clinical Fee Assessed for Term?		Yes
Course	Title	Credit Hours
GN 5420	Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician II	6.00
<i>Clinical Experience Practicum (250 hours)</i>		
Semester Total:		6.00
Total Program Units:		12.00

Course Descriptions

GN 5103 Advanced Health Systems (3.0 credit hours)

This course will focus on developing health policy as well as health care systems safety and quality competencies needed by today's advanced practice nurses to lead improvement at microsystem, mesosystem, and macrosystem levels. National reports and health policy drive changes in health care as the system transforms to become more accountable and transparent to its stakeholders. Nursing leadership in patient safety, quality management, interprofessional practice, and health policy will be explored as avenues for improving population health, disease management, and care delivery.

GN 5170 Introduction to the Theory and Science of Nursing (3.0 credit hours)

In this bridge course, ADN students study theoretical frameworks and research that inform and shape nursing knowledge and practice. Content includes the evolution of knowledge development, multiple ways of knowing, structural components of theory, and contributions of theoretical knowledge in evidence-based nursing practice. Students will also explore research methodologies, examine the use of research evidence to inform practice, and critique published research.

GN 5180 Counseling Across the Lifespan (3.0 units)

Students will study a variety of conceptual models, theories, and research related to individual, group, and family therapies across the lifespan. A requisite knowledge base will provide students a foundation to intervene therapeutically using evidence-based brief psychotherapies for the treatment of mental health disorders in a variety of settings across the lifespan. The advanced knowledge base and clinical skills will provide a foundation to use family therapy to intervene with clients experiencing dysfunctional intrafamily patterns. The advanced knowledge of group psychotherapy will provide a foundation to intervene with child, adolescent, adult, and older adult clients experiencing dysfunctional interpersonal patterns.

GN 5181 Psychiatric Mental Health Care Management Across Settings I (3.0 units)

Students will study the theoretical content for assessing, diagnosing, and intervening in dysfunctional coping patterns and psychiatric disorders of individuals across the lifespan. Emphasis is on a thorough assessment, differential diagnosis, diagnostic reasoning, and plan of care for mental health disorders across the lifespan and various settings. Students will develop advanced skills for the differential diagnosis of mental disorders including observational and interviewing skills, and the use and interpretation of screening tools and laboratory tests. Students will integrate non-pharmacological and pharmacological support in the management of individuals.

GN 5182 Psychiatric Mental Health Care Management Across Settings II (3.0 units)

Students will continue to refine competencies in the management of individuals across the lifespan with mental health disorders. Students will develop plans of care for individuals with multiple co-existing physical, substance abuse, and mental health disorders. Management of psychiatric disorders via clinical practice guidelines including pharmacological and nonpharmacological management across settings will continue to be developed. A focus of interprofessional collaboration and advocacy to address the needs of co-existing disorders will be emphasized.

GN 5183 Psychiatric Mental Health Care Management Across Settings III (3.0 units)

Students will synthesize the role of the psychiatric-mental health nurse practitioner. Students gain competency in implementing evidence-based practice interventions, case load management using technology, and interprofessional collaboration. Students will integrate into practice principles of

diagnostic skills, pharmacological and non-pharmacological management, and clinical reasoning based on theory, evidence, ethics, and equity.

GN 5200 Nursing Theory (3.0 credit hours)

This course explores the theoretical context of contemporary nursing practice, which serve to guide nursing practice, and primary health care that optimizes health and self-care in families. In addition, this course will integrate knowledge from the physical, biological, and behavioral sciences to apply, systematically and critically, selected conceptual frameworks to the development of nursing, family systems, and the response to illness. It is expected that the graduate nursing student will develop an appreciation of the process of theory development in nursing, compare and contrast various theoretical perspectives, and apply nursing theories critically.

GN 5304 Nursing Research I (2.0 credit hours)

Provides a foundation for evidence-based practice by critiquing quantitative, qualitative, and mixed methods research studies. Ethical principles in research are studied with a requirement to obtain certification in human subjects' protection. The relationship of research, theory, and nursing practice are emphasized.

GN 5305 Nursing Research II (2.0 credit hours)

Supports the science of nursing with the provision and delivery of high-quality patient care based on the best available evidence. This course engages graduate nursing students in the formal process of appraising scholarly literature including research studies to make practice decisions. Students initiate the evidence-based practice process with development of search strategies and practice questions. Synthesis of various forms of literature ensues to formulate answers to practice questions. Prerequisite: CGN 5304.

GN 5306 Biostatistics and Epidemiology (3.0 credit hours)

This course focuses on the interpretation and use of biostatistics for graduate nursing practice including basic epidemiological concepts, quantitative methodology for evidence-based practice, and statistical utility for decision-making. The student is introduced to statistical analysis software; the process of instrument development, validity and reliability assessment, and pilot testing; decision theory; and the critical analysis and evaluation of the methods, results, and discussion sections of a research report.

GN 5401 Primary Care Management I: Common and Acute Conditions (2.0 credit hours)

This first course in Primary Care Management will help students integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize common and acute disorders in adult, obstetric, pediatric, and geriatric clients. Students will apply new understanding of pathophysiology and evolving clinical decision-making skills to the interpretation of assessment data and the diagnosis and treatment of primary care clients and their families across the life cycle.

GN 5402 Primary Care Management II: Chronic and Complex Conditions (2.0 credit hours)

This second course in Primary Care Management continues to help students integrate their basic knowledge of human anatomy and physiology with an understanding of the pathological changes and clinical manifestations that characterize common, chronic, and complex disorders in pediatric, adult, obstetric, and geriatric clients. Students will apply their new understanding of pathophysiology and their evolving clinical decision-making skills to the interpretation of assessment data and the diagnosis and treatment of primary care clients and their families across the life cycle. Prerequisite: CGN 5401.

GN 5403 Primary Care Management III: Application to Special Populations (2.0 credit hours)

This third course in Primary Care Management enhances the student's ability to integrate a basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical

manifestations that characterize common, acute, chronic, and complex disorders in pediatric, obstetric, and geriatric clients. Students will apply their understanding of pathophysiology and their evolving clinical decision-making skills to the interpretation of assessment data and the diagnosis and treatment of primary care clients and their families across the life cycle within the special populations of pediatrics, obstetrics, and geriatrics. Prerequisite: CGN 5401 and CGN 5402.

GN 5410 Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician I (6.0 credit hours)

Advanced emergency nursing embodies autonomous and collaborative practice with other health professionals to diagnose, treat, and manage acute conditions, exacerbation of chronic conditions, and urgent, minor illness, or emergent conditions across the lifespan. Evidenced-based approaches are utilized to develop critical thinking and to plan care for individuals and families that seek care in high acuity settings. Includes exploration of ethical, cultural, legal, and regulatory frameworks that affect patient care. Students will develop and refine the clinical skills needed to meet the competencies in the advanced nursing role through practice experience

GN 5420 Advanced Emergency Care Concepts for the Emergency Nurse Practitioner Clinician II (6.0 credit hours)

Student utilizes evidenced-based approaches to develop critical thinking, assess, plan, and provide care for individuals across the lifespan and families in high-acuity settings. Includes exploration of trauma, intra-hospital, and inter-hospital transport. Students will develop and refine the clinical skills needed to meet the competencies in the advanced nursing role through practice experience.

GN 5501 Advanced Pharmacology I: Common Conditions and Acute Conditions (2.0 credit hours)

This is the first of two pharmacology courses that will focus on the pharmacotherapy of health care problems covered in the Primary Care Management series. In CGN 5401, students learned the pathophysiological basis of acute and common health care problems of patients seen in the primary care setting. In this course, students will continue to develop their primary care clinical management skills by learning and incorporating the pharmacotherapy of acute and common health care problems into the care of patients seen in this setting.

GN 5502 Advanced Pharmacology II: Chronic Conditions and Complex Conditions (2.0 credit hours)

This is the second of two pharmacology courses that will focus on the pharmacotherapy of health care problems covered in the Primary Care Management series. In CGN 5402 and CGN 5403, students learn the pathophysiological basis of chronic and complex health care problems of patients seen in the primary care setting. In Advanced Pharmacology II, students will continue to develop primary care clinical management skills by learning and incorporating the pharmacotherapy of chronic and complex health care problems into the care of patients seen in this setting. Prerequisite: CGN 5501.

GN 5505 Pharmacotherapeutics and Technology for Advanced Practice Nurses (3.0 credit hours)

This advanced pharmacology course will provide students with an in-depth knowledge of pharmacological management of patients with complex conditions and illnesses. Emphasis will be given on assuring safe, efficacious, and ethical delivery of pharmacotherapeutics. Students will explore health systems applications for using new and emerging technologies designed to reduce medical error and enhance the effectiveness of pharmacotherapeutics.

GN 5601 Advanced Physical Assessment (3.0 credit hours)

This course examines the role of the Family Nurse Practitioner as a clinical decision maker in a sociocultural context. To help students transition to this advanced practice role, the course introduces skills that build on

undergraduate education and experience with respect to basic physical assessment. These advanced skills, which draw on knowledge from nursing, medicine, and other disciplines, include recognition and interpretation of clinical assessment data, diagnostic reasoning and treatment decision-making, and medical record keeping. Over the course of the program, students will be expected to integrate these skills with knowledge of common, acute, chronic, and complex illnesses in order to assess and manage patients across the life cycle.

GN 5602 Health Promotion and Disease Prevention (1.0 credit hour)

This course is designed to transition the Family Nurse Practitioner student from building physical assessment skills to an application of preventive health concepts and health promotion across the life span, using the Health People 2010 guidelines as a resource. Students will learn how to apply health promotion lifestyle changes, disease prevention concepts, and genetics screening options in the primary care patient population. Clinical preventive services and health promotion concepts that will be examined include health screening, counseling, immunization, chemoprevention in pediatric and adult clients, genetic risk identification and evidence-based medicine practice applications. Methods for counseling clients in lifestyle behaviors such as nutrition, physical activity, smoking cessation, and violence prevention will also be explored.

GN 5603 Societal and Ethical Issues (1.0 credit hour)

This course focuses on the social and ethical issues that often arise when providing primary health care to clients over the life span. The interdependence of these social and clinical issues mandate that the health care provider become aware of the relevant legal, ethical, and medical implications of physical and sexual child abuse, domestic violence, elder abuse, underage pregnancy, substance abuse, and elder clients at risk for polypharmacy, dementia, depression, and/or homelessness. It is expected that the student will critically reflect on and analyze the ethical challenges and societal factors that influence the provider-patient relationship.

GN 5605 Advanced Human Diversity (1.0 credit hour)

In this role development course, students will examine the skills used to be culturally competent and sensitive to human diversity. The graduate nursing student will begin by gaining an understanding of the principles of delivering culturally sensitive care. The course requires that students open their minds, examine their own cultural and humanistic beliefs and values, and explore the impact of those beliefs and values on clinical practice as a health care professional. Students will also explore strategies for successful patient-provider relationships when the patients' culture, race/ethnicity, prejudice, and lifestyle beliefs conflict with the health models used in medicine and nursing science.

GN 5606 Complementary and Alternative Therapies (1.0 credit hour)

This course focuses on the practices of alternative or complementary therapy utilized by the consumers of health care in this country. Among the complementary therapies students will consider in this course are acupuncture, yoga, biofeedback, chiropractic, dietary supplements, exercise, herbs, homeopathy, hypnosis, imagery, massage, relaxation, meditation, spiritual healing, symbols and rituals, folk medicine and energy work.

GN 5620 Advanced Health and Population Assessment (3.0 credit hours)

This course will address advanced health assessment for both individual and communities of clients. The focus will include concepts of population-based assessments for high-risk patients in both acute care and community-based settings. Students will build on their graduate knowledge of health assessment and utilize diagnostic reasoning and evidence-based research to enhance client outcomes. Emphasis will include risk

assessment, health promotion, illness prevention and protection and to promote improved management of high acuity clients or populations of clients in multiple health settings.

GN 5631 Advanced Pathophysiology I (1.0 credit hour)

This first course in a three-part series builds on basic pathophysiology principles and explores the principles of normal body functions and pathophysiological changes that occur because of disease, lifestyle, and homeostatic changes in the body. Altered pathophysiological health is explored at the genetic, cellular and organ system level. Epidemiology, pathophysiological processes, and related system interaction are examined. Disease processes across the life span are explored and case studies are used to demonstrate the clinical assessment approach for the advanced practice student. This first course focuses on common and acute pathophysiological processes.

GN 5632 Advanced Pathophysiology II (1.0 credit hour)

This course is the second in the series of pathophysiology principles and explores the principles of normal body functions and pathophysiological changes that occur because of disease, lifestyle, and homeostatic changes in the body across the lifespan. Disease processes across the life span are explored and case studies are used to demonstrate the clinical assessment approach for the advanced practice student. This second course focuses on chronic and complex pathophysiological processes. Prerequisite: CGN 5631.

GN 5633 Advanced Pathophysiology III (1.0 credit hour)

This course is the third in the series of pathophysiological principles and explores the principles of normal body functions and pathophysiological changes that occur because of disease, lifestyle, and homeostatic changes in the body across the lifespan. This third course enhances the student's ability to integrate a basic knowledge of pathologic changes and clinical manifestations that characterize common, acute, chronic, and complex disorders in pediatric, obstetric, and geriatric clients. Students will apply their understanding of pathophysiology and their evolving integration across the life cycle within the special populations of pediatrics, obstetrics, and geriatrics. Prerequisite: CGN 5631 and CGN 5632.

GN 5641 Clinical Applications I: Clinical Reasoning & Diagnostics (2.0 credit hours)

This course is designed to enhance the student nurse practitioner's physical assessment, diagnostic reasoning, and diagnostic procedure interpretation skills. Building on the practitioner's knowledge and skills to identify and distinguish normal from abnormal findings, basic health assessment often moves from a general survey of a body system to specific observations or tests of function.

The student nurse practitioner will learn how to apply this new level of understanding to build on basic health appraisal using clinical cases including common, acute, chronic, and complex health conditions. Through these cases, students will learn to gather further evidence and analyze this evidence to arrive at a hypothesis that will lead to a further narrowing of differential diagnoses in order to manage patients across the life cycle. Clinical diagnostics will be incorporated into the assessment process and these will include laboratory diagnostics, radiology diagnostics and cardiovascular monitoring and diagnostics. Students will also refine documentation and medical record-keeping skills. The skills gained in this course will provide the foundations of diagnostic reasoning that will guide students through other courses throughout the program including Primary Care Management, Pharmacology, and Clinical Experience.

GN 5642 Clinical Applications II (2.0 credit hours)

In this second course in the Clinical Applications series, students will continue to learn diagnostic and therapeutic procedures and skills critical to the advanced practice nurse. The area of focus in this course is Women's Health diagnostics and therapeutics across the lifespan. These procedures and skills include: the clinical breast examination and practicum; gynecologic procedures and diagnostics [e.g. endometrial biopsies, inserting/removing IUDs, and cervical cancer diagnostics & therapeutics; sexually transmitted

infection diagnostics; infertility diagnostics and therapeutics; contraceptive technology; obstetric surveillance and diagnostics (e.g. obstetric ultrasonography, stress tests, Triple Marker testing, etc.)). Prerequisite: CGN 5641.

GN 5643 Clinical Applications III (2.0 credit hours)

In this third course in the Clinical Applications series, students will continue to learn diagnostic and therapeutic procedures and skills critical to the advanced practice nurse. The area of focus in this course is pediatric, adult, and geriatric health diagnostics and therapeutics across the lifespan. These procedures and skills include microscopy; office orthopedic appliances and treatment techniques; dermatologic diagnostic/therapeutic procedures; local anesthesia use and suturing techniques; eyes, ears, nose and throat diagnostic/therapeutic procedures; gastrointestinal examination techniques and therapies; and techniques for clinical emergencies and other urgent conditions. Prerequisite: CGN 5641 and CGN 5642.

GN 5690/5691/5692 – Clinical Comprehensive Evaluation I, II, or III (1.0 credit hour each)

These courses provide an opportunity for students to synthesize concepts, skills, and techniques from previous courses and apply their learning toward assessing and managing case studies across the life span. The student will participate in various methodologies for assessing their application of knowledge learned. To assess clinical performance and knowledge, students will engage in observed structured clinical examinations (OSCE), with the assistance of standardized patients with common, acute, chronic or complex conditions (depending on the student's year in the program and level of experience); create written clinical case management evaluations ("Day in the Clinic") of common, acute, chronic or complex conditions; and complete certification review by taking initial or final evaluation assessment. The certification review provides prospective graduates with an opportunity to validate the knowledge they have acquired throughout the program and assess their readiness for the national certification exam. Students are required to be registered for Clinical Comps in the summer semester of each year in the program.

GN 5702 Management Principles and Leadership Theories (3.0 credit hours)

The complexity of healthcare today requires nurses to utilize management principles and leadership theory. The course examines the context of clinical leadership today, the major principles and attributes of a successful nursing leader/manager, key functions of management, and specific activities to influence running the health system smoothly. Finally, the course looks at the role of the nurse leader and the complexity of change within the organization.

GN 5703 Introductory Nursing Informatics (3.0 credit hours)

This course explores the nursing specialty of Nursing Informatics and its value and impact on nursing practice, research, and education. It focuses on the use of computers and technology to access and manage information related to nursing practice, telehealth, and clinical management. It examines technology's role in evidence-based practice, nursing education and health care applications of information technology. Topics will also include health care applications, ethical and legal issues, and challenges related to the use of Informatics.

GN 5704 Accounting and Finance (3.0 credit hours)

This course introduces financial concepts, financial management, and accounting methods applied within the context of contemporary integrated health systems. Analysis of cost, quality, and outcomes as factors in delivery of health care will be explored.

GN 5710 Advanced Nurse Leaders as Educators (3.0 credit hours)

This course introduces the graduate student to the core knowledge and understanding of patient and nursing education, as well as strategies for creating and sustaining learning organizations. Transformative

and experiential learning theories will be used to analyze and develop learning activities in both practice and academic settings. Standards and regulations will be explored for education within health care systems and academia.

GN 5810 Management Practice Issues (2.0 credit hours)

This course presents a variety of role-related topics designed to prepare the prospective Nurse Practitioner for management practice. Additionally, this course will help prepare the student for the CGN 5900 Collaborative Project in the next semester and the CGN 5990 Culminating Project in the last semester. The course will explore fundamental business principles related to management and leadership theory, effective decision making, project management, business planning, financial risk assessment and management, creating and using financial information, grant writing, business ethics, employee relations and supervision management, and marketing and sales.

GN 5811 Leadership and Professional Role Transition (3.0 credit hours)

Students will examine leadership practices in the context of complex, highly regulated, and constantly changing healthcare environments. Emphasis is placed on leading patient safety and quality efforts. Leadership and management theories, principles, and evidence-based practices are examined, drawing from a variety of resources that include research, professional standards, expert opinion, and the student's own experience. In addition, strategies to begin the process of transition from an undergraduate-prepared nurse to one with an advanced degree will be explored.

GN 5820 Professional Practice Issues (2.0 credit hours)

This course presents a variety of role-related topics designed to prepare the prospective Nurse Practitioner for professional practice. Beginning with a historical overview of the NP profession, the course will examine some of the critical issues that determine the practitioner's scope of practice, career options, peer review, protocols and standardized procedures, practice profiling, leadership and political involvement. In addition, the course presents guidelines for resolving professional legal and ethical issues that are often confronted by the NP. Students will also be introduced to valuable tools for ongoing professional development such as professional organizations and journals.

GN 5830 Business Practice Issues (2.0 credit hours)

This course presents a variety of role-related topics designed to prepare the prospective Nurse Practitioner for business practice. The business practice concepts explored will prepare the nurse practitioner graduate to enter the business of health care with the tools needed to be successful. The areas of focus will include: reimbursement (Medicare, Medicaid, indemnity insurance, fee for service, managed care organizations and business contracts for special services); billing and coding; evaluation and management codes; state regulations; federal regulations; office laboratory evaluations under CLIA; malpractice; employment law; facility access to disabled persons; HIPAA; credentialing and privileging; entrepreneurial issues and strategies; business ethics; and business management and fundamentals.

GN 5840 Management and Business Practice Issues (2.0 credit hours)

This course presents a variety of role-related topics designed to prepare the prospective Nurse Practitioner for business and management practice. The course will explore fundamental business principles related to management and leadership theory, effective decision making, project management, business planning, financial risk assessment and management, creating and using financial information, grant writing, business ethics, employee relations and supervision management, and marketing and sales. The business practice concepts explored will prepare the nurse practitioner graduate to enter the business of health care with the tools needed to be successful. The areas of focus will include: reimbursement (Medicare, Medicaid, indemnity insurance, fee for service, managed care organizations and business contracts for special

services); billing and coding; evaluation and management codes; state regulations; federal regulations; office laboratory evaluations under CLIA; malpractice; employment law; facility access to disabled persons; HIPAA; credentialing and privileging; entrepreneurial issues and strategies; business ethics; and business management and fundamentals.

GN 5890 Care Coordination (2.0 credit hours)

This course prepares health professionals to integrate care coordination into practice throughout the continuum of care. Students will be able to coordinate the delivery of care within a practice environment and across diverse health care settings. This course aligns the scope and standards of practice for health care professionals with care coordination.

GN 5900 Collaborative Project (2.0 credit hours)

The CGN 5900 collaborative exercise is based on a health care project. The graduate student learns to approach, evaluate, and design an intervention for a community health care project with the assistance of colleagues in a group effort. The skills learned in this collaborative project will help prepare the student in developing the independent culminating project for the CGN 5990 course.

GN 5903 Community Health Nursing for the ADN (2.0 credit hours)

Students address population health through health promotion and disease prevention at individual, family, community, population, and systems level. Students complete community assessments and identify community resources for target populations across the lifespan. Students examine public health issues including environmental health, epidemiology, and health care delivery trends. Emphasis is placed on the analysis of social and genetic determinants of health as well as sociocultural, political, economic, social justice, ethical, and environmental factors that influence community and global health.

GN 5904 Clinical Practicum: Community Health Nursing for the ADN (2.0 credit hours)

Students apply theory and evidence in their public and population-based practice with an emphasis on health promotion and disease prevention. Students complete a comprehensive community assessment using population centered conceptual and scientific framework. A minimum of 90 supervised clinical practicum hours are completed in public health settings with individuals, families, and communities.

GN 5990 APN Master's Project (3.0 credit hours)

The APN Master's Project provides the Advanced Practice Nurse prospective graduate with a final opportunity to demonstrate their ability to integrate and apply concepts learned throughout the master's program in the practice setting. The culminating course requires the student to develop a health care improvement project, which is broad in scope and has implications for community or practice settings. The project should offer insight into the unique contributions nurse practitioners make for a specified population(s). Prerequisites: All program courses. CGN 5990 must be taken at the end of the program.

GN 5995 Special Topics in Health Systems Leadership (1.0 – 4.0 credit hours)

Students may select this option to participate in an in-depth study of a new leadership topic developed and approved by the Health Systems Leadership faculty. The application for this course must be submitted and approved by the program director by the registration deadline for the course. Clinical/Practice hours may be embedded in the course.

GN 5999 Master's Project (3.0 credit hours)

This course requires integration of the AACN's Master of Nursing Essentials in the form of a proposed study, business plan, or change project to improve patient care, patient outcomes, or work design. Prerequisites: All program courses. CGN 5999 must be taken at the end of the program.

GN 6115 Pathophysiology (3.0 credit hours)

Pathophysiology is an introductory course which focuses on alterations and disruption of physiologic functions across the lifespan. A systems approach based on differentiation of pathophysiologic findings is essential to understanding and identification of major disease processes.

GN 6145 Pharmacology I (2.0 credit hours)

Theoretical concepts essential to the provision of safe and effective administration of pharmacotherapeutic agents are the focus of this course. Treatment of illness, health promotion, and wellness maintenance to individuals throughout the lifespan are addressed. Principles of pharmacology including drug actions, cultural, genetics, developmental consideration, and medication administration are explored.

GN 6155 Pharmacology II (2.0 credit hours)

Building on the concepts of Pharmacology I with a focus on the application of fundamental principles for safe and effective care is the focus of this course. Pharmacotherapeutic agents used in the treatment of illness, health promotion, and wellness maintenance to individuals throughout the lifespan are explored. Applicable to students entering in fall 2019 and beyond.

GN 6165: Evidence Based Practice and Theory (3 credit hours)

The theoretical frameworks and processes of evidence-based practice, research, quality improvement, and clinical guidelines that inform nursing knowledge and practice are examined. The evolution of knowledge development, multiple ways of knowing, structural components of theory within the nursing profession and other disciplines are explored. Students develop a spirit of inquiry, ask relevant clinical questions, search, collect, and understand best evidence.

GN 6170 Utilization of Evidence in Healthcare (2.0 credit hours)

Students examine and critique the components of quantitative, qualitative and mixed methods research including the research question, literature review, theoretical framework, methodology, data analysis, and interpretation of findings for application to nursing practice. Students are introduced to descriptive and inferential statistical measures, the process of instrument development, validity and reliability assessment, pilot testing, and decision theory. In addition, students interpret and choose relevant evidence for decision making in clinical situations.

GN 6201 Health Assessment (2.0 credit hours)

Theoretical concepts of physical assessment, health history, cultural, genetics, psychosocial and nutritional assessment for individuals across the lifespan are explored in this course.

GN 6202 Clinical Practicum: Health Assessment (1.0 credit hour)

Application of theoretical concepts related to comprehensive health assessment of patients across the lifespan will be the focus of this course. Emphasis includes the analysis and utilization of comprehensive health assessment data including the bio-psycho-social, developmental, and environmental needs of patients and families as related to the role of the nurse.

GN 6410 Nursing Fundamentals (3.0 credit hours)

Foundational nursing concepts, competencies and techniques are introduced in this course. Students will develop critical thinking abilities utilizing the nursing process in the roles of communicator and caregiver, and educator. Students learn principles of professional nursing practice. Students will develop selected fundamental competencies including, but not limited to, therapeutic communication, maintaining a safe and hygienic environment, assessing vital signs, medical asepsis and infection control, principles of body

mechanics and mobility, basic gastrointestinal and urinary care, oxygen therapy and airway management, calculation of drug doses and medication administration.

GN 6411 Clinical Practicum: Nursing Fundamentals (2.0 credit hours)

Students will apply theory, critical thinking, and the nursing process to gain mastery of selected fundamental competencies through practice in the simulation lab. Clinical experiences in selected acute care facilities will provide opportunities to utilize said nursing process, critical thinking and reflection as nursing care is delivered to adults and older adults.

GN 6501 Nursing of Adults and Older Adults I (4.0 credit hours)

Application of the nursing process in caring for adults and older adults is the emphasis for learning. Acute and chronic health conditions are the foci. Emphasis is placed on the delivery of safe, patient-centered, team-based care integrating knowledge of pathophysiological processes, pharmacotherapy, developmental theories and human responses to illness.

GN 6502 Clinical Practicum: Nursing of Adults and Older Adults (3.0 credit hours)

Through clinical experiences, students will develop the psychomotor and critical thinking skills to provide safe, patient-centered, team-based care. Students integrate developmental theories and the roles of communicator, caregiver, advocate, and educator while providing and coordinating care for adults and older adults.

GN 6551 Nursing of Adults and Older Adults II (4.0 credit hours)

Building on the integrated knowledge from Nursing of Adults and Older Adults I and other previous courses, students continue to apply the nursing process in high acuity settings. Emphasis is placed on the delivery of safe, patient-centered, team-based care of the patient with complex health needs.

GN 6552 Clinical Practicum: Nursing of Adults and Older Adults II (4.0 credit hours)

Through clinical experiences in high acuity settings, students will continue to develop clinical competencies to provide safe, patient-centered, team-based care for adults and older adults with complex health needs.

GN 6601 Mental Health Nursing (2.0 credit hours)

This course focuses on psychiatric and emotional disorders across the lifespan. Course content builds upon knowledge acquired in Fundamentals of Nursing, Pathophysiology, and Health Assessment. An emphasis will be placed on utilization of the nursing process with patients presenting with altered physiological and pharmacological processes, and the human response to mental and/or emotional illness.

GN 6602 Clinical Practicum: Mental Health Nursing (2.0 credit hours)

Students will develop critical thinking skills, communication skills, and nursing interventions when caring for clients with identified psychosocial and mental health issues. The mental health clinical experience provides an opportunity for the student to integrate, assimilate, and demonstrate the nursing process and theoretical principles taught in the didactic course in the psychiatric setting.

GN 6710 Obstetric Nursing (2.0 credit hours)

Theory and application of nursing process and nursing roles related to the care of women and childbearing families of diverse psychosocial and cultural backgrounds are examined. Family systems theory, development theories and the nursing process serve as the organizing framework for this group of clients. Employing established standards, students gain knowledge and apply essential principles for professional roles and nursing practice in the care of childbearing women, families and newborns. Students apply the theoretical concepts in the clinical setting.

GN 6711 Clinical Practicum: Obstetric Nursing (2.0 credit hours)

Clinical practice to develop critical thinking, psychomotor, and communication skills provides students with opportunities to develop competence in the care of antepartum, intrapartum, and postpartum clients, neonates, and families. The roles of caregiver, communicator, caregiver, advocate, and teacher are emphasized.

GN 6720 Pediatric Nursing (2.0 credit hours)

Emphasizes theory and application of nursing process and nursing roles related to the care of children and their families. Family systems theory, developmental theories, vulnerable population theory and the nursing process serve as the organizing framework for providing care to this group of clients. Students gain knowledge and apply essential principles for nursing practice in the care of children and their families within a culturally diverse population. Students apply the theoretical concepts in the clinical setting.

GN 6721 Clinical Practicum: Pediatric Nursing (2.0 credit hours)

Provides clinical opportunities to practice the psychomotor, critical thinking, and communication skills in order to develop competence in the care of pediatric clients and their families. Emphasis is placed on integration of didactic knowledge with clinical practice as students continue to develop their roles in the clinical setting.

GN 6777: Clinical Implementation Project 1 (1 credit hour)

Projects begin by assessing and analyzing current quality improvement data and initiatives in a clinical microsystem within a healthcare environment. In collaboration with preceptors, the interprofessional team, and faculty, the graduate nursing student selects a high priority initiative for the clinical project. Students may conduct an independent project or work within an improvement team; however, contributions must be independent work.

GN 6801 Leadership and Management in the Clinical Setting (2.0 credit hours)

The scope of professional practice for the registered nurse includes leadership as a role competency. Students will gain the knowledge, skills, and attitudes to lead and manage unit/microsystem-based teams in the provision of high quality, patient-centered care. Various modes of inquiry, including management process, problem-solving models, and decision-making tools will be included. Theories related to leadership, management, organization, human resources, behavior, and communication are emphasized.

GN 6802 Clinical Practicum: Leadership and Management (1.0 credit hours)

The RN integrates and applies leadership competencies into professional nursing practice. Students utilize evidence-based knowledge, leadership, and management skills to enhance decision-making, critical thinking, and problem-solving in the clinical setting.

GN 6805: Advanced clinical application (3 credit hours)

Students integrate theoretical knowledge with clinical and leadership skills to develop competency in managing patients in health care settings as the focus of this course. Emphasis is placed on the application of the nursing process in the roles of professional nursing for patients, families, and communities.

GN 6810: Biostatistics (2 units)

Students examine the interpretation and use of biostatistics for graduate nursing practice, including quantitative methodology for evidence-based practice, and statistical utility for decision making. Emphasis is on statistical analysis software, the use of established instruments, and assessment of validity and

reliability. Critical analysis of methods, results, and discussion sections of research reports are also emphasized.

GN 6888: Clinical Implementation Project II (2 units)

Clinical Implementation Project II continues with scholarly exploration of the identified quality improvement initiative with a review of literature and standards of care to determine: goals, strategies for action, quality indicators or measures and resource utilization for the health issue. Analysis and synthesis of evidence prepares students for collaborating on a quality improvement initiative.

GN 6905: Public Health and Population Based Nursing practice (3 units)

Students address population health through health promotion and disease prevention at individual, family, community, population, and systems level. Students' complete community assessments and identify community resources for the target populations. Students examine public health issues including environmental health, epidemiology and health care delivery trends. Emphasis is placed on the analysis of social determinants of health as well as sociocultural, political, economic, social justice, ethical, and environmental factors that influence community and global health.

GN 6906: Public Health and Population Based Nursing practice: Clinical Practicum (3 units)

Students apply theory and evidence in their public and population-based practice with an emphasis on health promotion and disease prevention. Students complete a comprehensive community assessment using population centered conceptual and scientific framework. A minimum of 90 supervised clinical practicum hours are completed in local public health settings. The remaining clinical hours may be completed in a local or international setting.

GN 6910: Clinical Immersion 1 (3 credit hours)

This course continues to the 6th semester. Students synthesize theoretical and clinical knowledge, translating the evidence into their clinical practice. Student transition into professional practice is emphasized.

GN 6915: Improvement Science for Quality and Safety (3 credit hours)

Students analyze health care systems safety and quality in order to lead improvement at the microsystem level. Nursing leadership in patient safety, quality management, interprofessional practice, and health are explored as avenues for improving healthcare delivery. Students will design and plan patient safety and quality improvement initiatives within an interprofessional team.

GN 6920: Health Systems Leadership (3 units)

Development as leaders of health systems change at microsystem, mesosystem, and macrosystem levels is emphasized. Nursing leadership for patient safety, quality management, interprofessional practice, and health policy is explored as avenues for improving population health, disease management, and care delivery.

GN 6921: Health Systems Leadership: Clinical Practicum (1 credit hour)

Using the science of improvement, students apply relevant systems leadership and change theories in precepted clinical settings.

GN 6930: Informatics and Technology (2 credit hours)

Master's prepared nurses utilize informatics and technologies across the health care delivery system. As knowledge workers, nurses determine appropriate use of data and healthcare technologies to support safe

practice environments, cost-effectiveness, and evidence-based decision making. Students will explore utilization of informatics and technologies in areas such as basic competencies, ethical and legal parameters of information systems, data security, communication, data evaluation, and future directions.

GN 6940: Clinical Immersion II (3 credit hours)

This course is a continuation of Clinical Immersion 1. Students synthesize theoretical and clinical knowledge, translating the evidence into their clinical practice. Student transition into professional practice is emphasized.

GN 6950: Advanced Professional Role (2 credit hours)

Students explore roles and opportunities for master's prepared nurses. Professional standards of nursing are examined and related to current and future roles of master's prepared nurses. Role theory, transition theory and transformative learning theory are presented as frameworks for examining how nursing roles change, overlap, and at times, conflict.

GN 6951: Advanced Professional Role: Clinical Practicum (1 credit hour)

Students engage in simulated and precepted clinical activities to support transition to practice as a master's prepared nurse. Students must be concurrently enrolled in GN 6950.

GN 6960: Care Coordination/Chronic Disease Management (3 units)

Nurses integrate care coordination and chronic care management into practice throughout the continuum to optimize outcomes and reduce fragmentation of care for populations. Students will coordinate care for persons/populations with complex, chronic conditions within the interprofessional practice environment across diverse health settings.

GN 6999: Clinical Implementation Project III (2 units)

During Clinical Implementation Project III, graduate nursing students will apply change theory and appropriate models of care to improvement frameworks for implementation and evaluation of quality improvement initiatives.

GN 7570 Clinical Experience (1.0 – 6.0 credit hours, CR/NCR)

This course is designed to provide students with progressive opportunities to develop and refine the clinical skills needed to meet the competencies in the advanced nursing role. Over the course of their chosen concentration, students will integrate prior nursing education, previous experience and learning objectives in alignment with their concentration focus. Course is repeatable.

GN 7999 MSN Program Continuous Enrollment (1.0 credit hours, CR/NCR)

This course is an administrative course designed to keep students who are at the end of their program, but not complete with their program of study, registered, and connected to the university until completion is reached. Repeatable.

GN 8000 Biostatistical Methods & Epidemiological Principles for Population Health (3 credit hours)

Students apply biostatistical methods and epidemiologic principles to analyze health research and health-related data. The course focuses on the principles and methods of data analysis that are central to the development and evaluation of preventive measures and interventions that address population health.

GN 8001 Principles of Teaching and Learning for Nurse Educators (3.0 credit hours)

This is the first of a three-course series. Preparing for the role of nurse educator is essential for advancing the profession of nursing. Formulating a teaching philosophy is the foundation for becoming an effective nurse educator. Analyzing pedagogic philosophies, theories, and ethical/legal issues related to teaching strategies and education will be explored. Evidence-based strategies will be used to design an effective teaching-learning environment that integrates the experiences of diverse student populations. Students will design a course incorporating educational technologies for the diverse teaching-learning environment.

GN 8002 Facilitation of Teaching-Learning in Nursing Education (3.0 credit hours)

This is the second of a three-course series. The curricular development process includes evaluating and analyzing current trends in student competency measurement. The facilitation of teaching-learning in academia, role socialization, professional development, and engagement with professional organizations will be explored. Students will integrate educational competencies during the teaching practicum fieldwork in an academic setting.

GN 8003: Program Development, Evaluation, & Leadership for Nurse Educators (3 Units)

This is the third course in a three-course series where the scholarship of teaching, service, and leadership are central to advancing the nurse educator's role as a thriving academic leader. Analysis of curriculum models and evaluation of program outcomes promotes organizational change and strengthens teaching effectiveness. Nurse educators function as change agents and leaders to enhance the visibility of nursing and its contribution to the community by addressing health care and educational needs. Students will integrate innovative and reflective practices during the teaching practicum fieldwork in an academic setting.

GN 8004: Scholarly Writing (1 Unit)

Graduate students utilize expository writing to achieve professional and effective communication. This course introduces the concepts and skills of writing to develop formal papers with a scholarly voice. Learning activities will include critiquing professional writing, creating written work, and integrating feedback for improvement.

GN 8005: Advance Practice Inquiry (3 Units)

Health care professionals draw upon a foundation of clinical inquiry, research methodology, and critical appraisal in synthesizing research findings that translates research into practice. The course will focus on the development of a practice question, literature search methods, critique of research, and appropriate statistical analysis in published research evidence. The course learning activities inform the synthesis of evidence to facilitate evidence-based practice.

GN 8006: Reflective Practice and Professional Identity Formation in Advanced Practice Nursing (1 Unit)

Reflective practice allows learners to understand self and facilitates the development of professional identity. The value of reflective practice and its critical role in personal and professional growth will be examined. Enhancing competencies for reflective practice, engagement in the reflective process, and implementation of reflective activities contribute to the DNP educational journey and professional identity development.

GN 8007: Theoretical Perspectives for Nursing Practice (2 Units)

Advanced nursing practice requires an extensive understanding of the discipline's distinct theoretical perspectives and where points of view are shared with other professions. Application of theory and research-based knowledge forms the basis for clinical judgement and innovation in nursing practice. The translation and application of theoretical knowledge will improve health and transform health care.

GN 8010 Philosophy and Science for Nursing Practice (3.0 credit hours)

This course focuses on an examination of the philosophical and scientific foundations which reflect the complexity of practice at the doctoral level including the development of nursing science and the phenomenon of concern to nursing practice; the principals of the biology of human structure, function and disease; behavioral and population science, including vulnerable populations; and middle range theories which support practice.

GN 8015: Addressing Diversity, Equity, and Inclusion in Healthcare (1 Unit)

Diversity, equity, and inclusion (DEI) affirming care is an essential component for health professionals to function as culturally competent practitioners who relate effectively with diverse and underserved individuals, families, and populations. Learners will explore how implicit bias and ethnocentrism contribute to health disparities and affect health outcomes across populations and identify strategies that can be used in the delivery of culturally congruent care.

GN 8020 Quality and Leadership in the 21st Century Health Care System (3.0 credit hours)

This course focuses on an examination of safety and quality improvement and cost effectiveness for clinical practice. Includes principals of business planning, business finance, health law, organizational theory, care delivery models, risk management, negotiation, and leadership especially with the care of vulnerable populations. Examines nursing's leadership role in shaping the health care system of the future.

GN 8025: Health Informatics and Outcome Driven Practice (3 Units)

Health care professionals integrate a variety of information systems and technology to inform outcome-based practice. The learner will leverage health informatic skills for transforming data to information, knowledge, and action to drive decision-making. Structuring health care data with technology tools and solutions for organizing, interpreting, and presenting data builds evidence for improving practice and population health.

GN 8030 Clinical Scholarship, Research, and Evidence-Based Practice (3.0 credit hours)

This course focuses on an examination and strategies for clinical scholarship and research methods for critique and literacy focusing on epidemiology and evidence-based practice. Includes database and policy development, databases evaluation, and quality and practice improvement. Includes population-based research methods, outcome analysis techniques, and participative research.

GN 8035: Applied Biostatistics for Health Professionals (3 Units)

Principles and data analysis methods are central to determining and implementing evidence-based preventive interventions that address population health. The application of biostatistical methods and data analysis is designed to solve practice problems or to inform practice directly. Learners engage in the practical application of statistical software along with analysis and interpretation of findings for use in evidence-based practice and research. Learners apply, integrate, and synthesize core program competencies and specialty practice requirements essential to establish expertise in advanced nursing practice.

GN 8040 Transformational Information Systems for Health Care (3.0 credit hours)

This course focuses on an examination of information and technology systems that support research for evidence-based practice, quality improvement, outcome evaluation, best practices, management, and education. Principals for selecting and evaluating information systems, and the ethical, regulatory, and legal issues that surround information technologies are included.

GN 8045: Population Health (3 Units)

Health care providers utilize population-focused knowledge and skills to enhance outcomes. Learners will explore comprehensive surveillance, prevention, and health promotion approaches across various populations. This course focuses on a systems-based approach using epidemiological, bio-statistical, environmental, geographic, genetic, behavioral, and socioeconomic data. Learners will assess, implement, and evaluate evidence-based interventions to improve health outcomes.

GN 8050 Social Justice, Health Care Advocacy, and Policy in Nursing Practice (3.0 credit hours)

This course examines nursing's role in the care of underserved and vulnerable populations. Includes concepts of social justice, health care advocacy, and policy formation and implementation. Examines the structure and function of legislative and regulatory organizations, governance, public relations, and global health care issues.

GN 8055: Organizational Leadership, Collaboration, and the Science of Improvement (3 Units)

Advanced practice nurses engage in evidence-based approaches to leadership and collaboration and utilize the science of improvement to transform health systems. Within this course, the learner will expand their capacity for developing interprofessional teams through the application of leadership, collaboration, and improvement methodologies to advance system quality and safety outcomes.

GN 8060 Outcome Based Collaboration and Collaborative Models (3.0 credit hours)

This course examines the role, scope, practice, and culture of different health care professions with a focus on building multidisciplinary and interprofessional collaborative teams. Collaborative communication patterns and synergistic decision-making will be examined in the context of the interprofessional dimensions of health care and health care organizations focusing on the care of vulnerable populations.

GN 8065: Assessment, Measurement, and Evaluation in Outcomes-Based Advanced Nursing Practice (3 Units)

Advanced practice nurses use assessment, measurement, and evaluation in outcome-based practice. Exploration and identification of various health outcome measures are defined and applied within care delivery models and settings. Intervention strategies and measurement tools guide evaluation of outcome measures to drive improvement within health systems. Tool selection based upon measurement properties and project design optimize translation of outcomes in healthcare practice.

GN 8070 Population Based Prevention in Vulnerable Populations (3.0 credit hours)

This course examines comprehensive surveillance, prevention, and health promotion approach with underserved and vulnerable populations based on community health and vulnerable population theory. Focuses on the use of epidemiological, biostatistical, environmental, geographic, genetic, behavioral, and socioeconomic data to design, develop, and implement interventions to improve health care access and address gaps in care.

GN 8075: DNP Systems Thinking I: Developing the Scholarly Project (2 Units)

As leaders and translational scientists, advanced practice nurses contribute to the quality and safety of health systems. DNP Learners will apply the science of improvement to identify system problems at a practice level and develop a project for improvement. This course is the first in a three-part series.

GN 8076: DNP Systems Thinking II: Implementing the Scholarly Project (2 Units)

As leaders and translational scientists, advanced practice nurses contribute to the quality and safety of health systems. During the second course in the *DNP Systems Thinking* series, the learners in collaboration with practice partners will implement a health system or practice change project.

GN 8077: DNP Systems Thinking III: Evaluation and Dissemination of the Scholarly Project (2 Units)

DNP learners evaluate the process improvement plan, discuss project findings, and implications for practice. The culminating project includes dissemination of knowledge using the *Standards for Quality Improvement Reporting Excellence* (SQUIRE) framework.

GN 8080 Care Delivery Improvement: Models and Strategies (3.0 credit hours)

This course focuses on outcome measurement with individuals, families, populations, including vulnerable populations, and organizations within traditional and innovation care delivery models and settings, using clinical epidemiology and reasoning, systems for leveling evidence, and ethics. Also included are the development of strategies and protocols that reflect nursing's accountability and the highest level of nursing care.

GN 8085: Social Justice, Health Policy, and Advocacy in Practice (3 Units)

Empowering health professionals to advocate for change within complex health care systems requires tools and skills necessary to address the care of populations. Addressing social justice issues involves an examination of accessible, equitable, and ethical healthcare for populations. Formulation, application, analysis, and evaluation of health care policy and health policy research prepares professionals to examine the structure and function of legislative and regulatory organizations, governance, public relations, and global health care issues. Learning activities in this course lead to engagement in policy development, implementation, and opportunities to influence policy-making processes.

GN 8090 Practice Immersion Project (1.0 – 6.0 credit hours, CR/NCR)

This course focuses on the completion of a practice immersion experience and independent evidence-based project in a vulnerable population, which provides an illustration of the essential competencies of the practice doctorate. Course is repeatable up to six units.

GN 8100: Psychopharmacology (2 Units)

Students will build upon prior knowledge of advanced pharmacology to develop essential skills to prescribe/furnish appropriate pharmacology treatments across the lifespan. The focus is on the neurobiological and psychopharmacological principles for the clinical management of psychotropic medications. Students integrate neuroanatomy, pharmacogenomics, neurophysiology, pathophysiology, pharmacology and behavioral science for the selection, use, monitoring, or modifying psychoactive medications. Ethical, cultural, and legal considerations of psychopharmacology are reviewed.

GN 8181: Psychiatric Mental Health Care Management Across Settings I (3 Units)

Students will study the theoretical content for assessing, diagnosing, and intervening in dysfunctional coping patterns and psychiatric disorders of individuals across the lifespan. Emphasis is on a thorough assessment, differential diagnosis, diagnostic reasoning and plan of care for mental health disorders across the lifespan and various settings. Students will develop advanced skills for the differential diagnosis of mental disorders including observational and interviewing skills, and the use and interpretation of screening tools and laboratory tests. Students will integrate non-pharmacological and pharmacological support in the management of individuals.

GN 8182: Psychiatric Mental Health Care Management Across Settings II (3 Units)

Students will continue to refine competencies in the management of individuals across the lifespan with mental health disorders. Students will develop plans of care for individuals with multiple co-existing physical, substance abuse, and mental health disorders. Management of psychiatric disorders via clinical practice guidelines including pharmacological and nonpharmacological management across settings will continue to be developed. A focus of interprofessional collaboration and advocacy to address the needs of co-existing disorders will be emphasized.

GN 8183: Psychiatric Mental Health Care Management Across Settings III (3 Units)

Students will synthesize the role of the psychiatric-mental health nurse practitioner. Students gain competency in implementing evidence-based practice interventions, case load management using technology, and interprofessional collaboration. Students will integrate into practice principles of diagnostic skills, pharmacological and non-pharmacological management, and clinical reasoning based on theory, evidence, ethics, and equity.

GN 8184: Counseling Across the Lifespan (3 Units)

Students will study a variety of conceptual models, theories, and research related to individual, group, and family therapies across the lifespan. A requisite knowledge base will provide students a foundation to intervene therapeutically using evidence-based brief psychotherapies for the treatment of mental health disorders in a variety of settings across the lifespan. The advanced knowledge base and clinical skills will provide a foundation to use family therapy to intervene with clients experiencing dysfunctional intrafamily patterns. The advanced knowledge of group psychotherapy will provide a foundation to intervene with child, adolescent, adult, and older adult clients experiencing dysfunctional interpersonal patterns.

GN 8401: Primary Care I: Management of Common Conditions Across the Lifespan (2 Units)

This first course in Primary Care Management will help students integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize **common** healthcare disorders in adult, obstetric, pediatric, and geriatric clients. Students will evolve clinical decision-making skills, including the interpretation of assessment data in **common** healthcare diagnoses, and the treatment of primary care clients and their families across the lifecycle.

GN 8402: Primary Care II: Management of Acute Conditions Across the Lifespan (2 Units)

This second course in Primary Care Management will help students integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize **acute** healthcare disorders in adult, obstetric, pediatric, and geriatric clients. Students will evolve clinical decision-making skills, including the interpretation of assessment data in **acute** healthcare diagnoses, and the treatment of primary care clients and their families across the lifecycle.

GN 8403: Primary Care III: Management of Chronic Conditions Across the Lifespan (2 units)

This third course in Primary Care Management will help students integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize **chronic** healthcare disorders in adult, obstetric, pediatric, and geriatric clients. Students will evolve clinical decision-making skills, including the interpretation of assessment data in **chronic** healthcare diagnoses, and the treatment of primary care clients and their families across the lifecycle.

GN 8404: Primary Care IV: Management of Complex Conditions Across the Lifespan (2 Units)

This fourth course in Primary Care Management will help students integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize **complex** healthcare disorders in adult, obstetric, pediatric, and geriatric clients. Students will

evolve clinical decision-making skills, including the interpretation of assessment data in **complex** healthcare diagnoses, and the treatment of primary care clients and their families across the lifecycle.

GN 8500: Advanced Pharmacology (4 Units)

Advanced practice nurses encounter health care problems requiring pharmacological management. Learners will apply the pharmacodynamics and pharmacokinetics of drugs to the pathophysiology associated with acute, common, chronic, and complex patient conditions.

GN 8570: FNP Clinical Experience (Variable Units 1-6)

This course provides students with progressive opportunities to develop and refine the clinical skills needed to meet the competencies in the advanced nursing role. Over the course of the FNP program, students will integrate prior nursing education, previous experience, and learning objectives in alignment with their clinical focus. Course is repeatable.

GN 8580: PMHNP Clinical Experience (Variable Units 1-6)

This course provides students with progressive opportunities to develop and refine the clinical skills needed to meet the competencies in the advanced nursing role. Over the course of the PMHNP program, students will integrate prior nursing education, previous experience and learning objectives in alignment with their track focus. Course is repeatable.

GN 8601: Advanced Physical Assessment (3 Units)

This course introduces the student to advanced skills that build on undergraduate education and experience with respect to basic physical assessment. These advanced skills, which draw on knowledge from nursing, medicine, and other disciplines, include recognition and interpretation of clinical assessment data, diagnostic reasoning, treatment decision-making, and medical record keeping. Over the course of the program, the student will be expected to integrate these skills with knowledge of common, acute, chronic, and complex illnesses to assess and manage patients across the life cycle.

GN 8602: Health Promotion Disease Prevention (2 Units)

During Nurse Practitioner role transition from RN to APN, it is essential for learners to progress from advanced physical assessment of individual patients to application of population preventive health concepts that promote health across the life span. Using clinical practice guidelines and national initiatives as evidence-based resources, learners apply health promotion lifestyle changes, disease prevention strategies and self-care practices to consult, refer and coordinate within the primary care patient population.

GN 8603: Societal and Ethical Issues for the Nurse Practitioner (2 Units)

Learners in this course will obtain the ability to recognize societal issues and resolve ethical dilemmas in clinical practice. This course will enhance the nurse practitioner's knowledge for understanding of ethical practice principles and approaches for all populations across the lifespan.

GN 8606: Complementary and Alternative Therapies (1 Unit)

This course focuses on the practices of alternative or complementary therapy used by the consumers of health care in this country. Among the complementary therapies the student will consider in this course are acupuncture, yoga, biofeedback, chiropractic, dietary supplements, exercise, herbs, homeopathy, hypnosis, imagery, massage, relaxation, meditation, spiritual healing, and energy work.

GN 8630: Advanced Pathophysiology (3 Units)

In this course the learner will integrate and apply system-focused physiologic and key pathophysiologic concepts across the life span that supports the foundation for advanced-level nursing education and practice. Emphasis is on the association of physiological alterations with clinical manifestations.

GN 8641: Clinical Applications I (2 Units)

This is the first course in a series of three designed to enhance the student nurse practitioner's physical assessment, diagnostic reasoning, and diagnostic procedure interpretation. The student will integrate knowledge and skills to identify and distinguish normal from abnormal findings. Using clinical cases, the student will apply a new understanding to build on basic health appraisal and create a list of differential diagnoses to manage patients across the lifespan. Clinical diagnostics including radiological procedures, laboratory evaluations, and other testing will be incorporated into the assessment process. The skills gained in this course will provide the foundations of diagnostic reasoning that will guide students through other courses throughout the program.

GN 8642: Clinical Applications II (2 Units)

In this second course in the Clinical Applications series, students will continue to learn diagnostic and therapeutic procedures and skills critical to the advanced practice nurse. The area of focus in this course is Women's Health diagnostics and therapeutics across the lifespan. These procedures and skills include: the clinical breast examination and practicum; gynecologic procedures and diagnostics [e.g. endometrial biopsies, inserting/removing IUDs, and cervical cancer diagnostics & therapeutics; sexually transmitted infection diagnostics; infertility diagnostics and therapeutics; contraceptive technology; obstetric surveillance and diagnostics (e.g. obstetric ultrasonography, stress tests, Triple Marker testing, etc.)].

GN 8643 Clinical Applications III (2 Units)

This is the third course in a series of three the student nurse practitioners will continue to learn diagnostic reasoning, testing, and therapeutic procedures critical to their practice. The areas of focus will be in health diagnostics and therapeutics across the lifespan. The content will include common primary care diagnostic therapies and procedures with particular emphasis on eyes, ears, nose, and throat as well as the dermatologic, urinary, and gastrointestinal systems.

GN 8681: PMHNP Clinical Evaluation I (1 Unit)

Advanced nursing roles require progressive opportunities to develop and refine clinical skills. This is the first course in a series of three courses providing an opportunity for students to synthesize concepts, skills, and techniques from previous courses and apply their learning toward assessing and managing mental health cases from simple to complex across the lifespan. The student will participate in various methodologies for assessing competency development for practice.

GN 8682: PMHNP Clinical Evaluation II (1 Unit)

Advanced nursing roles require progressive opportunities to develop and refine clinical skills. This is the second course in a series of three courses providing an opportunity for students to synthesize concepts, skills, and techniques from previous courses and apply their learning toward assessing and managing mental health cases from simple to complex across the lifespan. The student will participate in various methodologies for assessing competency development for practice.

GN 8683: PMHNP Clinical Evaluation III (1 Unit)

Advanced nursing roles require progressive opportunities to develop and refine clinical skills. This is the third course in a series of three courses providing an opportunity for students to synthesize concepts, skills, and techniques from previous courses and apply their learning toward assessing and managing

mental health cases from simple to complex across the lifespan. The student will participate in various methodologies for assessing competency development for practice.

GN 8691: Clinical Comprehensive Evaluation I (1 Unit)

This is the first in a series of courses providing an opportunity for students to synthesize concepts, skills and techniques from previous courses and apply their learning toward assessing and managing case studies across the life span. The student will participate in various methodologies for assessing their application of knowledge learned. To assess clinical performance and knowledge of patients with common, acute, chronic, or complex conditions (depending on the students' year in the program); students will engage in observed structured clinical examinations, create written clinical case management evaluations of common, and complete certification review by taking initial or final evaluation assessment. The certification review provides prospective graduates with an opportunity to validate the knowledge they have acquired throughout the program and assess their readiness for the national certification exam. Students are required to be registered for Clinical Comprehensive Evaluation Series at the end of each year in the program.

GN 8692: Clinical Comprehensive Evaluation II (1 Unit)

This is the second in a series of courses providing an opportunity for students to synthesize concepts, skills and techniques from previous courses and apply their learning toward assessing and managing case studies across the life span. The student will participate in various methodologies for assessing their application of knowledge learned. To assess clinical performance and knowledge of patients with common, acute, chronic, or complex conditions (depending on the students' year in the program); students will engage in observed structured clinical examinations, create written clinical case management evaluations of common, and complete certification review by taking initial or final evaluation assessment. The certification review provides prospective graduates with an opportunity to validate the knowledge they have acquired throughout the program and assess their readiness for the national certification exam. Students are required to be registered for Clinical Comprehensive Evaluation Series at the end of each year in the program.

GN 8693: Clinical Comprehensive Evaluation III (1 Unit)

This is the third in a series of courses providing an opportunity for students to synthesize concepts, skills and techniques from previous courses and apply their learning toward assessing and managing case studies across the life span. The student will participate in various methodologies for assessing their application of knowledge learned. To assess clinical performance and knowledge of patients with common, acute, chronic, or complex conditions (depending on the students' year in the program); students will engage in observed structured clinical examinations, create written clinical case management evaluations of common, and complete certification review by taking initial or final evaluation assessment. The certification review provides prospective graduates with an opportunity to validate the knowledge they have acquired throughout the program and assess their readiness for the national certification exam. Students are required to be registered for Clinical Comprehensive Evaluation Series at the end of each year in the program.

GN 8820: Professional Practice Issues (2 Units)

This course presents a variety of role-related topics designed to prepare the prospective Nurse Practitioner (NP) for professional practice. Beginning with a historical overview of the NP profession, the course will examine some of the critical issues that determine the practitioner's scope of practice, career options, peer review, protocols and standardized procedures, practice profiling, leadership, and political involvement. In addition, the course presents guidelines for resolving professional legal and ethical issues

that are often confronted by the NP. Students will also be introduced to valuable tools for ongoing professional development such as professional organizations and journals.

GN 8840: Business and Management Practice for the Nurse Practitioner (2 Units)

The student will be presented with a variety of role-related topics designed to prepare the prospective nurse practitioner for business and management practice. The learner will explore the fundamentals of practice proprietorship and business planning, professional liability, risk management, reimbursement, billing and coding in the outpatient setting, and successful strategies to gain employment. The business and management practice concepts explored will prepare the graduate to enter the business of health care with the tools essential for success.

GN 8999 Continuous Enrollment/Dissertation (3.0 credit hours, IP/CR)

Supervised creation of a dissertation or scholarly project under the guidance of a dissertation/scholarly project committee, demonstrating scholarship skills in writing, reasoning, and interrelating theory and practice. The dissertation/scholarly project is defended in a public oral exam. Repeatable.

IPE 5000 Patient Centered Cases I– An Interprofessional Approach (1.0 credit hour, CR/NCR)

Prerequisite: Acceptance to the program. IPE 5000 is offered as part of the college curriculum for all first-year entry-level health professional students and is a university requirement for all participating colleges. The course is designed to prepare the health care student to practice patient-centered collaborative care through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the human lifespan.

IPE 5100 Patient Centered Cases II – An Interprofessional Approach (1.0 credit hour, CR/NCR)

Continuation of IPE 5000.

IPE 6000 Team Training in Healthcare I (1.0 credit hour, CR/NCR)

IPE 6000 will continue to build upon the knowledge from the IPE 5000 series but will expand upon that knowledge and require the student to learn and apply advanced tools and strategies that are crucial to develop a collaborative healthcare team. The majority of the course is independent study with students engaging in a large-scale tabletop activity where they apply team tools necessary to solve a healthcare dilemma.

Honors and Awards

The following awards are considered for presentation to CGN students annually:

Corinne Faith Donatini Memorial Award
College of Graduate Nursing Alumni Memorial Award
Excellence in Scholarship Award
President's Society Award
Advanced Practice Award
Leadership in Service Award
The Dean's Award
The Roy G. and Marion L. Kramer Endowment Scholarship Fund Award
Health Equity Service Award
Donny McCluskey Memorial Scholarship
CVS Scholarship
Academic Excellence Scholarship (formerly known as Tribute to Caring)
East West Scholarship
Arthur Madorsky, MD Medical Scholarship
Global Health Research Scholarship
DNPA Leadership Scholarship
Endowed Chair Scholarship: Fletcher Jones
Dr. Ingrid Roberts-Terrell Memorial Scholarship

Academic Calendar

Students in the College of Graduate Nursing can review the 2023-2024 Academic Calendar via the following link: https://www.westernu.edu/nursing/nursing-academics/nursing-cogn_calendar/

Fall 2023	
August 7-11, 2023	New Student Orientation/Welcome Week
August 21, 2023	Fall Classes Begin (MSNE Year 1)
August 28, 2023	Fall Classes Begin (MSNE Year 2, All Distance Nursing Programs)
September 4, 2023	Labor Day – No Classes*
October 9, 2023	Indigenous People’s Day – No Classes*
November 10, 2023	Veterans Day – No Classes*
November 22, 2023	Thanksgiving Recess Begins @ 5:00 p.m.*
November 27, 2023	Fall Classes Resume
December 8, 2023	Fall Classes End (Distance Nursing Programs)
December 9, 2023	Fall Classes End (MSNE Years 1 and 2)
December 11, 2023	Winter Recess Begins
Spring 2024	
January 10, 2024	Spring Classes Begin (All CGN Programs)
January 16, 2024	Martin Luther King Day – No Classes*
February 20, 2024	President’s Day – No Classes*
April 12, 2024	Spring Classes End (All Distance Nursing Programs)
April 13, 2024	Spring Classes End (MSNE Years 1 and 2)
Summer 2024	
April 29, 2024	Summer Classes Begin (All CGN Programs)
May 16, 2024	College of Graduate Nursing Commencement Ceremony
July 4, 2024	Independence Day (Observed) No Classes*
August 2, 2024	Summer Classes End (All Distance Nursing Programs)
August 10, 2024	Summer Classes End (MSNE Years 1 and 2)

Western University of Health Sciences

College of Health Sciences – Doctor of
Physical Therapy

2023/2024 Academic Year

College of Health Sciences

Mission

The mission of the College of Health Sciences parallels the humanistic traditions of Western University of Health Sciences. We are a team of educators, clinicians, and researchers who prepare graduates to improve the health and wellbeing of all populations.

Goals

1. To educate an allied health workforce that helps to meet the healthcare and educational needs of the State of California and the west.
2. To achieve an environment and culture that supports all members of the College.
3. To ensure an environment and culture that empower all persons in the College to maximize their potential as contributing members in the education of students, in research and clinical activities, and in service to the community.

Doctor of Physical Therapy

Department of Physical Therapy Education

Accreditation

The Doctor of Physical Therapy (Professional) program in the Department of Physical Therapy Education at Western University of Health Sciences (WesternU), College of Health Sciences, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

Accreditation indicates that the institution and program have been carefully evaluated and found to meet standards agreed upon by qualified educators. The Western University of Health Sciences Doctor of Physical Therapy program (Professional) is accredited through June 30, 2030.

Filing a Complaint with CAPTE

CAPTE has a mechanism to consider formal complaints about physical therapy education programs that allege a program is not in compliance with one or more of CAPTE's Evaluative Criteria or has violated any of CAPTE's expectations related to academic integrity. (<http://www.capteonline.org/Complaints/>) In reviewing and acting on a complaint, CAPTE cannot and does not function as an arbiter between the complaint and the institution. Should CAPTE find that a complaint has merit and that the program is out of compliance with the Evaluative Criteria or the integrity statement(s), CAPTE can only require the program to come into compliance with the Evaluative Criteria. CAPTE cannot force a program into any specific resolution of the situation that resulted in the complaint. Students or other interested parties may file a formal complaint about a PT program with CAPTE at any time. To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at (703) 706-3245 or at accreditation@apta.org.

General Information

Mission Statement

The WesternU Department of Physical Therapy Education supports and implements the mission of the University and College; to accept and educate a group of diverse students to graduate as Doctors of Physical Therapy, charged with enhancing and extending the quality of life in our community through clinical practice and research.

To accomplish this mission:

- We **educate** culturally competent and reflective students who are committed to life-long learning, scientific inquiry, and critical thinking.
- We engage in **scholarly activities** that contribute to the professional body of knowledge and are integrated into our curriculum and interactions.
- We engage in **service** activities within our professional organizations, the institution, and local community.
- We strive to maintain clinical excellence in **contemporary practice** as demonstrated by serving as clinicians and consultants in our multi-cultural society.
- We embrace **innovation** in education, clinical practice concepts, scholarship, and healthcare.

- We promote **humanistic values** of caring, respect, empathy, and trust through intentional interactions across diverse cultural groups and among health-care professionals.
- We endeavor to cultivate a diversity of graduates united as experts in **optimizing movement** that transform lives across the lifespan.

Vision

The WesternU Department of Physical Therapy Education will be nationally respected and recognized as an innovative and transformational leader in physical therapy education, clinical practice, and research. As humanistic change agents, our graduates will guide the profession in providing better care for individuals, better health for populations and communities, and lowered cost of health care through continuous quality improvement.

The Physical Therapist Role

Physical therapists (PTs) are health care professionals who diagnose and treat individuals of all ages, from newborns to the very oldest, who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives. Licensure is required in each state in which a physical therapist practices. Physical therapy can be provided only by qualified PTs or by physical therapist assistants (PTAs) working under the supervision of a PT.

PTs examine each individual and develop a plan using treatment techniques to promote the ability to move, reduce pain, restore function, and prevent disability. In addition, PTs work with individuals to prevent the loss of mobility before it occurs by developing fitness- and wellness-oriented programs for healthier and more active lifestyles. The PTs in-depth knowledge and skill in movement science, body system screening, anatomy, and pathophysiology also provide the perfect foundation for involvement in the early detection of wounds as well as direct management and prevention of wounds. As essential participants in the health care delivery system, physical therapists assume leadership roles in rehabilitation; in prevention, health maintenance, and programs that promote health, wellness, and fitness; and in professional and community organizations. PTs also play important roles both in developing standards for physical therapist practice and in developing health care policy to ensure availability, accessibility, and optimal delivery of health care services. PT is covered by federal, state, and private insurance plans and PT services have a positive impact on health-related quality of life.

Physical therapy is a dynamic profession with an established theoretical and scientific base and widespread clinical applications in the restoration, maintenance, and promotion of optimal physical function. PTs provide care for people in a variety of settings, including but not limited to hospitals, private practices, outpatient clinics, home health agencies, schools, sports and fitness facilities, work settings, and nursing homes.

As clinicians, services performed by PTs include, but are not limited to the following:

- An examination process that includes:
 - Taking the patient/client history,
 - Conducting a systems review, and
 - Performing tests and measures to identify potential and existing problems.
- Synthesizing the examination data and determining whether the impairments to be addressed are within the scope of physical therapist practice.

- Establishing diagnoses, prognoses, and plans of care including diagnosing and managing movement dysfunctions and enhancing physical and functional abilities based on patient/client goals.
- Restoring, maintaining, and promoting not only optimal physical function, but also wellness, fitness, and quality of life as it relates to movement and health through provision of interventions (the interactions and procedures used in managing and instructing patients/clients).
- Conducting re-examinations and modifying interventions as necessary to achieve anticipated goals and expected outcomes.
- Developing and implementing discharge plans.
- Preventing the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, conditions, or injuries.

About the Doctor of Physical Therapy Program

The Doctor of Physical Therapy (DPT) (Professional) program is a 3-year program (9 semesters) designed to provide students with a didactic and clinical education experience that provides the current knowledge and skills necessary to practice physical therapy in a variety of clinical settings. The courses included in this curriculum reflect and are consistent with the patient/client management model described in the Guide to Physical Therapist Practice and the curricular content for professional education in *A Normative Model of Physical Therapist Professional Education: Version 2004*, and meets criteria set forth by CAPTE.

The DPT degree is based on the new, expanding, and ever-changing role of the physical therapist. Changes in the field include practice in primary care and direct access. As such, physical therapists are expected to perform medical screening, have a strong knowledge base of the medical and clinical sciences, and be able to perform high-level problem solving and clinical decision-making.

In addition to the professional doctoral degree, the program offers a post-professional DPT degree to licensed physical therapists. The clinician who holds a certificate, bachelors, or master's degree in physical therapy may enter the DPT program as a student with Post-Professional standing to complete the requirements for the DPT degree. The required courses in the DPT (Post-Professional) program depend upon the student's previous academic coursework and clinical/professional experiences. The student with Post-Professional standing will take courses online. The mission and program goals are the same for both the Professional and Post-Professional students. Policies related to admissions, registration, and tuition and fees are different for students entering with Post-Professional standing. A description of the policies for students with Post-Professional standing is provided separately at the end of the section on the DPT (Professional) program. All other policies are the same for both Professional DPT students and those admitted to the DPT (Post-Professional) program.

Certification/Licensure

PTs are licensed in all 50 states and the District of Columbia, Puerto Rico, and the US Virgin Islands. Licensure is required in each state in which a physical therapist practices and must be renewed on a regular basis, with a majority of states requiring continuing education as a requirement for renewal. PTs must practice within the scope of physical therapy practice defined by state licensure laws (physical therapy practice acts). The entire practice act, including accompanying rules, constitutes the law governing physical therapy practice within a state.

PTs are eligible for licensure after graduating from a Commission on Accreditation of Physical Therapy Education (CAPTE) accredited physical therapy education program and passing the National Physical Therapy Exam (NPTE) of the Federation of State Boards of Physical Therapy (FSBPT). The NPTE covers the entire scope of practice for a physical therapist, including theory, examination and evaluation, diagnosis, prognosis, treatment intervention, prevention, and consultation that are consistent with the exam blueprint. The FSBPT

Administrative Office phone number is 703-299-3100 and their website address is <https://www.fsbpt.org>. Candidates must apply for licensure to their state Board of Physical Therapy, which may require also passing a jurisprudence exam of the state's laws and rules. Contact information for individual state licensing authorities may be found at the following website address: <https://www.fsbpt.org/FreeResources/LicensingAuthoritiesContactInformation.aspx>.

Program Goals

The graduate of the DPT program will be a mature individual whose professional education is based on a foundation of the requisite preparation in the biological, behavioral, and social sciences and in humanities. The graduate will have the necessary knowledge, skills, and attitudes to function as a clinician generalist; will have an appreciation for the value of the research process; and will be a responsible member of the community and the profession.

Student/Graduate Goals

Upon completion of the DPT program, students will be able to:

1. Demonstrate appropriate clinical decision-making skills, including critical thinking, clinical reasoning, and problem solving to guide decisions regarding screening, examination, evaluation, diagnosis, plan of care, and intervention to achieve optimal outcomes.
2. Demonstrate entry level competence in establishing a safe and efficient physical therapy plan of care, to address movement dysfunctions and associated functional impairments, activity limitations, and participation restriction, for a variety of patients with varying ages, diagnoses, complications in the most common practice environments.
3. Demonstrate competency in oral and written communication by expressively and receptively communicating with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policymakers.
4. Function as a collaborative and effective member of an interprofessional team providing health care to meet the needs of patients, clients, and the public.
5. Demonstrate highest-level professionalism by expression of ethical and legal values, trust, integrity, as well as contribution to the community and the profession through altruistic service and leadership.
6. Provide physical therapy services for prevention, health promotion, and wellness as autonomous practitioner, educator, consultant, and collaborator and demonstrate a commitment to personal and professional growth and lifelong learning.
7. Critically evaluate and apply best scientific evidence as a basis for physical therapy practice, determine the effectiveness of intervention, and participate in scientific inquiry.
8. Provide person-centered care that is compassionate and humanistic based on the understanding and appreciation of cultural, gender, socio-economic, ethical, and contextual factors that affect physical therapy practice.
9. Enhance the body of knowledge and may lead to additional program revenue.

Faculty Goals

1. Maintain contemporary knowledge/practice expertise in assigned teaching areas and create a collaborative model of education enriching student learning experience through innovative and evidence based instructional strategies and technologies.
2. Create nurturing, professional relationship with student mentees to assist them with, navigating doctoral education, socializing into departmental and disciplinary culture, and providing a role model of professional identity, integrity and responsibility.
3. Engage in one or more areas of professional growth and scholarly/creative activities: discovery, integration, and/or application of knowledge.
4. Demonstrate contemporary expertise in clinical practice.
5. Provide leadership and other contributions to service activities that benefit the universities, community, and physical therapy profession.
6. Initiate interdisciplinary collaborations and accompanying scholarly and creative activities across College and University endeavor.

Department of Physical Therapy Education and its DPT program Goals:

1. Recruit and develop students of all academic, ethnic, and cultural backgrounds who wish to pursue a career in physical therapy.
2. Create an academic environment that will prepare graduates to meet program outcomes, in accordance with current CAPTE criteria, in keeping within APTA Code of Ethics.
3. Attract and support a clinically and academically diverse core faculty who can meet the criteria of high-quality teaching, significant scholarly output and valuable service to the college and professional community.
4. Encourage and acknowledge continued professional development of faculty and assist faculty to successfully navigate tenure and promotion process.
5. Develop and foster clinical partnerships and professional alliances to enhance the quality of the graduate program and delivery of health care services by our graduates.
6. Develop and maintain a cadre of adjuncts with excellent clinical experience and proven teaching effectiveness that align and are committed to the department's mission and goals.
7. Identify and participate in research grant activities and entrepreneurial activities that enhance the body of knowledge and may lead to additional program revenue.

Curriculum Design

The curriculum model is a hybrid, providing a combination of traditional, case, and problem-based learning. Initial courses are more traditional and focus on the foundational sciences and fundamental physical therapy techniques. The curriculum sequence is organized according to body systems, aligned to the Guide to PT Practice. Coursework includes study of the functional and psychosocial impacts of health conditions, relevant medical and surgical interventions and the physical therapy tests, measures, and interventions utilized within the patient/client management model. Additionally, curriculum includes the role of the physical therapist in disease prevention and health promotion, education, consultation, legislation and policymaking, and leadership. Students also engage in scholarly inquiry through a research capstone project.

The DPT faculty is comprised of scholars, researchers, administrators, and clinicians from the professions of physical therapy, rehabilitation science, neuroscience, psychology, and pharmacology. All faculty are committed to the preparation of the Doctor of Physical Therapy professional who will be well versed in all aspects of physical therapy and dedicated to their profession and the patients they serve.

Didactic education includes interactive classroom instruction, lab practice, and critical thinking opportunities. In addition, classes integrate patient experiences via utilization of standardized cases, simulation labs, and actual patient encounters which link didactic education to clinical practice and prepare students for clinical experiences. The clinical education experiences occur in a variety of clinical settings within each year of the curriculum, as we believe that clinical education is an integral part of the curriculum and provides opportunities for students to integrate, synthesize, apply, and refine the knowledge, skills, and attitudes developed in the classroom. The year two curriculum includes one 12-week clinical experience, and year three includes two 12-week clinical experiences. In total, students complete 38 weeks of clinical experience in addition to the numerous clinical opportunities provided in the classroom via standardized patient or actual patients.

DPT students complete their education in August but participate in the University-wide graduation held in the prior May. The licensure examination can be taken following successful completion of the program. The licensure exam is computerized and offered 4 times a year.

Doctor of Physical Therapy (Professional)

Personal Competencies for Admission and Matriculation

A candidate for admission to the DPT program must possess, or be able to achieve through a reasonable accommodation, certain sensory and motor functions, that would enable the individual to carry out the activities described in the sections that follow. Upon matriculation to the program, the student must continue to possess, or be able to achieve through a reasonable accommodation, the personal competencies outlined below throughout their progression in the DPT program. Graduation from the program signifies that the individual is prepared for entry into clinical practice. Therefore, it follows that graduates must have the knowledge and skills needed to function in a broad variety of clinical situations and to render a wide spectrum of physical therapy evaluation and treatment techniques. The candidate and student must be able to integrate all information received consistently, quickly, and accurately by whatever sense(s) are employed. In addition, they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

Essential Functions are the aptitudes and abilities that allow physical therapy students (and physical therapists) to complete the professional curriculum and to perform the clinical skills consistent with Patient/Client Management as detailed in the Guide to Physical Therapist Practice. Therefore, there are essential functions or abilities necessary for admission and progression in the Department of Physical Therapy Education Program at Western University of Health Sciences.

This practice requires the performance of specific essential functions that include but are not limited to the areas below. For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (HFCDHP) at [Disability Accommodations \(e-mail\)](#) or (909) 469-5297 or visit the [HFCDHP web site](#).

Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation:

Observation (includes functional use of vision, hearing, and somatic sensations)

Candidates and students must have sufficient vision to be able to observe patients and demonstrations accurately, close up and at a distance, to learn skills and to gather patient data (e.g., observe a patient's gait, appearance, posture, etc.). Candidates and students also must possess functional use of the sense of vision and somatic sensation. Observation is enhanced by the functional use of the sense of smell.

Communication

Candidates and students must have the ability to communicate orally and in writing with patients, families, groups, and other members of the health care team, as well as faculty and peers. Candidates and students must be able to communicate effectively and sensitively in English with other students, faculty, staff, patients, family, and other professionals, in both oral and written formats, and must be able to read, write, and communicate verbally in English. Candidates and students must be able to interpret communication of others effectively. Candidates and students must be able to read and comprehend written material and communicate clearly and audibly during interactions with classmates, professors, patients, and members of the health care team. Candidates and students must also be able to recognize and respond to soft voices or voices under protective garb, auditory timers, equipment/emergency alarms, joint noises, prostheses, and effectively use devices for the measurement of vital signs and breathe sounds. Candidates and students must be able to hear patients and respond to patient critical needs when not in direct line of site.

Psychomotor Skills

Candidates and students must have sufficient motor function to be able to execute movements commonly required to provide assessment and physical therapy treatment procedures to patients/clients, as well as respond quickly to emergencies by lifting/pushing/pulling patients, applying force to perform CPR, and assisting with transporting patients. These actions require both gross and fine muscular movements, equilibrium, and functional use of the senses of touch, hearing, and vision.

Mobility and Stamina

Candidates and students must possess sufficient gross and fine motor skills and endurance to provide safe and effective physical therapy care in all health care settings. Candidates and students must have the ability to: perform basic life support, including CPR; function in an emergency situation; safely transfer a patient (e.g., from wheelchair to commode, from chair to bed, lift and transfer from floor); calibrate and use equipment; perform treatments and procedures; apply pressure to stop bleeding; and/or manipulate diagnostic instruments to adequately perform all aspects of an assessment. Candidates and students must demonstrate strong bilateral grasp during joint mobilization/manipulation and manually resisted exercise, bilateral gross and fine motor control, and strength to perform therapeutic massage, and fine motor control to manipulate testing instruments/equipment/ writing instruments/computers.

Candidates and students must be able to maintain and assume a variety of positions including sitting for up to 2 hours continuously, frequent standing, walking, bending, squatting, kneeling, stair climbing, reaching forward, reaching overhead, and turning and movement of the trunk and neck in all directions. Candidates and students must have sufficient endurance to continue performing a variety of exertional activities for up to 8-12 hours with occasional rest breaks. Candidates and students must also perform manual material handling and manipulation of various sizes and weights including lifting and transferring patients, guarding patients during gait training on level surfaces/uneven surfaces/ramps/stairs, pushing and pulling to provide resistance and to assist in maneuvering patients. Specific requirements include:

- Safely lift up to 50 lbs. independently
- Safely lift up to 200+ lbs. with assistance; and sit, stand, and move about in-patient environments.
- Safely push and pull up to 200 lbs.

Candidates and students must be able to balance self and provide support and balance to patients on a variety of surfaces including level and uneven ground, ramps, curbs, and stairs.

Tactile

Candidates and students must have sufficient tactile ability to perform a physical assessment of a patient and to perform procedures necessary for physical therapy care. Candidates and students must have the ability to perform palpation, manual muscle testing, joint mobilization, percussion, massage, and other functions necessary for a physical exam; assess texture, shape, size, and vibration; note temperature changes in skin and equipment; and perform therapeutic functions associated with wound care. Candidates and students must be able to manipulate dials, sensors, and switches on all examination and therapeutic equipment.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Candidates and students must be able to measure, calculate reason, analyze, synthesize, integrate, and apply information in making critical judgments. Problem solving, a clinical skill necessary in physical therapy

practice, requires all of these intellectual abilities. In addition, candidates must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Abilities

Candidates and students must possess the emotional health required for full utilization of the intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the assessment and care of patients/clients, and the development of mature, sensitive, and effective relationships with patients/clients, caregivers/family, colleagues and other health care professionals. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many clients. Compassion, integrity, concern for others, interpersonal skills, interest, motivation, and professionalism are all personal qualities to be assessed during the admissions and educational processes.

The Department of Physical Therapy Education, along with all the other programs at WesternU, shares a commitment to develop creative ways of opening the PT curriculum to competitive, qualified individuals with disabilities who meet the personal competencies for admission and matriculation. In doing so, however, the Department of Physical therapy Education must maintain the integrity of its curriculum and preserve those elements deemed essential to educating candidates to become effective physical therapists.

Ethical Standards

Candidates and students must demonstrate the ability to reason morally and practice physical therapy in a professional and ethical manner with patients, families, and other health care workers as well as with faculty and peers.

Admissions Policies and Procedures

Admission to the DPT program is on a competitive basis and is open to citizens and permanent residents of the United States and international students. WesternU is committed to admitting competitive, qualified disabled individuals. The program will accept applications for admission from all qualified candidates for the Professional DPT degree. WesternU participates in the Physical Therapist Centralized Application Service (PTCAS) for its admissions process. A primary application must be filed with the PTCAS subject to designated deadlines.

Non-Discrimination, Anti-Harassment and Non-Retaliation Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community, and applicants, in accordance with all applicable laws.

WesternU also prohibits any form of retaliation against a person, who under good faith, reported a violation under the policy or who participated in any investigation or proceeding under the policy. Violations of the policy will lead to prompt and appropriate administrative action, including and up to termination of employment or expulsion from the University.

Reasonable Accommodation for Disabilities

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodation. A student who discloses a disability and requests accommodation will be referred to the Harris Family Center for Disability and Health Policy (HFCDHP). The student will be asked to provide documentation of the disability for the purposes of determining appropriate accommodations. The Department of Physical Therapy Education will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation can contact the HFCDHP office.

Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2023/2024 academic year. Current admission and application requirements for the DPT (Professional) program, including prerequisite coursework requirements, can be located on the [Prospective Student website](#).

The applicant must have earned a BA or BS degree from a regionally accredited (exceptions will be made on a case-by-case basis) college or university by the end of the Spring term in which they plan to matriculate into the DPT (Professional) program.

The DPT (Professional) program seeks students with the baccalaureate degree obtained in any field of study other than physical therapy. The applicant should demonstrate a high degree of intellectual curiosity and

accomplishment along with excellent verbal and written communication skills. The graduate of WesternU will be able to demonstrate critical thinking and problem solve in clinical practice and will be able to communicate appropriately with the client/patient and other health care providers regarding the client/patient care plan.

1. Prerequisite Courses

<u>Course</u>	<u>Units</u>
English Composition	3 semester units
Psychology*	6 semester units
Statistics	3 semester units
Human Anatomy with Lab**, ***	4 semester units
Human Physiology with Lab**, ***	4 semester units
General Chemistry with Lab**	8 semester units, a full year sequence
Physics with Lab**, #	8 semester units, a full year sequence

**At least one course must be taken from the Psychology department.*

***All science courses must include laboratories and cannot be at an 'introductory' level. Laboratories may not be completed online. Laboratories must be on campus; virtual/online laboratories are not accepted. Online laboratories for courses taken during the COVID-19 pandemic while institutions were closed for in-person learning will be accepted. Laboratories taken prior to the pandemic must be in-person/on-campus.*

****Anatomy and Physiology must be taken from the Anatomy, Physiology, A and P, Biology, or Zoology department. The Anatomy and Physiology must be 'human'. Combined Anatomy and Physiology courses will be considered only if a combined course sequence (2 semesters) is completed.*

#Emphasis on mechanics, light, heat, sound, and electricity

A seven (7) year time limit is enforced for all science prerequisites and labs (anatomy, physiology, chemistry, and physics). All science prerequisites must be taken within seven years of matriculation into the program.

In addition, the following courses are recommended to enhance success in the program:

- Oral communication skills
- Computer literacy
- General biology
- Microbiology
- Kinesiology/biomechanics
- Exercise Physiology
- Nutrition
- Human/Child Development
- Additional Psychology courses

Grades of "C" or better are required in each prerequisite course. A grade of "C-" or less in any prerequisite course is not acceptable. Only one prerequisite course may be taken on an advanced-placement, pass/no pass, or credit/no credit basis. For courses completed in California, all science prerequisites must be University of California (UC) or California State University (CSU) transferable.

Advanced Placement (AP) may be accepted for one prerequisite course; this will not be calculated into the GPA.

No more than one science (if semester-based course; two if the course is quarter-based) and one non-science prerequisite courses can be in progress after the fall term prior to matriculation. All prerequisite courses must be completed by the end of the spring semester/quarter prior to matriculation. Official transcripts must be submitted directly to the Admissions Operations Office upon completion of coursework in progress and Admissions Department notified. Final transcripts and/or final grades (including degree verification) for all coursework in progress must be received prior to orientation in early August.

2. Prerequisite and Cumulative GPAs

The minimum cumulative (overall) GPA and the minimum GPA for all prerequisite courses must each be 3.00 on a 4-point scale at the time of application. To be competitive, these GPAs should be consistent with current incoming class averages, which are above 3.30 on a 4-point scale.

3. CASPer Assessment

CASPer is an online, video-scenario based, situational judgement test designed to measure professional/personal characteristics, such as empathy and communication skills. Candidates may sign up online for the CASPer test on the CASPer website. Please use the same email address you used to apply to WesternU DPT when registering for the CASPer test. This will facilitate matching your test results with your application. You need only select our institution once for your test results. No minimum score is required to apply. NOTE: CASPer scores may not be used for more than one application. Re-applicants will be required to re-take the assessment for the new application each cycle.

4. Clinical Experience

In light of required social distancing and previous stay at home mandates, we will not require clinical experience hours to apply to the WesternU DPT program. However, a strong understanding of the physical therapy profession will be beneficial for applicants.

5. Community Service

Competitive applicants should be able to demonstrate ongoing community service. This may include volunteering and all trends of community service and may include the following:

- Homeless Shelters / Soup kitchens / Food Banks
- Community Outreach
- Veteran Programs
- Clinical (emergency assistant, patient visitor/escort, etc.)
- Tutoring
- Youth Mentoring
- Senior Citizen Home
- Church (missionary trips/outreach)

Although we do not have a minimum requirement, applicants tend to accumulate and continue to accumulate approximately 200 hours over the course of one to two years. Our more competitive

applicants have accumulated well over 200 total hours within the same length of time and continue ongoing community service up until the time they matriculate.

6. **Recommendations**

Three satisfactory recommendations are required as part of the admissions application. One is required from a licensed physical therapist and one from a college course instructor. The third letter may be from a licensed physical therapist, college course instructor, administrator, or a community service coordinator or administrator; a physical therapist is preferred. Letters of recommendation may not come from family members even if they are a physical therapist or college course instructor.

7. **Interviews**

Applications are forwarded to the Admissions Committee for review. Applicants selected by the Admissions Committee will be invited for an on-campus interview. NOTE: Interviews may be held virtually due to local COVID-19 restrictions in place at the time of interviews.

Application Procedures and Deadlines

The DPT (Professional) program has an August orientation and matriculation date. The application submission opens on July 1 and closes on November 1 of the year prior to anticipated enrollment. Students with complete application packets are encouraged to apply early. Applicants who do not meet the criteria by the time of matriculation and wish to reapply for the following year must submit new primary applications and will be considered with the new applicant pool. A primary application must be submitted to PTCAS with a response to the designated personal essay question contained therein. Three letters of recommendation forms must be obtained and submitted to PTCAS, and official transcripts from all colleges attended. To initiate the primary application with PTCAS, visit the PTCAS website at www.ptcas.org.

To request an information brochure, contact the Admissions Office at

Office of Admissions
Western University of Health Sciences
309 E. 2nd Street
Pomona, CA 91766-1854
(909) 469-5541

<https://prospective.westernu.edu/health-sciences/dpt/apply/>

After receipt of the applicant's PTCAS application, as well as any required materials, the Office of Admissions will process the application and determine eligibility. Upon completion of processing and deeming of the application complete, the application file will be sent to the Admissions Committee for consideration for interview.

Applicants who wish to use coursework completed outside of the United States or at a French-Canadian institution must submit their transcripts for evaluation to World Education Services. A course-by-course evaluation and a calculation of cumulative/overall GPA are required, and all coursework must be designated as undergraduate, graduate, or professional. WesternU will only honor evaluations from the aforementioned service. The evaluation must be received by PTCAS by the designated application deadline.

The Admissions Committee will review all completed, qualified applications and determine which potential candidates will be invited for personal interviews. These interviews are designed to allow the applicant to learn more about WesternU's DPT program as well as allow the Admissions Committee to learn more about

the applicant. The interview process is conducted in the late fall and early spring months of the admissions cycle.

Decisions of the Admissions Committee regarding the admission of applicants to the Doctor of Physical Therapy (Professional) program are final and not subject to appeal.

Acceptance Deposit

Applicants accepted to the DPT (Professional) program must pay a non-refundable “acceptance” deposit of \$1,000.00. The deposit is payable in two \$500 payments due two weeks apart.

International Applicants

International applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. For detailed information, please visit our web page for [International Students](#).

Linkage Program(s)

The DPT program has developed a special linkage program with California State Polytechnic University, Pomona (Cal Poly Pomona) in which Cal Poly Pomona students meeting requirements, mandated by the pre-professional advisor from Cal Poly Pomona and the DPT program at WesternU, are given special consideration for admission. This is not an early admissions process. Those interested in applying to the linkage program are encouraged to visit Cal Poly, Pomona’s linkage website.

<https://www.cpp.edu/preprofessional/linkage-program/cpp-western-dpt-linkage.shtml>

Transfers from Other Schools

The Department of Physical Therapy Education does not accept transfer candidates to advance standing in the DPT (Professional) program.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please see the [Registration Late Fees](#) page on the Registrar's Office website.

Student Health Insurance Requirement

All full-time students at WesternU are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) page on the Registrar's Office website. Additional information about student health insurance requirements may be found in the University Catalog.

New Student Orientation/Welcome Week

Attendance at all Welcome Week activities is mandatory for all incoming first-year students. Failure to attend any required part of Orientation/Welcome Week without prior approval from the Assistant Dean of Student Affairs may result in the rescindment of the offer of acceptance.

Student Initiated Changes in Enrollment Status

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. Students must be in good academic standing to be eligible for a Leave of Absence. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies, and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on withdrawing from the University, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies, and Procedures section.

Full-Time/Part-Time Status

All Professional DPT students enrolled in at least 6.00 units are considered full-time students. DPT students enrolled in 4.50 to 5.99 units are considered three-quarters-time students. DPT students enrolled in 3.00 to 4.50 units are considered part-time students.

Time Limits

The DPT (Professional) program is designed to be completed in three (3) years of full-time study. The requirements for the degree must be fulfilled within 4 years, 6 months from the date of matriculation to the program. Students who are unable to complete the program within the maximum time allotted will be referred to the Student Progress Committee and may be subject to Administrative Withdrawal. Extensions of this time limit may be granted through petition to the faculty and Department Chair.

Tuition and Fees

By action of the Board of Trustees, Professional DPT tuition and fees for the 2023/2024 academic year (subject to change) are as follows:

\$47,112.00	Annual Tuition
\$40.00	Student Body Fee (Year 1)
\$20.00	Student Body Fee (Years 2 and 3)

Other Fees and Expenses

\$1,300.00	Required and Recommended Texts
\$500.00	Personal PT Supplies and Equipment
\$250.00	Lab and Equipment Fees
\$2,000.00	Laptop Computer (Approx.)
\$40.00	Privacy Screen (Approx.)
\$60.00	Criminal Background Investigation (Approx.)
\$40.00	Drug Screen (Approx.)
\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (Per Month)
\$350.00	Graduation Fee
\$235.00	Annual Parking Permit (Automobile)
\$40.00	Locker Key Replacement Fee
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee
TBD	Breakage Fee (Replacement Cost)

Additional DPT Program Education Requirements

The DPT (Professional) program requires that each enrolled student have a laptop computer with internet access and computer privacy screen. Course assignments and exams will be given that necessitate access to a computer and the Internet. Laptop specifications can be found at https://support.westernu.edu/Laptop_Requirements When the institution is in remote status for lectures and some exams, students must have an additional device for proctoring of exams. The additional device must be able to connect to the internet and have a camera.

Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified Professional DPT curriculum or who are directed to repeat one or more courses but not the entire academic year are charged a per credit hour tuition rate. This rate is calculated by dividing the total credit hours required for a class year by the annual tuition. The per credit hour rates for 2023/2024 are shown below:

\$856.58	DPT (Professional) Year 1 Modified Curriculum Per Unit Charge
\$981.50	DPT (Professional) Year 2 Modified Curriculum Per Unit Charge
\$1,346.06	DPT (Professional) Year 3 Modified Curriculum Per Unit Charge

General Academic Policies and Procedures

Academic Advisement

Students will be assigned a faculty mentor upon matriculation. The DPT (Professional) program recognizes academic advising to be a central element of the educational experience. Advising is a collaborative relationship for which mentor and students share responsibility and through which students create academic, career, and personal goals. Faculty mentors are responsible for being accessible and responsive to students, and for providing accurate, timely information. Students are responsible for being prepared for advising sessions, and for understanding University and department requirements. The DPT (Professional) program recommends that students meet with their faculty mentors and Assistant Dean of Student Affairs on a regular basis, at least once a month or as otherwise recommended. A student on probation must meet with their faculty mentor and the Assistant Dean of Student Affairs at least twice a month.

Either the student or faculty member can seek a change in advisement via a request to the Department Chair or the Assistant Dean of Student Affairs.

Attendance/Absences

Students are expected to attend all scheduled classes and activities. Face-to-face learning is a valued part of the curriculum. In the event of an absence or tardiness, it is the student's professional responsibility to notify the Assistant Dean of Student Affairs, who will inform the appropriate faculty. If an absence, lateness, or early departure is anticipated, it is considered a professional courtesy to discuss this with the appropriate course instructor(s) and the Assistant Deans of Student Affairs at the earliest possible date. It is expected that students will report unanticipated absences due to illness, accident, or unforeseen event/emergency immediately to the Assistant Dean of Student Affairs and to the appropriate faculty member. Unexpected lateness should be discussed with the course instructor as soon as possible.

Absence or tardiness from class for any reason does not relieve the student from the responsibility for the material covered during the instructional periods. The student is responsible for all course material covered during an absence. Should an absence, lateness, or early departure occur on the day of an examination or announced/unannounced quiz, any make-up exams or quizzes may or may not be allowed, at the discretion of the course instructor.

More than three unexcused absences, tardiness, and/or early departures are considered a violation of the Standards of Academic Integrity, Professionalism and Student Conduct and are handled under the General University Academic Policies and Regulations section of this catalog. Three or more unexcused absences, tardiness, and/or early departures may affect the student's final course grade.

In the case that there is a difference of opinion between the student and a faculty member of record for a course, the Chair is the final arbiter in determining if an absence is excused or unexcused.

Student Test Taking Protocol and Guidelines

Exams and lab practicals are designed to be taken at their scheduled dates and times. Unless there is a catastrophic event or a major illness, students are expected to take the exam or lab practical, as scheduled. All missed exams or lab practicals will require supportive paperwork. Taking exams on the scheduled date is respectful to the faculty member as well as peers.

Video or audiotaping of an exam, lab practical, meeting, and conversation with another is not only against DPT policy but is also illegal.

1. Backpacks/bags and all personal belongings will be left at the front of the room.
2. Cell phones/electronics, including smartwatches, must be on “silent” or “off” and be placed within a backpack/bag in front of the room.
3. Students will come to the examination with a laptop computer and computer privacy screen.
4. Students will sit spaced apart every other seat if the room is of sufficient size to accommodate this seating arrangement. Each row of students should sit directly behind the student in the row in front of them.
5. Students who have their gaze elsewhere except on their own computer can give a false appearance of seeking help. If students tend to move their heads around, they need to sit in the front rows.
6. If water is needed during the examination session, the student needs to bring a bottle with the labels removed.
7. During scheduled examination hours, students are highly discouraged from going to the bathroom, but will be allowed to go one at a time. If a student needs a bathroom break, the following steps should be taken: (1) ask the instructor/proctor for a bathroom break; (2) Make your visit to the restroom brief and efficient; (3) an escort of the same gender may be assigned at the discretion of the instructor/proctor; and (4) only one student may be out of the room at a time.
8. In the case of a lab practical exam, read all provided instructions carefully. Arrive 30 minutes before the scheduled exam.
9. Upon completion of the exam, students must present the instructor/proctor the screen on their laptop. The instructor/proctor will give the student authorization to save and continue. The student will proceed to the green screen and present the instructor/proctor the screen. The instructor/proctor will then give the student authorization to select quit/close. Once the student has selected quit/close the program will close and the student can close their computer and leave the classroom/lab.

Any violation of these guidelines and/or Standards of Academic Integrity, Professionalism and Student Conduct may result in a referral to the Student Conduct Committee.

Zoom Policies and Procedures

When the campus is in remote status for lectures, or when a student is quarantining due to COVID, the Department of Physical Therapy Education has set forth a policy regarding student attendance and participation for lectures and lab sessions via Zoom. This policy is applicable to each student in every course unless otherwise stated by the instructor of record. This policy is subject to change and the students will be notified via email and/or Elenra announcements when a change is made.

Any noncompliance with this policy may result in a referral to the SCC as an alleged violation of University or College student conduct policies.

Students will be required to use a laptop to connect to their WesternU student Zoom account. Cell phones may not be normally used during class session. Students will log into the Zoom session from a stationary

structure (i.e. house, apartment, condo, etc.) conducive to learning. This means that traveling in a car and using a cell phone to attend a Zoom session is not accepted nor approved behavior. Students must adhere to the following:

1. Student is required to attend class via Zoom using their WesternU account (please refer to course syllabi for attendance instructions).
2. First and last names MUST display on the student's Zoom account. If a student prefers to be called by a different name, they must display the name as such. Ex: John "Johnny" Doe
3. Student will be muted upon entry into the Zoom session but will always be required to have their video turned on.
4. Students must be in direct view of their camera throughout the ENTIRE class session excluding scheduled class breaks. During class breaks, video can be turned off, and the student must not exit the Zoom session. If a student's video is turned off for an extended period, the student will be removed from the session and may result in a loss of participation points or class materials.
5. Internet connectivity can sometimes be an issue. Students are to ensure that they have the speed and bandwidth necessary to participate in the curriculum without limited issues.
6. Students are encouraged to be aware of others in the same household who may be using the Internet simultaneously. In the case of an emergency such as the Internet being down, a student may use a cell phone for the Zoom session with consent of the instructor of record.
7. Students must wear appropriate school attire during the Zoom session. Not doing so is considered unprofessional. This may result in a loss of participation points in the course.
8. Private Zoom chats will be disabled by the Instructor of Record in the course.
9. If a student has a question during the lecture, they are to utilize the "raise hand" feature on Zoom (located at the bottom of the screen).
10. If selecting a virtual background, students must select a clean background that is not distracting and lecture appropriate.

Zoom Exam Protocol

During a remote learning period, students will be required to "re-create" the classroom setting required for exams. This means that students will be expected to have a secondary device, either a tablet or phone, which will remain functional for proctoring during the test-taking period. The following protocol will be followed by students until advised otherwise by either the Instructor of Record or Department Chair.

Preparation – Done the Day Prior to the Exam

1. Prepare a private, quiet, and un-cluttered setting where they will designate as their exam-taking space. The desk or table where they are taking the exam should be empty or draped. Students should not have any visuals directly in front of or sides of the test space.
2. Make sure they have reliable Wi-Fi connectivity in the area they will be testing in.
3. Any notes and other written documents should be removed from the computer or laptop in which the student uses for testing.
4. Test area will have the secondary device and ensure that the device can be plugged in and/or remain charged throughout the testing period.
5. The secondary device must be positioned so that the camera captures a clear view of the student's keyboard, screen, workspace, and face during the exam via a side/lateral view.
6. The student will need a portable/erasable white board with dry erase markers and eraser. This may only be used during testing when permitted by the Instructor of Record.
7. The student must put their secondary device in Do Not Disturb mode after connecting to the Zoom session. This will allow the student to concentrate without interruptions to the student or the

video feed. Any disruptions to the video feed during the exam will be deemed “suspicious activity” which could be subject to review by the Instructor of Record and/or the program chair.

Day of the Exam

1. Students must remove any smartwatches and other electronic devices (if applicable) prior to the test.
2. Students are expected to log-on 15-30 minutes prior to the scheduled Zoom meeting using the meeting information provided by the Instructor of Record.
3. The student’s set-up should be according to instructions from the section above titled “Preparation.”
4. Students may have the erasable white board to write down notes after the start of the exam if permitted by the instructor of record.
5. Upon entering the test “environment” students will need to provide a 360-degree view with their phone/tablet of their testing area and white board (front/back).
6. If there is a question about a test question, the policy of the department is to not answer questions regarding exam questions or answers. If there is an operational question, students should DIRECTLY/PRIVATELY put their question in the Zoom meeting chat box.
7. Exam password will be available via Zoom shared screen just prior to the start of the exam.
8. Students are to log-on to Examssoft within five (5) minutes of receiving the password. Any technical difficulty that may students experience, are to be sent to the proctor immediately using Zoom chat.
9. Exams are INDIVIDUAL and closed book. There should be NO NOTES or cues visible to the student during the exam. Students may NOT have someone else within their view throughout the exam.
10. Students are to have their Zoom profile on “mute audio.”
11. The chat box on Zoom will be kept open during the exam and messages will be private and sent to the proctor only. The chat may be saved with the video to the Chair of the Department.
12. Students are NOT to leave the test setting under any circumstances during the exam – except when there is an emergency at which point the student must check with their proctor before leaving.
13. The student’s test will need to be uploaded within five (5) minutes by the end of the testing period.
14. Once the student has submitted the exam, they will show their Green/Uploaded screen along with their cleaned white board to the Proctor for five seconds on Zoom to be excused.
15. Finally, the Zoom session may be video recorded during the exam period and any suspicious behavior will be reviewed by the instructor of record and/or the Chair of the department and result in a “0” on the exam.

The faculty place a high value on compliance with applicable standards of student conduct, including but not limited to the standards of professionalism and the honor code. Conduct such as taking screenshots, sharing portions of exam questions, or having reference material out during an exam would be considered a violation of the standards of professionalism and the honor code. Noncompliance with such policies may result in a referral to the SCC and result in adverse action, up to and including to dismissal from the program.

Children in the Classroom/Labs

The DPT classroom is an environment for learning and should be free from unnecessary distractions. For this reason, children are not permitted in the classroom. During the Pediatrics Course, children will be invited to class to participate in the pediatric workshop under faculty supervision.

Confidentiality of Medical Records and Health History Information

All data gathered by students about patients and their illnesses, including all items within patients' medical histories are privileged information.

1. Students should not discuss patients' records in a manner or a situation that would reveal any information about these patients or their records to persons not involved in their health care.
2. Charts or contents, e.g., lab reports, etc., are not to be removed from the hospital or clinical setting.

This also applies to individuals such as classmates, faculty, and staff who volunteer as patients in class.

Communications: Lockers, Email, Mail

To improve the communication network and to foster student-staff and student-student interchanges, a WesternU email is provided to each student. The WesternU email account is the only account used for official communication between the program and students. Assignments, inquiries, and communications must use WesternU email accounts as other accounts may go to junk mail. In the event that time constraints necessitate quick dispersal of information, the program will disseminate this information via e-mail or through telephone communication.

- Email should be checked twice daily. It is suggested to check in the morning and in the evening.
- Correspondence from the program will occur as either traditional mail or e-mail, with e-mail being the preferred delivery choice.
- During any portion of the program for which the student is out of town (e.g., clinical site, holidays) correspondence from the program will be mailed or electronically mailed to the student.
- Lockers are available to students, if desired. Please inquire in the Assistant Deans of Student Affairs.

Telephone

- Each student is responsible for advising the University Registrar and the Assistant Dean of Student Affairs of telephone number changes as soon as they occur.
- Cell phones and other electronic devices must be in silent/vibrate mode during all class times and examinations.

Use of Physical Therapy Equipment and Laboratories

The Professional DPT policy for use of the PT equipment in the PT Skills Laboratories is as follows:

1. No one is to use the PT equipment except DPT students who have received education and have had practice on the equipment in the laboratory.
2. A faculty member must clear a student as being competent to use the equipment.
3. DPT students using the equipment should be doing so in conjunction with a class they are taking, in preparation for a clinical experience or to conduct a clinical research project.

4. If equipment is used for a research project, the DPT faculty research mentor will be responsible to check out the student's competency in using the equipment.
5. Physical therapy skills labs are available Monday through Friday after regular class hours and during regular building access hours. Physical therapy skills labs are available beyond regular class and on weekends upon request of the Assistant Deans of Student Affairs.
6. Students may sign out specified equipment (i.e., goniometers) to use off campus for special events or personal practice. The Department Staff will approve what equipment may be taken out of the laboratory and off campus.
7. The students will be expected to participate in lab activities that simulates clinical environments. Please inform course instructor and/or Assistant Dean of Student Affairs if you have any concerns about any allergies and/or other adverse reactions with the use of creams, gels, tape, or other clinical supplies.

Clinical Education Policies and Procedures

Students should refer to the current Department of Physical Therapy Education "Clinical Education Manual" for all policies and procedures governing physical therapy clinical education. If a difference in language is found between the two documents, then the current WesternU Student Catalog will take precedent.

Returning from Leave of Absence

A student returning from a leave of absence must notify the Office of the Dean and the Chair three (3) months before the start of the semester. The student must return in the corresponding semester following the academic year due to the nature of the PT curriculum.

Protocol for Input on Matters of Student Concern

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college's Student Affairs personnel, then the College Dean. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, then Dean, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility. Specific college polices regarding issue/dispute resolution are indicated in the appropriate sections of this catalog.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students will be recommended for this program by a faculty advisor, the Assistant Dean of Student Affairs or professor. Students may self-identify to TAP to receive assistance. The tutors will be chosen on the recommendation of the faculty in each discipline. Group tutoring is the methodology most used by the TAP department. For assistance, contact the Learning Enhancement and Academic Development Office (LEAD).

Student Injuries and Illnesses in Clinical Settings

If a student is injured or is exposed to potentially infectious (includes blood borne pathogens) or hazardous substances during a clinical rotation the student is required to notify the clinical instructor immediately and seek assessment and/or treatment per facility policy. Follow-up care should be continued at the contracted clinical facility as needed and ordered by the evaluating health care professional. Expenses incurred are to be submitted to the student's personal insurance as the primary coverage and to the university as the secondary insurance, for the reported incident only. The Incident Report Form can be found on the university website and must be completed by the student and/or faculty and submitted electronically. There may also be a requirement to fill out a more detailed report within the student's program of study (please refer to specific program clinical handbook).

Standards of Academic Integrity, Professionalism and Student Conduct ("Standards of Student Conduct")

The University Standards of Academic Integrity, Professionalism and Student Conduct can be located in the University Catalog. The standards outlined below are in addition to those outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

Students are also expected to be aware of, and abide by, the American Physical Therapy Association (APTA) Code of Ethics for the Physical Therapist and the APTA Guide for Professional Conduct. Additionally, students are expected to demonstrate behavior consistent with the APTA Core Values for the Physical Therapist and Physical Therapist Assistant. <https://www.apta.org/apta-and-you/leadership-and-governance/policies/code-of-ethics-for-the-physical-therapist#search%3D%22Code%20of%20Ethics%22>

CHS Student Conduct Committee (CHS-SCC)

CHS Student Conduct Committee (SCC) shall consist of three elected CHS faculty members and as an ex-officio non-voting member, the Assistant Dean of Student Affairs. The Chair of the committee is elected by the members and the Committee meets at the call of the Chair. The term of faculty members is three years with staggered terms. The committee is responsible for handling alleged violations of the Standards of Academic Integrity, Professionalism and Student Conduct. For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct", located in the General Section of the University Catalog.

Reporting Alleged Violations/CHS-SCC Investigation Procedure

1. Upon witnessing or becoming aware of violation(s) of professional conduct, a report will be generated and turned into the Department Chair. The report will include the following information:
 - a. Name and signature of the individual making the report, and date, time, and place of alleged violation(s)
 - b. Name of the accused student
 - c. Alleged violation(s)
2. If the conduct involves a particular course or field experience, the Instructor, Clinical Instructor/Field Supervisor, or Field Coordinator will advise the Department Chair.
 - a. The Department Chair may resolve minor infractions or refer the matter to the Office of the Dean.
 - b. The Department Chair will meet with the student, the instructor or field coordinator, and/or the student's faculty advisor, individually or in a group, to discuss the nature of the alleged violation(s) that have been reported and the actions, if any that the Department Chair intends to take. The Chair sends written notification of the violation(s), including date, involved student's name, and resolution to the involved student, with copies to the CHS-SCC, Department Chair, and Faculty Advisor within five business days.

- c. The Department Chair places a copy of the notification in the student's file, to be removed if no further incidents occur prior to graduation.
 - d. The student involved in the alleged violation(s) may request a hearing with CHS-SCC.
3. Matters that could not be resolved at the program level will be referred to the Office of the Dean for review and referral to the CHS-SCC. The Department Chair will render a written recommendation to the Office of the Dean of the College of Health Sciences. Professional and personal conduct issues include, but are not limited to, (a) attendance, (b) cooperation with faculty, (c) interest shown in assigned work, (d) attitude towards fellow students and associates or toward personnel of the University or its affiliate organizations, (e) approach to and interaction with patients, research subjects and all other colleagues, as well as (f) personal appearance appropriate to the circumstances.

For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct", located in the General Section of the University Catalog.

Appeals Procedures

In accordance with the University catalog, the Dean shall have authority to make decisions regarding a student's status in matters of academic progression/promotion, suspension, student conduct, dismissal, and graduation. The decision will be based on input from appropriate sources that may include the following: individual instructors, faculty, and appropriate committees.

The Dean will issue a decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean's decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Standards of Academic Progress

Good academic standing implies that a student maintains a minimum GPA of 2.80 or higher. All grading and evaluation is based on the student's ability to attain the competencies within the objectives outlined for each area of study.

The semester and cumulative GPA will be calculated at the end of each semester. A student whose performance falls below the minimum acceptable standard(s) for any area of study will be notified of such deficiency by the instructor of the course and Department Chair as soon as evidence of such substandard performance is available.

Doctor of Physical Therapy (DPT) Students must demonstrate competence in both academic and clinical components of the curriculum in order to progress. All grading and evaluation are based on the student's ability to attain the competencies within the objectives outlined for each area of study. To remain in Academic Good Standing, a student must achieve a semester grade point average (GPA) of at least 2.8 for each semester and maintain a cumulative GPA of at least 2.8. A student must have a GPA of at least 2.8 in order to graduate from the DPT program. The semester and cumulative GPA will be calculated at the end of each semester.

Academic progression of students will be discussed among faculty in weekly faculty meetings. A student whose performance falls below the minimum acceptable standard(s) for any area of study will be notified of such deficiency by the instructor of the course, the Assistant Dean of Student Affairs, and Department Chair as soon as evidence of such substandard performance is available. Students who exhibit deficient academic performance may be referred to the Student Progress Committee (SPC), based upon the recommendation of the Department faculty and/or at the request of the student

Student Progress Committee

The Student Progress Committee (SPC) is comprised of the Assistant Deans of Student Affairs, members of the LEAD office, the department chairs, and faculty members of the CHS.

SPC shall periodically review the academic achievements and the performance of students. The names and grades of students in academic difficulty shall be made available to the SPC by the Department Chairs.

When a matter is referred to the Student Progress Committee, the Chairperson of the SPC will invite the student to address the Committee. The student may be accompanied by their faculty mentor. After reviewing the student's achievement and performance records, SPC may recommend to the Dean or designee of the CHS Dean any of the following courses of action for a student: promotion, probation, remediation, suspension, dismissal, , educational assessment and recommendation, or no action. The Dean has the authority to accept the recommendations or may make such other decisions, as they deem appropriate under the circumstances. The Dean will issue a decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean's decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Thereafter, in the case of probation or remediation, the SPC will recommend the course of action.

SPC also has the responsibility of recommending to the Dean of the CHS the candidates to receive the Doctor of Physical Therapy degree upon satisfactory completion of all requirements for graduation as stated in the University Catalog. All recommendations from SPC shall be made in writing and submitted to the Dean or designee of the CHS. The Dean of the College of Health Sciences provides the final decision regarding the student's outcome.

Promotion

A student's progress through the program is based upon successful completion of expected competencies and demonstration of expected professional behaviors and attitudes. At the completion of each phase of the program, before the student is allowed to progress to the next phase, the student's record of achievement is reviewed by the Program Chair and faculty. Promotion is defined as progression from one academic year to the next.

1. A student will be recommended to the Dean of the CHS for promotion by the PT faculty.
2. A student may not be recommended for progression from one academic year to the next with any outstanding grades of "I," "U" or "NCR" on their academic record or with a cumulative grade point average of less than 2.80.
3. When considering a student for promotion, professional, ethical, and personal conduct may also be taken into consideration.
4. A student will be promoted if all legal and financial requirements of the University as stated in the Catalog have been satisfied.

Graduation

A student will be recommended for the Doctor of Physical Therapy Degree provided the student:

1. Has satisfactorily completed a minimum of three years education in the DPT curriculum, unless the student has been granted Post-Professional standing in the program.
2. Is not on probation, has completed all prescribed academic and clinical requirements with a cumulative grade point average of above 2.80 and has no outstanding grade of "I," "NCR" or "U."
3. Has demonstrated no serious deficiencies in ethical, professional, or personal conduct, as defined in Probation guidelines, which would make it inappropriate to award the degree of Doctor of Physical Therapy.
4. Has complied with all the legal and financial requirements of the University as stated in the University Catalog.
5. Has attended in person and participated in the Commencement ceremony at which time the Doctor of Physical Therapy degree is conferred. Unless special permission has been granted by the Dean, each student must participate in their respective commencement ceremony. If the Dean grants special permission for excusal from commencement, the graduate may be required to present themselves to the Dean or their designee at another specified date to take their profession's oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31 of that calendar year. No student will receive their degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

Adverse Actions

Academic Warning

The student who demonstrates unacceptable performance in any unit of study during any portion of the program is notified in writing of such performance by the course instructor as soon as it becomes evident. This constitutes an academic warning. Continued poor academic performance can lead to academic probation and/or dismissal.

Probation

The student who demonstrates unacceptable performance in any unit of study during any phase of the program is notified of such performance by the instructor of the course, faculty advisor, the Assistant Dean of Student Affairs, or Program Chair as soon as it becomes evident. The student is notified that continued poor academic performance can lead to academic probation and dismissal.

Students whose performance is considered unacceptable because of not meeting the Standards of Academic Progress will be placed on probation. The duration and conditions of the probationary period will be set by the Department Chair or designee of the Chair on an individual basis and reviewed by the CHS SPC. The Committee may recommend remedial study and/or repetition of a unit of study. This may result in extending the length of the program beyond 3 years consistent with the guidelines in the DPT portion of the catalog.

Probation is defined as a period specified by the Dean or designee of the CHS during which the student's progress will be closely monitored by CHS SPC, faculty advisor, the Department Chair, and the Assistant Dean of Student Affairs. In order to monitor students on probation, the DPT (Professional) program reserves the right to assign their clinical education experiences. A student will be recommended for probation and may be asked to appear at a SPC meeting for any of the following reasons:

1. For first year students first semester, achieving a score of less than 77% in two or more courses by the end of the first nine weeks of the semester.
2. Immediately upon receiving a course grade of "U" or "NCR" in any course.
3. A semester and/or cumulative GPA of less than 2.80.
4. When directed to repeat a year for academic reasons.

Students are removed from probation when any of the following occur:

1. At the end of the first semester of the first year, provided that the student has attained a GPA of 2.80 or more.
2. After one semester, provided the student has regained both a semester and cumulative GPA of 2.80.
3. When all "U" or "NCR" grades have been satisfactorily remediated according to the Remediation section of the Catalog (below).

4. When the specified terms of probation for ethical, professional, or personal conduct are met.
5. When students are on probation for a clinical education experience grade of “U,” they will be removed from probation when they have met the terms of their probation.

Terms of Probation

1. A student on probation may not serve as an officer of any official University club or organization and shall not engage in time-consuming extracurricular activities.
2. A student on probation must meet with their faculty advisor at least twice a month.
3. A student on probation must visit the LEAD office for an Adult Learner's Assessment and obtain a tutor for the necessary areas of study to help ensure program success.

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on “Financial Aid Warning” status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work- Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Remediation

Academic competence is demonstrated through satisfactory performance in coursework, assignments, and practical exams. Students must pass all safety requirements on practical examinations in order to progress and must score at least 77% (C+) on all other requirements to pass a course. Students may repeat an exam or practical only one time. If a student must repeat an exam or practical for any reason, the highest grade the student may obtain for that exam is 77% (C+). However, if the entire course is repeated the following year, the new course grade will be used in calculating the student's cumulative GPA. If a student does not pass on the second attempt, it will result in an "U" for the course.

Consequences of failure in a Didactic Course:

1. A student who receives a "U" grade (<77%) in a didactic course must remediate the course successfully to progress in the curriculum.
2. Remediation is at the discretion of the course instructor and is to be regarded as a privilege, which must be earned by a student through an active participation in the educational program as demonstrated by regular attendance, individual initiative, professional behaviors, and utilization of resources available to the student.
3. If granted the privilege of remediation the student will be required to remediate or retake the course.
4. Student must pass the remediation examination and all other required assignments in order to pass the course. The highest grade a student can receive through the remediation process is a "77% or C+" (passing grade).
5. If a student repeats a course the next time the course is offered in the DPT curriculum, the student will have the new grade for the course recorded in the semester in which it was repeated. Both grades will remain on the student's transcript; however, only the grade achieved for the most recent repeat of the course will be included in the student's GPA.
6. A grade of "U" in a didactic course will prevent participation in a clinical experience until the course is successfully remediated and requires that the Director of Clinical Education (DCE) determine an appropriate clinical placement.
7. As in all cases in which remediation of a course is required, this requirement may extend the length of the program beyond 36 months. Students will be charged full tuition for repeated coursework.
8. Failure to earn a grade of "C+" when remediation of a course is attempted will render the student subject to dismissal from the program and follow due process procedure outlined in the University Catalog.

Consequences of failure in Clinical Courses (PT 7010, PT 7020, PT 7030, PT 7040):

1. A student who is unsuccessful on a clinical experience will receive a grade of "NCR" for that experience.

2. If at any time, a CI or SCCE request that the student not continue at the site because of performance or professional issues, the student will be assigned a “NCR” grade for the experience. The failure of any clinical experience will necessitate review by the faculty and SPC.
3. Students receiving a “NCR” grade for a clinical experience course will be required to repeat the entire clinical experience.
4. Students may not be allowed to restart the clinical experience until the DCE/ADCE has determined if the student must remediate any specific physical therapy competencies, whether through an Independent Study course or the use of Standardized Patient experience.
5. Remediation will delay the student’s progress to graduation and extend the program completion date. Additional tuition may be charged for remediation of physical therapy competencies that require enrollment in an Independent Study course and/or the use of a Standardized Patient Experience. Students who must repeat a clinical experience course will be charged full tuition for the repeated course.
6. The location, length and type of clinical experience that will be used to substitute for the remediation clinical experience will be determined by the DCE/ADCE in consultation with the core faculty, faculty advisor and Program Chair. Assignment dates and location will be based on availability of sites.
7. Students that are provided an opportunity to repeat a failed clinical experience may be required to complete weekly check-in assignments with the DCE for the length of the experience.
8. The student will be referred to the Student Progress Committee by the faculty with recommendations, and that committee will review the recommendations.
9. Once the committee meets, these findings will be forwarded to the Dean, following the University guidelines, outlined in the catalog. Recommendations may include enrollment in the remediation independent study course, starting the program over, returning the following year to progress with a different cohort, or dismissal from the program.
10. The student will be permitted to continue didactic work with their cohort the semester following the unsuccessful clinical experience.
11. During the next regularly scheduled clinical experience, the student will register for the same clinical experience that was previously failed. Course syllabus and requirements will remain the same. The student will be financially responsible for repeating the course.
12. If successful, the student will continue to progress with their cohort and will continue to take clinical education courses sequentially. The final clinical experience will occur following the completion of didactic work in the summer of the final (3rd) year of the program.

13. The highest grade a student may achieve by obtaining a 77 percent or higher score through remediation of a course is a grade of "CR." The "CR" grade achieved by this means will be recorded on the official transcript next to the original course grade of "NCR."
14. If the student receives 2 "NCR" grades in any 2 clinical experiences, the student will be subject to dismissal from the PT program and follow due process procedure outlined in the University Catalog.

Semester/ Cumulative GPA

1. Students must attain a semester GPA of 2.80 and maintain a cumulative GPA of 2.80. The semester and cumulative GPA will be calculated at the end of each semester.
2. A student whose semester or cumulative GPA falls below 2.80 must meet with their faculty advisor.
3. If the semester or cumulative GPA falls below 2.80, a student will be placed on academic probation immediately for the following semester. If a student has two didactic semesters in the same academic year with a GPA of less than 2.80 and a cumulative GPA at or greater than 2.80, they may be required to repeat the entire academic year.

Academic Suspension

Students who are deemed unable to continue in the curriculum due to inadequate performance and are required to repeat a given academic year or portion thereof will be placed on academic suspension through such time as they can resume their studies by starting the courses the student is required to repeat. Throughout the time the student is academically suspended, they are also on academic probation, and remain on academic probation until all coursework has been satisfactorily remediated/repeated. A student may not receive financial aid during any time of suspension.

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies, as implemented through the procedures outlined in the University Catalog. A student may not receive financial aid during any time of suspension.

Summary Suspension

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, SVP/Provost, or Dean has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal

A student will be subject to dismissal from the program for substandard academic or professional performance as follows:

1. A grade of “U” or “NCR” in two (2) different required courses (didactic or clinical experiences) throughout the 3-year program.
2. A second grade of “U” or “NCR” in the same required course (didactic or clinical experiences) whether earned by repeating the course or because of unsatisfactory performance upon attempted remediation via examination.
3. Attainment of a semester and/or cumulative GPA less than 2.80 and two (2) or more grades of “U” within the same semester.
4. Attainment of a semester and/or cumulative GPA less than 2.80 for two or more consecutive didactic semesters.
5. Failure to attain a cumulative GPA of 2.80 or higher at the end of the academic year.
6. Lack of professional or personal attributes considered appropriate for continuance in the program and profession.
7. Violation of the terms of probation, whether academic or professional, as stated in a letter at the time the student is placed on probation.

Evaluation and Grading

The DPT (Professional) program's semesters are designed so that students' work toward achievement of competencies is measured by written and practical examinations and by evaluations of clinical performance and professional development. Specific behavioral objectives are defined for each program component to assist the students and the faculty members in evaluating the degree of attainment of the objectives throughout the 36-month curriculum.

Evaluation Methods

Overall student performance is evaluated during each phase using one or a combination of the following methods:

1. **Written examinations:** Written examinations will vary based on the content of the individual course. A combination of multiple choice, matching, true/false, short answer, essay, and patient problem-solving questions are used.
2. **Practical or Laboratory Examinations:** In selected courses, students will be observed performing components of physical therapy practice activities on lab exams. They also may be asked to "problem solve" based on a patient database, and in some cases, students will be videotaped for evaluation and/or self-evaluation. Audio-visual media may also be used in examinations.
3. **Student Presentations:** Students may be asked to orally present individual or group projects, patient cases, research papers, etc. These oral presentations may or may not be accompanied by a written report.
4. **Written reports:** At various times, students will be evaluated on written reports of assigned or selected topics, special projects, patient care documentation, evaluations, treatment plans, and home programs.
5. **Professional Development Assessments:** Assessments of each student's academic, professional, and interpersonal growth and development are shared with them on an individual basis periodically during each phase of training.
6. **Clinical Evaluations:** Supervising Clinical Instructors (CI's) are asked to assess the student's level of attainment of competencies related to selected parameters within the domains of knowledge, skills, and attitudes; and to evaluate the student's overall performance while on clinical education experiences. The Clinical Performance Instrument (CPI), which incorporates physical therapist clinical performance criteria, is one of the clinical evaluations utilized. Students are responsible for completing the requirements for use of the PT CPI Web prior to starting a 12-week clinical experience and ensuring that the PT CPI is completed, and all supporting documents are returned to the DCE and or the ADCE after each clinical experience. CI's or Site Coordinators of Clinical Education (SCCE's) are encouraged to discuss the student's performance and progress throughout the clinical assignment and to discuss the final evaluation prior to completion of the experience. The CI will indicate whether the clinical experience was successful or unsuccessful in accordance with designated clinical objectives. While the CI may recommend success or failure of the clinical experience, the DCE and or ADCE determines and administers the actual course grade.

Professional Performance

Ability-Based Assessment

The faculty supports the concept of development of professional behaviors throughout the program. The behaviors that have been identified include: (1) commitment to learning; (2) interpersonal skills; (3) communication skills; (4) effective use of time; (5) use of constructive feedback; (6) problem solving; (7) professionalism; (8) responsibility; (9) critical thinking; and (10) stress management.

Professional behavior is vital to the success of each student, the WesternU Physical Therapy program, and the physical therapy profession. The process of becoming an effective physical therapist involves attaining competency in professional knowledge, skill, and behavior. Thus, the ten Generic Abilities that exemplify the professional behaviors valued by the physical therapy profession will be used as a guide throughout this program. To facilitate development of competency in the Generic Abilities, the faculty will provide the students opportunities to practice them and provide formal and informal feedback throughout the program. The student will be responsible for ongoing self-assessment and for seeking feedback from faculty, clinical instructors, and fellow students.

Students' progress through the program is based upon successful completion of expected competencies and demonstration of expected professional behavior and attitudes. At the completion of each semester/year of the program, before the student is allowed to progress to the next semester/year, the student's record of achievement is reviewed by the faculty. The quality of professional behavior expected of WesternU DPT graduates is exemplified by the Generic Abilities and the three levels of associated behavioral criteria. Satisfactory progress is demonstrated by exhibiting beginning-level criteria by the end of the first year, developing-level criteria by the end of the second year, and entry-level criteria by the end of the final clinical internship.

The faculty determine if the student has demonstrated the knowledge, skills, and attitudes necessary to be eligible for progress for the next semester/year. In special instances, the faculty may be convened at other than scheduled times to consider cases of unusual circumstances, such as probation or dismissal.

Grading Scale

Final course grades are given based upon the traditional 4-point letter system, as follows:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
A	93-100%	4.00
A-	90-92%	3.70
B+	87-89%	3.30
B	83-86%	3.00
B-	80-82%	2.70
C+	77-79%	2.30
U	Less than 77%	0.00
CR	Credit	N/A
NCR	No Credit	N/A

* A "C+" grade in and of itself is a passing grade. If the number of "C+'s" totals an amount to bring the student's GPA to below 2.80, then the performance, based on professional expectations, is considered unsatisfactory.

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A
WPC	Waived for Prior Credit	N/A

Grade Reports

Final course grades are issued at the completion of each semester and will be available on the Student Portal. Due to the nature of the curriculum, semester completion dates may not coincide with traditional grading periods. In some courses when final grades are not available at grade reporting time, a grade of "M" (Missing) is submitted to the Registrar in lieu of the course grade. "M" grades are entered on the grade reports and are converted to student achieved grades at the earliest possible opportunity. An up-to-date summary of student performance is maintained in the Department Office and is available to each student for review.

Grade Appeals Process

Review of Examinations

Examinations are graded within two (2) weeks of completion unless otherwise notified by the class instructor.

Student performance in clinical education courses is monitored by the DCE and the ADCE. Students whose performance in any portion of the curriculum is determined to be unsatisfactory are notified of such substandard performance as soon as it can be determined.

Appealing a Course Grade

No course grade will be changed unless the instructor certifies in writing to the Registrar that an error in computing or recording of the grade occurred. If the student believes there is just cause to dispute a grade for a course, the procedure is as follows:

1. Within three (3) business days of the date the course grade is posted to Self-Service (BanWeb), student must make an appointment to talk with the course instructor(s) who issued the grade and submit a written request for review. Upon receipt of written request from the student, the course instructor(s) shall review the case and a decision shall be made by the course instructor(s) to affirm or modify the grade. Within five (5) business days of the student's written request, the course instructor shall notify the student in writing of the decision. A copy of the letter shall be sent to the student and the Department Chair.
2. Within three (3) business days following written notification to the student regarding the instructor's decision, the student may appeal the decision in writing to the Department Chair. The written appeal request must be accompanied by a narrative explaining the basis of the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal of the instructor's prior decision. The Department Chair may grant an appeal only if a claim of (1) bias, (2) the appearance of new material and documentable evidence that was not available at the time of the instructor's decision, or (3) procedural error that unfairly affected the decision-making process as substantiated by the Department Chair. Upon written request from the student with a valid appeal rationale, the Department Chair shall review the case and within five (5) working days shall

issue a decision in writing to the student, which may affirm, modify, or reverse the previous action. A copy of that decision will be provided to the instructor. The Chair's decision is final in all course grade appeals (didactic and clinical), except when the Chair is also the official instructor of the course in question. In such a case, the student will direct their appeal to the Dean or designee of the CHS, following the same guidelines for an appeal to the Department Chair. In addition, in such a case, the decision of the Dean or designee is final and not subject to appeal.

Audit

An "AU" (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Missing Grades

A grade of 'M' for Missing will be input by the Office of the Registrar if a student's grade is not available by the deadline for grade submission. An 'M' grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. 'M' grades should not be used by the program in place of an Incomplete (I) grade.

Incomplete

A student may be assigned an Incomplete grade ("I") only when a personal situation arises during a semester that prevents him/her from completing the course requirements or clinical experience. A student must remove an Incomplete by fulfilling all course requirements by the end of the following semester. An Incomplete that is not removed by the end of the following semester will become a "U" grade.

In the event that the student receives an "I" in a clinical experience, arrangements to fulfill the requirements will be made by the DCE and or the ADCE in consultation with the student. Arrangements for the Incomplete and its removal must be approved by the course instructor DCE and or ADCE prior to the end of the semester in which the original incomplete grade was assigned. An Incomplete that is not removed by the end of the following semester will become a "NCR" grade.

Credit Hour Calculation

Courses are rated at one credit hour for 15 hours of lecture or 30 hours of laboratory and/or practice sessions. One credit hour will be assigned for every two weeks of a full-time clinical education experience.

Curriculum Organization

Year 1

Year 1, Fall Semester		
Course	Title	Credit Hours
IPE 5000	Patient Centered Cases I	1.00
PT 5015	Professional and Practice Issues in Physical Therapy	3.00
PT 5030	Anatomy I	4.00
PT 5050	Kinesiology I	3.00
PT 5070	Patient Care Skills I	3.00
PT 5100	Physiology and Pathophysiology	5.00
PT 5130	Research Methodology in Health Care	3.00
Semester Total:		22.00
Year 1, Spring Semester		
Course	Title	Credit Hours
IPE 5100	Patient Centered Cases II	1.00
PT 5000	Psychosocial and Ethical Aspects of Health Care	3.00
PT 5035	Anatomy II	4.00
PT 5055	Kinesiology II	5.00
PT 5075	Physical Agents and Procedures	4.00
PT 5140	Evidence Based Practice: Application of Research to Clinical Practice	3.00
PT 5141	Professional Development and Reflective Practice	1.00
PT 5230	Screening for Medical Referral I	2.00
PT 8100	Introduction to Pharmacology for Physical Therapists	1.00
Semester Total:		24.00
Year 1, Summer Semester		
Course	Title	Credit Hours
PT 5120	Human Life Sequences	2.00
PT 5215	Motor Control and Motor Learning	2.00
PT 5233	Foundations of Patient Examination	2.00
PT 5235	Screening for Medical Referral II	2.00
PT 8110	Structural Imaging: Musculoskeletal	2.00
PT 8400	Capstone Project	1.00
Semester Total:		11.00
Year 1 Total:		57.00

Year 2

Year 2, Fall Semester		
Course	Title	Credit Hours
IPE 6000	Team Training in Health Care I	1.00
PT 5205	Examination and Management of Musculoskeletal Dysfunction I	5.00
PT 6008	Neuroscience	5.00
PT 6030	Physiological Basis of Therapeutic Exercise	4.00
PT 6040	Evaluation and Treatment of Problems Cardiopulmonary System	4.00
PT 6060	Prosthetics and Orthotics	2.00
PT 6630	Structural Imaging II: Neurological	1.00
Semester Total:		22.00
Year 2, Spring Semester		
Course	Title	Credit Hours
IPE 6100	Team Training in Health Care II	1.00
PT 5142	Professional Development and Clinical Education	1.00
PT 5210	Examination and Management of Musculoskeletal Dysfunction II	5.00
PT 5220	Principles of Teaching, Learning, and Communication	2.00
PT 6010	Examination and Management of Neurological Disorders I	5.00
PT 6045	Differential Diagnosis of the Integumentary System/Wound Care	2.00
PT 6065	PT Care Skills II	2.00
PT 6075	Prevention and Management of Problems in the Pediatric Population	4.00
Semester Total:		22.00
Year 2, Summer Semester		
Course	Title	Credit Hours
PT 7020	Clinical Education II	6.00
Semester Total:		6.00
Year 2 Total:		50.00

Year 3

Year 3, Fall Semester		
Course	Title	Credit Hours
PT 5143	Professional Development and Clinical Practice	1.00
PT 6015	Examination and Management of Neurological Disorders II	5.00
PT 6050	Principles of Administration and Management	3.00
PT 6070	Prevention and Management of Problems in the Aging Adult	3.00
PT 6090	Differential Diagnosis and Management of the Complex Patient	3.00
PT 8401	Capstone Project II	1.00
Semester Total:		16.00
Year 3, Spring Semester		
Course	Title	Credit Hours
PT 7030	Clinical Education III	6.00
Semester Total:		6.00
Year 3, Summer Semester		
Course	Title	Credit Hours
PT 7040	Clinical Education IV	6.00
PT 8402	Capstone Project III	3.00
PT 8500	Selected Topics	2.00
PT 8600	Community Service	2.00
Semester Total:		13.00
Year 3 Total:		35.00

Additional Course(s)

Students who have not met a minimal level of proficiency in the clinical education experience may be required to enroll in an independent study to fulfill course remediation requirements prior to assignment to a repeated clinical experience.

Doctor of Physical Therapy (Post-Professional)

General Information

Offered completely online, the DPT (Post-Professional) program offered by WesternU, gives practicing clinicians (holding an entry-level degree at either the baccalaureate or master's level) an easy access to make their formal education congruent with students graduating from entry-level DPT programs. The program's goal is to educate clinicians to achieve practice consistent with the American Physical Therapy Association (APTA) Vision 2020 and beyond, "...physical therapy will be provided by physical therapists who are doctors of physical therapy, recognized by consumers and other health care professionals as the practitioners of choice to whom consumers have direct access for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health." This program is also designed to provide educational opportunities for physical therapists educated outside of the United States to develop the additional knowledge, skills, and clinical reasoning required to meet entry-level US standards.

The DPT (Post-Professional) program is designed for clinicians to improve their clinical skills and enhance their personal growth and career opportunities. Graduates will possess the requisite knowledge, skills, and behaviors to practice physical therapy in a truly scientific manner (i.e., using evidence-based practice).

The curriculum of this program is designed to accommodate the DPT (Post-Professional) adult learner who endeavor to complete a doctoral level degree while continuing to participate in their professional and personal responsibility. The curriculum offers a full spectrum of educational opportunities whose content meets or exceeds that described by the American Physical Therapy Association's (APTA) Preferred Curricular Guide for the DPT (Post-Professional) program. These content areas include medical screening, medical imaging, pharmacology, ethical and legal issues in practice, clinical decision-making using the patient client management model, wellness and prevention, leadership and professional issues, professionalism in an autonomous profession, evidence-based practice, and research/professional scholarship.

Prior to initiating course work students are required to attend a mandatory orientation course, PT 6600 Strategies for Successful Learning, in order to prepare them for the on-line learning experience. Web-based learning begins the first day of the first semester allowing students to be online, engaged in program curriculum and learning activities from the beginning of their academic experience. The DPT Learning Management System (Elentra) is designed to provide the learner with the direction required to be successful in each course including learning objectives, course content, learning activities, evaluation methods, and grading criteria.

Every course is structured differently based on the content area that is taught. Cooperative learning is emphasized throughout the program and students get an opportunity to work with professional colleagues who bring a wealth of experience in the physical therapy field. Students may be assigned to groups in order to apply their collaborative problem-solving skills toward the resolution of case-based scenarios. The learning materials are available electronically and synchronous ("live" audio and/or video discussion) and asynchronous (discussion board) participation gives students the benefit of real-time collaborative learning.

Admissions Policies and Procedures

Admission to the DPT (Post-Professional) program is conducted through the Admissions Office. Students have two opportunities to enter the DPT Post–Professional program; one in the fall, and one in the spring. Students may apply at any time and will then register and begin class at the start of the next available entry term.

Non-Discrimination, Anti-Harassment and Non-Retaliation Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community, and applicants, in accordance with all applicable laws.

WesternU also prohibits any form of retaliation against a person, who under good faith, reported a violation under the policy or who participated in any investigation or proceeding under the policy. Violations of the policy will lead to prompt and appropriate administrative action, including and up to termination of employment or expulsion from the University.

Reasonable Accommodation for Disabilities

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodation. A student who discloses a disability and requests accommodation will be referred to the Harris Family Center for Disability and Health Policy (^{HF}CDHP). The student will be asked to provide documentation of the disability for the purposes of determining appropriate accommodations. The Department of Physical Therapy Education will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation can contact the ^{HF}CDHP office.

Application Requirements

Current admission and application requirements for the DPT (Post-Professional) program, including prerequisite coursework requirements, can be located on the [Prospective Student website](#).

The Western University of Health Sciences DPT (Post-Professional) program is committed to admitting individuals with a disability provided they meet all of the qualifications listed for the Professional students above as well as the technical guidelines listed in the previous section with reasonable accommodations.

Application Procedures and Deadlines

Students are advised to submit application materials as early as possible prior to the semester in which they wish to begin their program of studies. Students are allowed to take up to two classes prior to enrolling but must submit electronically their application for admission to the admissions office before the end of their second class in order for those classes to count toward their degree.

To request an informational brochure and/or an application, contact the Admissions Office at

Office of Admissions
Western University of Health Sciences
309 E. 2nd Street
Pomona, CA 91766-1854
(909) 469-5335

<https://prospective.westernu.edu/health-sciences/pp-dpt/apply/>

In addition to submitting an application, the applicant must submit a non-refundable application fee of \$60.00 and official transcripts from all undergraduate and graduate institutions attended.

Proficiency in English

All students are required to demonstrate proficiency in English upon application to the WesternU DPT (Post-Professional) program. Proficiency can be demonstrated via one of the following methods:

1. English is your first language.
2. Graduation from a regionally accredited University or college in the United States.
3. Demonstration of English proficiency by submission of acceptable scores from International English Language Testing Systems (IELTS) or Test of English as a Foreign Language (TOEFL)
 - a. Acceptable Scores
 - i. IELTS: 6.5
 - ii. TOEFL:
 1. Paper-based total score = 550
 - a. Minimum 56 on Reading Skills
 - b. Minimum 61 on Writing Skills
 2. Computer-based total score = 213
 - a. Minimum 22 on Reading Skills
 - b. Minimum 26 on Writing Skills
 3. Internet-based total score = 80
 - a. Minimum 21 on Reading Skills
 - b. Minimum 24 on Writing Skills

Conditional Admission

Conditional admission may be granted to Post-Professional DPT applicants with the stipulation that the student achieve and maintain a 3.00 GPA in the program.

Readmission

Students with Post-Professional Standing who have not been enrolled for more than one calendar year must submit a new application form and fee unless other arrangements have been made at the time of withdrawal/leave from the program. The application will be assessed according to the current admissions policies, and students will be required to fulfill all program requirements in place at the time of readmission.

Requirements for Completion of the DPT (Post-Professional) Program

The maximum number of graduate units that may be waived from past education is 133 units. Upon review of transcripts and course descriptions, the program will design an individualized plan of study for each student to meet the requirements of the DPT (Post-Professional) program, which must be in alignment with the Professional DPT curriculum. Coursework not meeting alignment with the content or credit requirements of the WesternU Professional DPT curriculum will need to be made up and will be addressed in the individualized plan of study. Applicants currently holding an advanced board certification in Orthopedics, Neurology, or Cardiology (OCS, NCS, or CCS) through the American Board of Physical Therapy Specialties, or who have completed an APTA accredited residency or fellowship in one of these areas, may be eligible to waive the corresponding Post-Professional DPT Advanced Differential Diagnosis course. Documentation must be provided for this consideration. A minimum of 12 units must be completed with coursework offered by the DPT (Post-Professional) program at WesternU.

Continuing Education and Non-Degree Students

An applicant holding a bachelor's or master's degree in Physical Therapy and a license to practice in the United States, who does not wish to pursue the Post-Professional DPT degree at WesternU at the present time, but who wishes to engage in graduate study for personal development, continuing education, or other professional development needs, may consider enrollment as a non-degree student. Foreign-trained physical therapists must be licensed to apply to the program or enroll in courses. The department registration procedures must be followed.

Admission as a non-degree student does not assure acceptance as a degree candidate, should the student later wish to change enrollment status. A maximum of two courses may be taken while in non-degree status. Should the student wish to change enrollment status, the usual admissions procedures must be followed. No more than two courses taken as a non-degree student at WesternU can be applied towards the Post-Professional DPT degree. A minimum of 12 units, including the two prior courses (if applicable) must be completed after acceptance to the program to meet degree requirements. All criteria for admissions to the DPT (Post-Professional) program and the admitted student's degree requirements are based on the catalog in place at the time of application and acceptance to the program. Questions about changing from non-degree to degree status should be directed to the program.

International Applicants

International students and any other applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. For detailed information, please visit our web page for [International Students](#). International applicants are to be licensed to practice in the United States prior to applying to the post-professional program

Registration

New Students

New students admitted with Post-Professional Standing are notified by email of their admission status. Classes may fill quickly; therefore, the student is encouraged to register early. The registration dates are set by the Registrar. A Post-Professional DPT student, who is registering for the first time, whether they are accepted or non-degree seeking, will register through the DPT Program's Administrative Assistant. Course information and schedule of classes are available from the Department Manager.

Continuing Students

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please see the [Registration Late Fees](#) page on the Registrar's Office website.

Student Health Insurance Requirement

All full-time students at WesternU are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) page on the Registrar's Office website. Online students may elect to enroll in the student health insurance offered by the university while enrolled. Students in online programs are not required to enroll in the student insurance offered by the university.

Student Initiated Changes in Enrollment Status

Course Drop/Withdrawal

Students may voluntarily drop a class by working with the Director of the Post-Professional program and completing the necessary paperwork. Course drops are processed as follows:

0-20% of Course Completed (Based on Course Start/End Dates)	Course is removed from student's registration and will not appear on student's academic transcript.
20-99% of Course Completed (Based on Course Start/End Dates)	Course is assigned a grade of 'W' to indicate the student withdrew from the course. 'W' grades will appear on the student's academic transcript but will not be included in the student's GPA calculation.

100% of Course Completed (Based on Course Start/End Dates)	Course is assigned the grade earned.
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Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on withdrawing from the University, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies, and Procedures section.

Full-time/Part-Time Status

All DPT students enrolled in at least 6.00 units are considered full-time students. DPT students enrolled in 4.50 to 5.99 units are considered three-quarters-time students. DPT students enrolled in 3.00 to 4.50 units are considered part-time students.

Residency Requirements

A minimum of 12 units must be completed with course work offered by the DPT (Post-Professional) program at WesternU.

Time Limits

The DPT (Post-Professional) program may be completed within 2 ½ years of part-time study. All requirements for the degree must be fulfilled within 3 years, 3 months from the date of acceptance to the program. Students who are unable to complete the program within the maximum time allotted may be subject to Administrative Withdrawal. Extensions of this time limit may be granted through petition to the faculty and Department Chair.

Tuition and Fees

By action of the Board of Trustees, DPT (Post-Professional) tuition and fees for the 2023/2024 academic year (subject to change) are as follows:

\$545.00	Per Credit Hour Tuition
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Other Fees and Expenses:

\$30.00	Registration Late Fee (per business day)
\$50.00	Late Payment Fee (per month)
\$350.00	Graduation Fee
\$1,000.00	Laptop Computer (Approx.)
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee
TBD	Breakage Fee (Replacement Cost)

Additional DPT Program Education Requirements

The DPT (Post-Professional) program requires that each enrolled student have a laptop computer with internet access and computer privacy screen. Course assignments and exams will be given that necessitate access to a computer and the Internet. Laptop specifications can be found at <http://www.westernu.edu/computing/computing-students>.

General Academic Policies and Procedures

Unless otherwise stipulated in this section, all other Academic Policies and Procedures, Standards of Academic Progress, and Standards of Professional Conduct of the DPT (Professional) program must also be met.

Standards of Academic Progress

All students admitted to the DPT (Post-Professional) program are expected to make reasonable progress each year toward the degree objective. Students with Post-Professional Standing are considered to be making reasonable academic progress when they maintain a cumulative GPA of at least 2.80 and complete four to six units during the academic year.

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on “Financial Aid Warning” status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work- Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Curriculum Organization

Students must meet all the requirements for the DPT (Professional) program as listed in the previous section. Credit may be given for previous coursework. It is anticipated that students will be required to complete at least the following courses, unless their portfolio shows evidence of mastery of course content:

Course	Title	Credit Hours
PT 6600	Strategies for Successful Learning	0.00
PT 8101	Pharmacology for the Physical Therapist	3.00
PT 8111	Structural Imaging in Physical Therapy Diagnosis	3.00
PT 8120	Medical Screening and Differential Diagnosis	4.00
PT 8130	Advanced Differential Diagnosis I	2.00
PT 8133	Advanced Differential Diagnosis II	2.00
PT 8135	Advanced Differential Diagnosis III	2.00
PT 8140	Application of Research to Evidence-Based Practice	3.00
Total:		19.00

Additional Courses

These additional courses have been specifically designed for students with Post-Professional standing who may not have met a minimal level of proficiency in these areas prior to admission to the program. Proficiency level will be determined through a review of the applicant's portfolio. Students may opt to take an equivalent course offered in the first professional DPT degree program to fulfill content not obtained through previous academic programs, continuing education, or clinical experience. Another option offered to students is to complete a group or individual independent studies course to fulfill course requirements.

Course	Title	Credit Hours
PT 8200	Professional Leadership and Ethics	2.00
PT 8210	Documentation and Health Care Financing	2.00
PT 8230	Wellness and Prevention/Community Education	3.00
PT 8698	Group Independent Studies	1.00 – 3.00
PT 8699	Individual Independent Studies	1.00 – 3.00

Exemption from Individual Course (Post-Professional Students Only)

Students with advanced work or degrees in a particular subject may formally petition the course instructor and Department Chair for credit in an individual course. The petition must include the reasons for the request and all necessary documentation. If enrolled in the course, the petition must be submitted before the first week of the course; however, it is highly recommended to submit a petition for exemption prior to registering for the course. If enrolled in the course, the student must comply with the course attendance policy until notification of exemption has been granted. Once the course instructor and Department Chair have reviewed the petition and determined the student is a candidate for exemption, the student is required to complete, successfully, a comprehensive examination for which there is an examination fee.

Course Descriptions

All courses are awarded letter grades, except when indicated otherwise. Prerequisite course requirements refer to the successful completion of a designated course(s) or approval/permission of the individual course instructor prior to enrollment. A student is required to petition the faculty in writing if they wish to be considered for advancement without successfully meeting the course prerequisite(s). The faculty may waive compliance of successful completion of a course prerequisite in order to progress to the next required course(s). The Department Chair/designee will provide the student with written approval or denial of the requested waiver within two working days of receipt of the petition. The student may remain in class or on a clinical education experience pending notice of the outcome from the Department Chair/designee.

IPE 5000 Patient Centered Cases – An Interprofessional Approach I (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

IPE 5100 Patient Centered Cases – An Interprofessional Approach II (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

IPE 6000 Team Training in Health Care I (1.0 credit hour, CR/NCR)

IPE 6000 will continue to build upon the knowledge from the IPE 5000 series but will expand upon that knowledge and require the student to learn and apply advanced tools and strategies that are crucial to develop a collaborative healthcare team. The majority of the course is independent study with students engaging in a large-scale tabletop activity where they apply team tools necessary to solve a healthcare dilemma.

IPE 6100 Team Training in Health Care II (1.0 credit hour, CR/NCR)

This course is a continuation of IPE 6000.

OM 5001 Summer Preparedness and Readiness Course (SPaRC) (0.0 credit hours, CR/NCR)

In an interprofessional environment, the SPaRC prepares incoming students for the rigors of their program with an introduction to various curriculum topics including the skeletal system, gross anatomy lecture and cadaver lab, and pharmacology. The anatomy component focuses on the skeletal, muscular, cardiovascular, and nervous systems, yet provides a brief overview of other body systems as well. Additional lecture overviews to program-specific content are also provided. Academic skills presentations focus on enhancing study, test taking, and the development of EQ skills. Acceptance into this program is at the discretion of the coordinating office. The course is elective and does not meet any specific requirements of the program curriculum. A separate tuition of \$950 is charged. For additional information, contact Learning Enhancement and Academic Development (LEAD).

PT 5000 Psychosocial and Ethical Aspects of Health Care (3.0 credit hours)

Prerequisite: Acceptance to program. Introduction to the psychological, sociological, and cultural aspects of acute, chronic, terminal, traumatic, and congenital medical problems on the patient, family, and therapist.

Includes impact of verbal and non-verbal communication and patient advocacy. Overview of basic legal and ethical principles, as well as application of ethical decision-making in relationship to professional health care dilemmas. Lecture.

PT 5015 Professional and Practice Issues in Physical Therapy (3.0 credit hours)

Emphasis on elements of the professional therapeutic relationship and concepts presented in the *Guide to Physical Therapist Practice*. This course will cover a broad perspective of world, national and state health care issues, professional advocacy, and professional aspects of physical therapy practice, including reimbursement in a variety of practice settings. Lecture.

PT 5030 Anatomy I (4.0 credit hours)

Prerequisite: Acceptance to the program. The first of two courses covering normal human anatomy, including thorax, abdomen, and the upper extremities. Incorporates surface palpation of the entire body. Cadaver dissection is included. Lecture and Laboratory.

PT 5035 Anatomy II (4.0 credit hours)

Prerequisite: Successful completion of PT 5030 and 5050. The second of two courses covering normal human anatomy, including lower extremities, spine, head, and neck. Emphasis is placed on the Neuromusculoskeletal system. Cadaver dissection is included. Lecture and Laboratory.

PT 5050 Kinesiology I (3.0 credit hours)

Prerequisite: Acceptance to the program. Introduction to the theoretical principles and clinical applications of kinetics and kinematics to the axial and extremity joints and muscles, with an emphasis on normal function. Pathokinesiology is addressed as an aid to identify major concepts and to introduce clinical relevance. The course includes basic evaluation of the musculoskeletal system. Lecture and Laboratory.

PT 5055 Kinesiology II (5.0 credit hours)

Prerequisites: Successful completion of PT 5030 and 5050. Continuation of PT 5050 on the theoretical principles and clinical applications of kinetics and kinematics to the axial and extremity joints and muscles, with emphasis on normal function and the specific joint analysis in complex tasks. Lecture and Laboratory.

PT 5070 Patient Care Skills I (3.0 credit hours)

Prerequisite: Acceptance to program. Introduction to the basic physical therapy skills of transfers, mobility, soft tissue mobilization, and medical terminology. Introduction to documentation in a variety of physical therapy settings. Lecture and Laboratory.

PT 5075 Physical Agents and Procedures (3.0 credit hours (DPT 2021 & DPT 2022), 4.0 credit hours (DPT 2023 onward))

Prerequisite: Successful completion of PT 5030 and 5100. This course will cover tissue healing and impairments with didactic and clinical application of selected physical agents used in physical therapy practice. Emphasis on clinical decision making in the selection, application, and evaluation of modalities within a comprehensive plan of care to address impairments and functional limitations. Lecture and Laboratory.

PT 5100 Physiology and Pathophysiology (5.0 credit hours)

Prerequisite: Acceptance to program. This course is designed to elucidate the functional characteristics of human physiology. Principles of emphasis include structural basis of function as well as integrational elements underlying homeostatic regulation. The course is also designed to elucidate the characteristics and

pathophysiology of certain common and significant diseases that are encountered by physical therapists. Lecture.

PT 5120 Human Life Sequences (2.0 credit hours)

Prerequisites: Successful completion of PT 5000, 5030, 5035, 5050, 5055, and 5100. The developmental process from conception to death with the emphasis on human motor performance. Sequence of study includes fetal life, infancy, early and middle childhood, late childhood, adolescence, early and middle adulthood, and the aging adult including neuroanatomical and neurophysiological mechanisms in relationship to developmental changes in performance, and musculoskeletal development in relationship to the human life span. Lecture and Laboratory.

PT 5130 Research Methodology in Health Care (3.0 credit hours)

Prerequisite: Acceptance to program. This course will cover basic quantitative, qualitative, and epidemiologic methods and designs of research. Topics include ethical issues related to research, validity, and reliability of measures, sampling methods and appropriate statistical analysis for various types of research. Lecture.

PT 5140 Evidence-based Practice: Application of Research to Clinical Practice (3.0 credit hours)

Prerequisite: Successful completion of PT 5130. This course provides students with an opportunity to apply principles and concepts from research methodology in the critical analysis of clinical literature. Emphasis is placed on the practical application of research principles and the scientific process as utilized by an evidence-based practitioner. Lecture.

PT 5141 Professional Development and Reflective Practice (1.0 credit hour)

Overview of clinical education in physical therapy to include the APTA guidelines, legal aspects, and professional development through reflective practice and self-assessment. Portfolio development, scheduling, and assignment for Clinical Education I are incorporated herein. Lecture.

PT 5142 Professional Development and Clinical Education (1.0 credit hour)

Prerequisite: Successful completion of PT 5141. Continuation of PT 5141 on various aspects of professional development and clinical education, including expectations and evaluation of clinical performance and utilization of the clinical evaluation tool, the CPI. Portfolio management, scheduling, and assignment for Clinical Education II are incorporated. Lecture.

PT 5143 Professional Development and Clinical Practice (1.0 credit hour)

Prerequisite: Successful completion of PT 5141, and 5142. Continuation of PT 5142 on various aspects of professional development and clinical practice to include completion of the portfolio, resume writing and interview skills, and an overview of the licensure process. Scheduling and assignment for Clinical Education III and IV are included herein. Optional opportunity for an extended internship via application and interview process. Lecture.

PT 5205 Examination and Management of Musculoskeletal Dysfunction I (5.0 credit hours)

Prerequisite: Successful completion of PT 5120, 5215, 5233, 5235, and 8110. Regional, problem solving approach to neuromusculoskeletal problems in the adult population including underlying foundational principles. Emphasis is on clinical examination and management skills, including physical therapy differential diagnosis, causal factors, impairments, symptoms, and evidence-based treatment. Introduction of applicable pharmacology used in the patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture and Laboratory.

PT 5210 Examination and Management of Musculoskeletal Dysfunction II (5.0 credit hours)

Prerequisite: Successful completion of PT 5205, 6030, 6040, and 6060. Continuation of PT 5205.

PT 5215 Motor Control and Motor Learning (2.0 credit hours)

Prerequisite: Successful completion of PT 5030, 5035, 5050, 5055, and 5100. Introduction to the theories, structures, and processes of motor control and motor learning. Lecture and laboratory.

PT 5220 Principles of Teaching, Learning, and Communication (2.0 credit hours)

Prerequisite: Successful completion of PT 5215 and 5233. Communication and teaching-learning theory applied to clinical practice. Includes teaching techniques for being a Clinical Instructor, functioning as a member of an interdisciplinary team and delivering clinical and professional presentations. Lecture.

PT 5230 Screening for Medical Referral I (2.0 credit hours)

Prerequisite: Successful completion of PT 5030 and 5100. This course uses a systems approach to discuss common medical conditions, their epidemiology, etiology, clinical manifestations, medical management, and issues related to PT screening, examination, interventions, and appropriate referral to other medical practitioners. Lecture and Laboratory.

PT 5233 Foundations of Patient Examination (2.0 credit hours)

Prerequisite: Successful completion of PT 5000, 5030, 5035, 5050, 5055, 5070, and 5230. Foundational principles and practice of evidence based clinical physical therapy examination and management of persons with orthopedic and neurologic disorders. Emphasis on critical thinking though focused patient communication in a culturally sensitive manner. Lecture and Laboratory.

PT 5235 Screening for Medical Referral II (2.0 credit hours)

Prerequisite: Successful completion of PT 5230. This course continues from PT 5230 with a focus on screening for the complex patient. A systems approach is utilized to discuss common medical conditions, their epidemiology, etiology, clinical manifestations, medical management, and issues related to PT screening, examination, interventions, and appropriate referral to other medical practitioners. Lecture and Laboratory.

PT 6008 Neuroscience (5.0 credit hours)

Prerequisite: Successful completion of PT 5120, 5215, and 5233. Systematic, problem solving approach to the anatomical and physiological structure and function of the normal and injured central, peripheral, and autonomic nervous systems. Students will develop sufficient knowledge of neurophysiological principles to comprehend nervous system function and alternations resulting from damage. Three-dimensional relationships and functional connectivity will be examined in detail with the ultimate goal of developing the ability to diagnose lesions of CNS based on presenting deficits. Assessment of numerous case studies will familiarize students with organized, logical strategies for deduction of deficits and localization of lesions. Lecture and laboratory.

PT 6010 Examination and Management of Neurological Disorders I (5.0 credit hours)

Prerequisite: Successful completion of PT 5025, 5215, 5233, 6008, 6030, 6040, 6060, and 6630. This course will present a systematic, problem solving approach to neurological disorders in the adult population, including underlying foundational principles. Emphasis is on clinical examination and management skills, including physical therapy differential diagnosis, causal factors, impairments, symptoms, and evidence-based treatment. Introduction of applicable pharmacologic principles appropriate for this population

including drug actions and screening for signs of toxicity and adverse effects is included. Lecture and Laboratory.

PT 6015 Examination and Management of Neurological Disorders II (5.0 credit hours)

Prerequisite: Successful completion of PT 5210, 6010, 6020, and 6065. Continuation of PT 6010.

PT 6020 Electrotherapeutic Principles (2.0 credit hours) DPT 2021 & DPT 2022

Prerequisite: Successful completion of PT 5205, 5233, 5235, 6008, 6030, 6040, and 6060. This course provides practical clinical application of electrotherapeutic strategies in the physical therapy management of dysfunction. This will include basic foundational concepts, parameters, electrical safety, and instrumentation. Lecture and laboratory.

PT 6030 Physiological Basis of Therapeutic Exercise (4.0 credit hours)

Prerequisite: Successful completion of PT 5120, 5215, 5233, and 5235. The physiological basis of therapeutic exercise is the foundation for this course, as well as the application of therapeutic exercise to treat acute, sub-acute, and chronic conditions. This course addresses bioenergetics, basic nutritional principles, therapeutic exercise, and exercise prescription based upon the acute and chronic physiological responses of the human body during exercise and other special conditions. Lecture and laboratory.

PT 6040 Evaluation and Treatment of Problems of the Cardiopulmonary System (4.0 credit hours)

Prerequisite: Successful completion of PT 5233, 5235, and 8110. This course serves as an introduction to evaluation and treatment of diseases of the cardio-pulmonary system. It will include physiology and pathophysiology, evaluation methods, treatment methods, and prevention with a focus on differential diagnosis. Introduction of applicable pharmacologic principles for the patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture and laboratory.

PT 6045 Differential Diagnosis of the Integumentary System/Wound Care (2.0 credit hours)

Prerequisite: Successful completion of PT 5233, 5235, and 6060. This course introduces screening for pathological conditions of the integumentary system including examination and interdisciplinary medical management. Emphasis on wound healing and intervention techniques. This course also introduces aspects of pharmacology used in this patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture and laboratory.

PT 6050 Principles of Administration and Management (3.0 credit hours)

Prerequisite: Successful completion of PT 5015, 5220, and 5233. Organization and administration of a physical therapy department including budget considerations, hiring-interviewing techniques, marketing and medical-legal issues. Lecture.

PT 6060 Prosthetics, Orthotics, and Gait (3.0 credit hours) DPT 2021 & DPT 2022

Prerequisite: Successful completion of PT 5120, 5125, 5233, 5235, 6008, and 8110. Assessment, appropriate selection, and application of prosthetic and orthotic devices to physical therapy clients with common neurological and musculoskeletal impairments. Analysis and differentiation of pathological gait patterns related to use of prosthetic and orthotic devices. Lecture and laboratory.

PT 6060 Prosthetics and Gait (2.0 credit hours) DPT 2023

Prerequisite: Successful completion of PT 5120, 5125, 5233, 5235, 6008 and 8110.

This course will involve introduction to rehabilitation use of prosthetics and orthotics, including assessment, appropriate selection, and application of spinal, upper and lower extremity prosthetic and orthotic devices, and shoe/gait modifications to physical therapy clients with common neurological and musculoskeletal

impairments. Introductions and overviews of interprofessional collaboration with prosthetic and orthotic specialists will be presented. Lecture and laboratory.

PT 6065 Patient Care Skills II (2.0 credit hours)

Prerequisite: Successful completion of PT 5215, 5233, 5235, 6030, and 6040. Continuation of PT 5070. A case-based approach to patient care with a focus on the acute care setting. Emphasis is on examination and patient care skills of complex patients in an interdisciplinary setting. Critical thinking elements focus on effective communication and patient care documentation. Lecture and Laboratory.

PT 6070 Prevention and Management of Problems in the Aging Adult (3.0 credit hours)

Prerequisite: Successful completion of PT 5120, 5210, 5233, 6010, 6020, 6030, 6040, 6045, 6060, and 6065. Systematic, problem-solving approach to the elderly patient/client with emphasis on prevention, etiology, clinical manifestations, evaluation and treatment, and resources. This course also introduces aspects of pharmacology used in this patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture.

PT 6075 Prevention and Management of Problems in the Pediatric Population (4.0 credit hours)

Prerequisite: Successful completion of PT 5120, 5215, 5233, 5235, 6008, 6040, 6060, 6630, and 8100. Systematic, problem-solving approach to the pediatric client with emphasis on prevention, etiology, clinical manifestations, evaluation, and treatment. This course also introduces aspects of pharmacology used in the patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture and laboratory.

PT 6090 Differential Diagnosis and Management of the Complex Patient (3.0 credit hours)

Prerequisite: Successful completion of PT 5210, 5215, 5233, 5235, 6010, 6020, 6030, 6040, 6045, 6065, and 6075. This course employs a mixed traditional and problem-based approach using a case study context. Students learn to differentially diagnose and manage patients with multisystem dysfunction within the scope of physical therapy practice. Lecture and laboratory.

PT 6600 Strategies for Successful learning (0.0 credit hours, CR/NCR)

Prerequisite: Acceptance to program. This course provides new students entering with Post-Professional Standing an introduction to the DPT program. Following an overview of the most important services, policies, instructional methods and resources, students will have an opportunity to assess their readiness for the program. The awareness, knowledge, and skills derived from this part of the course will help ensure successful completion of the program. This course is provided on campus only and must be taken prior to beginning the first semester in the program.

PT 6630 Structural Imaging in Physical Therapy Differential Diagnosis – Neurologic (1.0 credit hour)

Prerequisite: Successful completion of PT 5233 and 8110. This course will introduce indications, instrumentation, and clinical interpretation of various medical imaging techniques. The focus will be on test selection, clinical interpretation, and practical integration of imaging data into diagnosis of neurological conditions for planning and communication with other medical professionals. Lecture.

PT 7010 Clinical Education I (1.0 credit hour, CR/NCR)

Prerequisite: Successful completion of Semesters II and II. Forty hours per week for two weeks under the direct supervision of a physical therapist serving as the clinical instructor. Application of course content in Semesters II and II will be emphasized in this clinical experience.

PT 7020 Clinical Education II (6.0 credit hours, CR/NCR)

Prerequisite: Successful completion of Semesters I, II, III, IV and V. Forty hours per week for twelve weeks under the direct supervision of a physical therapist serving as the clinical instructor. Application of course content in Semesters I through V (musculoskeletal and/or cardiopulmonary pathologies) will be emphasized in this clinical experience.

PT 7030 Clinical Education III (6.0 credit hours, CR/NCR)

Prerequisite: Successful completion of Semesters I, II, III, IV, V, VI and VII. Forty hours per week for twelve weeks under the direct supervision of a physical therapist serving as the clinical instructor. Application of all course content in Semesters I through VII will be emphasized in this clinical experience.

PT 7040 Clinical Education IV (6.0 credit hours, CR/NCR)

Prerequisites: Successful completion of Semesters I, II, III, IV, V, VI, VII and VIII. Forty hours per week for twelve weeks under the direct supervision of a physical therapist serving as the clinical instructor. Application of all course content in Semesters I through VIII will be emphasized in this clinical experience.

PT 7050 Clinical Internship (0.0 credit hours)

Prerequisite: Successful completion of all prior coursework and selection of clinical facility. An optional 1-year clinical experience via extension of PT 7030 and 7040 in the same clinical facility.

PT 8100 Introduction to Pharmacology for the Physical Therapist (1.0 credit hour)

Prerequisite: Basic and applied pharmacology for the physical therapist. Includes pharmacokinetics, pharmacodynamics, classes of drugs, screening for drug toxicities and adverse effects related to physical therapy. Lecture.

PT 8101 Pharmacology for the Physical Therapist (3.0 credit hours)

Basic and applied pharmacology for the physical therapist. Includes the effects of pharmacotherapy on the health and well-being of patients, and clinical incorporation of pharmacologic information into treatment selection and delivery. Open to students enrolled in the DPT (Post-Professional) program only.

PT 8110 Structural Imaging in Physical Therapy Diagnosis- Musculoskeletal (2.0 credit hours)

Prerequisite: Successful completion of PT 5030 and 5035. This course will introduce indications, instrumentation, and clinical interpretation of various medical imaging techniques. The focus will be on test selection, clinical interpretation, and practical integration of imaging data into diagnosis of musculoskeletal conditions for planning and communication with other medical professionals. Lecture.

PT 8111 Structural Imaging in Physical Therapy Diagnosis (3.0 credit hours)

This course will familiarize the DPT student with the indication, instrumentation, and clinical interpretation of orthopedic imaging techniques, including plain film x-ray, magnetic resonance, computerized tomography, and radioisotope imaging. Selection protocols for each will be discussed to acquaint the student with advantages and disadvantages of each method and what type of information each technique best presents. This course will focus on the clinical interpretation and practical integration of imaging data into rehabilitation regimen design and communication with other medical professionals. Open to students enrolled in the DPT (Post-Professional) program only.

PT 8120 Medical Screening and Differential Diagnosis (4.0 credit hours)

Prerequisite: Acceptance to the program as a student with Post-Professional Standing. The course uses a systems approach to discuss common medical conditions, their epidemiology, etiology, clinical manifestations, medical management and issues related to PT screening, examination, interventions, and red flags. An introduction to differential diagnosis and systems review in physical therapy is provided with

emphasis on the integumentary system. Includes labs on physical exam related to visceral structures for purposes of medical screening and indications for referral to medical practitioner or other appropriate health care providers. May include online lectures/discussions and in class laboratory.

PT 8130 Advanced Differential Diagnosis I (2.0 credit hours)

Prerequisites: Licensed physical therapist with at least one year of clinical experience. This course includes detailed skills for differentiating pathologies within the musculoskeletal system as described in the *Guide to Physical Therapist Practice*. The reliability and validity of relevant PT tests and measures will be explored. The physical therapist will develop higher-level clinical reasoning skills related to developing a PT diagnosis and interventions. Cases will include those with complex presentations, multi-systems involvement, and will encompass the life span.

PT 8133 Advanced Differential Diagnosis II (2.0 credit hours)

Prerequisite: Licensed physical therapist with at least one year of clinical experience. This course includes detailed skills for differentiating pathologies within the cardiovascular and pulmonary systems as described in the *Guide to Physical Therapist Practice*. The reliability and validity of relevant PT tests and measures will be explored. The physical therapist will develop higher-level clinical reasoning skills related to developing a PT diagnosis and interventions. Cases will include those with complex presentations, multi-system involvement, and will encompass the life span.

PT 8135 Advanced Differential Diagnosis III (2.0 credit hours)

Prerequisites: Licensed physical therapist with at least one year of clinical experience. This course includes detailed skills for differentiating pathologies with the neurologic system as described in the *Guide to Physical Therapist Practice*. The reliability and validity of relevant PT tests and measures will be explored. The physical therapist will develop higher-level clinical reasoning skills related to developing a PT diagnosis and interventions. Cases will include those with complex presentations or multi-system involvement and will encompass the life span.

PT 8140 Application of Research to Evidence Based Practice (3.0 credit hours)

Prerequisite: PT 5130 or equivalent. Examines research methods used for the objective and systematic study and evaluation of clinical practices. Applies evidence in the area of physical therapy administration and management to current practice settings following the five steps of evidence-based practice. Includes individual reviews and group on-line discussions.

PT 8200 Professional Leadership and Ethics (2.0 credit hours)

Potential leadership roles of the physical therapist will be discussed. Issues related to professional development and reflective practice, collaboration with other health care providers, and knowledge of advocacy will be examined. Group discussions will include legal/ethical issues experienced in the clinical setting and in relation to the role of the physical therapist in primary care/direct access.

PT 8210 Documentation and Health Care Financing (2.0 credit hours)

Government, private insurance, and managed care changes in health care financing will be presented. Students will review and critique documentation as a means to developing their own skills in this area.

PT 8230 Wellness and Prevention/Community Education (3.0 credit hours)

The application of primary, secondary, and tertiary prevention and the therapist's role in wellness and health promotion will be discussed. Teaching/learning principles are applied to community education programs including those related to wellness, prevention, and health promotion.

PT 8400 Capstone Project I (1.0 credit hour, CR/NCR)

Prerequisite: Successful completion of PT 5130 and 5140. This course provides the opportunity to select a capstone project in one of three areas: a community service partnership project; a comprehensive case study from a clinical education experience; or an empirical research project. It is expected that the final product will contribute to the community, clinical practice, or professional literature at a level consistent with presentation to a professional audience. Completed projects will be presented as posters or platform presentations prior to graduation.

PT 8401 Capstone Project II (1.0 credit hour, CR/NCR)

Prerequisite: Successful completion of PT 5233 and 8400. This course provides the continued development of the capstone project. Continuation of PT 8400.

PT 8402 Capstone Project III (3.0 credit hours)

Prerequisite: Successful completion of PT 8401. This course is a continuation of PT 8400 and 8401. Completed projects will be presented as posters or platform presentations prior to graduation.

PT 8500 Selected Topics (2.0 – 4.0 credit hours, CR/NCR)

Prerequisite: Approval of instructor. Special topics in physical therapy presented in workshop format. Laboratory experiences may be included.

PT 8600 Community Service (2.0 credit hours, CR/NCR)

Prerequisite: Acceptance to program. Contributions students make beyond their professional role through interaction and service are experienced through practical application. Emphasis on developing the role and responsibility of the physical therapist within a given community.

PT 8697 Individual Independent Studies (1.0 – 3.0 credit hours, CR/NCR)

Prerequisite: Acceptance to program. Students will work on individual assignments/projects to obtain standards in a specified area of the physical therapy curriculum. Course content and assignments will be individualized to address needed topic competency.

PT 8698 Group Independent Studies (1.0 – 3.0 credit hours)

Prerequisite: Acceptance to program as a student with Post-Professional Standing. Students will work in small groups to fulfill competency in a specified area of physical therapy practice. Course content and assignments will be individualized to meet the group's needs.

PT 8699 Individual Independent Studies (1.0 – 3.0 credit hours)

Prerequisite: Acceptance to program. Students will work on individual assignments/projects to fulfill competency in a specified area of physical therapy practice. Course content and assignment will be individualized to meet the student's needs.

Honors and Awards

The following awards are considered for presentation to PT students annually:

- Alpha Eta Honor Society (Professional Students)
- Alumni Award (Post-Professional Students)
- Bertha Oliver Memorial Award
- Class Morale Award
- The Dean's Award
- Leadership and Service Award (Post-Professional Students)
- Physical Therapy Academic Achievement Award
- Physical Therapy Faculty Award
- Physical Therapy Outstanding Clinical Performance Award
- Physical Therapy Outstanding Service Award
- President's Society Award
- Rebecca E. Pabst Memorial Scholarship Award

Academic Calendar

Fall 2023	
August 7-11, 2023	New Student Orientation
August 19, 2023	White Coat Ceremony
August 14, 2023	Fall Classes Begin (Years 1-3)
August 14, 2023	Fall Classes Begin (Post-Professional)
September 4, 2023	Labor Day – No Classes*
October 9, 2023	Indigenous People’s Day – No Classes
November 3, 2023	Fall Classes End (Post-Professional)
November 10, 2023	Veterans Day Observed– No Classes
November 22, 2023	Thanksgiving Recess Begins @ 5:00 p.m.*
November 27, 2023	Fall Classes Resume
December 15, 2023	Fall Classes End (Years 1-3)
Spring 2024	
January 8, 2024	Spring Classes Begin (Years 1-3)
January 15, 2024	Spring Classes Begin (Post-Professional)
January 15, 2024	Martin Luther King Day – No Classes*
February 19, 2024	President’s Day – No Classes*
March 11, 2024	Spring Break Begins (Years 1-2)
March 18, 2024	Classes Resume (Years 1-2)
March 29, 2024	Spring Classes End (Year 3)
April 5, 2024	Spring Classes End (Post-Professional)
May 10, 2024	Spring Classes End (Year 2)
May 17, 2024	Spring Classes End (Year 1)
May 15, 2024	College of Health Sciences Commencement Ceremony
Summer 2024	
April 8, 2024	Summer Classes Begin (Year 3)
April 22, 2024	Summer Classes Begin (Post-Professional)
May 20, 2024	Summer Classes Begin (Year 2)
May 27, 2024	Memorial Day – No Classes*
May 28, 2024	Summer Classes Begin (Year 1)
June 19, 2024	Juneteenth – No Classes
July 4, 2024	Independence Day Observed – No Classes*
July 12, 2024	Summer Classes End (Post-Professional)
July 26, 2024	Summer Classes End (Year 1)
August 2, 2024	Summer Classes End (Year 3)
August 9, 2024	Summer Classes End (Year 2)

**Students in clinical rotations observe their preceptors’ hours, which may include working on federal holidays*

Oath for Physical Therapists

As a physical therapist dedicated to providing the highest quality care and services, I solemnly pledge I will:

Respect the rights and dignity of all individuals who seek my services or with whom I work;

Act in a compassionate and trustworthy manner in all aspects of my services;

Exercise sound professional judgment while abiding by legal and ethical requirements;

Demonstrate integrity during interactions with colleagues, other health care providers, students, faculty, researchers, the public, and payers for the enhancement of patient care and the advancement of the profession;

Enhance my practice through life-long acquisition and application of knowledge, skills, and professional behavior;

Participate in efforts to meet physical therapy and health care needs of local, national, and global communities.

Thus, with this oath, I accept the duties and responsibilities that embody the physical therapy profession.

Western University of Health Sciences

College of Health Sciences

**Doctor of Physical Therapy (DPT) Oregon Campus
2023/2024 Catalog**

College of Health Sciences

Mission

The College of Health Sciences' mission mirrors that of Western University of Health Sciences, while giving special emphasis to the role of the College in helping to educate and train the health sciences care workforce for the States of California, Oregon, and beyond.

The Mission of the College of Health Sciences is to support Western University of Health Science's mission by:

- Providing health sciences students with the knowledge and skills basic to the practice of their disciplines, instilling them with the fundamental attitudes of professionalism, teaching, compassionate care, for a diverse patient population.
- Preparing educators and clinicians to teach and serve in the health professions.
- Providing excellent educational programs for health sciences professions students, including physician assistant and physical therapy students.
- Promotion and modeling excellence, cost-effectiveness, and innovation in healthcare; participating in health care research, and disseminating health information to the public.
- Promoting understanding and appreciation of other health professionals through student and faculty participation in interprofessional education.

Goals

1. To educate health sciences workforce that helps to meet the needs of the State of California and the west.
2. To support students, alumni, and educators in their professional development and in the delivery of health services to a diverse population.
3. Determine the direction of the Health Sciences, Physician Assistant, and Physical Therapy, and Occupational Therapy professions.
4. To recruit, admit, and retain the most qualified professional students to the College of Health Sciences.
5. Engage in the Strategic Enrollment Management efforts of the University.
6. Use an advising/mentoring process that focuses on retention, progression, and graduation of competent health professionals.
7. Engage in educational outreach activities by creating educational partnerships with K-12, primary, secondary, and high school education institutions.

8. To ensure the availability and quality of adequate patient populations and clinical sites for all students in the College of Health Sciences.
9. Explore new relationships and partnerships with medical facilities/practitioners.
10. Explore centralizing rotations across colleges at WesternU.
11. Explore integrating rotations across colleges and WesternU.
12. To further enhance scholarly activities in the College of Health Sciences.
13. Seek and develop opportunities for funding from private and public sources.
14. Enhance research infrastructure development within the College.
15. Participate in university-wide research committees.
16. Engage in collaborative scholarly activities.
17. To maintain an environment that promotes teamwork and supports communication among administration, faculty, and staff.
18. Continue to practice effective communication.
19. Encourage activities that facilitate effective teamwork.
20. Enhance opportunities for faculty and staff development.

Program General Information - Doctor of Physical Therapy

Department of Physical Therapy Education

Program Accreditation

Effective May 11, 2021, Western University of Health Sciences – Oregon campus has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call 541-259-0476 or email Sandra Saavedra (ssaavedra@westernu.edu). Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

CAPTE contact information: 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085 telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

Filing a Complaint with CAPTE

Any person may file a complaint with CAPTE if that person believes that the Department of Physical Therapy (Professional) program is failing to fulfill its commitment to CAPTE accreditation standards. To file such a complaint, follow this link: <http://www.capteonline.org/Complaints/>.

General Information

Purpose Statement

Educate and develop service-oriented leaders in the profession of Physical Therapy who will provide humanistic care in rural, underserved, and/or vulnerable communities of Oregon and the Pacific Northwest.

Mission Statement

In the humanistic tradition, we cultivate clinical excellence and leadership in physical therapy professionals through education, research, community service, innovation, and evidence-based practice.

Vision Statement

WesternU Oregon DPTE will be the leader in advancing healthcare access in rural, underserved, and vulnerable communities to optimize movement and improve the human experience for all.

Values

Teamwork and Collaboration

Humanism

Respect and Inclusion
Innovative Solutions
Virtue and Integrity
Excellence in Leadership

Service

The Physical Therapist Role

Physical therapists (PTs) are health care professionals who diagnose and treat individuals of all ages, from newborns to the very oldest, who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives. Licensure is required in each state in which a physical therapist practices. Physical therapy can be provided only by qualified PTs or by physical therapist assistants (PTAs) working under the supervision of a PT.

PTs examine each individual and develop a treatment plan to promote the ability to move, reduce pain, restore function, and prevent disability. In addition, PTs work with individuals to prevent the loss of mobility before it occurs by developing fitness- and wellness-oriented programs for healthier and more active lifestyles. The PTs in-depth knowledge and skill in movement science, body system screening, anatomy, and pathophysiology also provide the perfect foundation for involvement in the early detection of wounds as well as direct management and prevention of wounds. As essential participants in the health care delivery system, physical therapists assume leadership roles in rehabilitation; in prevention, health maintenance, and programs that promote health, wellness, and fitness; and in professional and community organizations. PTs also play important roles both in developing standards for physical therapist practice and in developing health care policy to ensure availability, accessibility, and optimal delivery of health care services. PT is covered by federal, state, and private insurance plans and PT services have a positive impact on health-related quality of life.

Physical therapy is a dynamic profession with an established theoretical and scientific base and widespread clinical applications in the restoration, maintenance, and promotion of optimal physical function. PTs provide care for people in a variety of settings, including but not limited to hospitals, private practices, outpatient clinics, home health agencies, schools, sports and fitness facilities, work settings, and nursing homes.

As clinicians, services performed by PTs include, but are not limited to the following:

- An examination process that includes:
 - Taking the patient/client history,
 - Conducting a systems review, and
 - Performing tests and measures to identify potential and existing problems.
- Synthesizing the examination data and determining whether the impairments to be addressed are within the scope of physical therapist practice.
- Establishing diagnoses, prognoses, and plans of care including diagnosing and managing movement dysfunctions and enhancing physical and functional abilities based on patient/client goals.
- Restoring, maintaining, and promoting not only optimal physical function, but also wellness, fitness and quality of life as it relates to movement and health through provision of interventions (the interactions and procedures used in managing and instructing patients/clients).
- Conducting re-examinations and modifying interventions as necessary to achieve anticipated goals and

expected outcomes.

- Developing and implementing discharge plans.
- Preventing the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, conditions, or injuries.

About the Doctor of Physical Therapy Program

The Doctor of Physical Therapy (DPT) (Professional) program is a 3-year program (9 semesters) designed to provide students with a didactic and clinical education experience that provides the current knowledge and skills necessary to practice physical therapy in a variety of clinical settings. The courses included in this curriculum reflect and are consistent with contemporary practice and reflect the APTA's movement system approach and the International Classification of Functioning, Disability, and Health (ICF). The curriculum plan has been developed using the APTA's Guide to Physical Therapist Practice, APTA code of ethics, clinical practice guidelines, ACAPT curricular development documents, and current research.

The DPT degree is based on the new, expanding, and ever-changing role of the physical therapist. Changes in the field include practice in primary care and direct access. As such, physical therapists are expected to perform medical screening, have a strong knowledge base of the medical and clinical sciences, and be able to perform high-level problem solving and clinical decision-making.

Certification/Licensure

PTs are licensed in all 50 states and the District of Columbia, Puerto Rico, and the US Virgin Islands. Licensure is required in each state in which a physical therapist practices and must be renewed on a regular basis, with a majority of states requiring continuing education as a requirement for renewal. PTs must practice within the scope of physical therapy practice defined by state licensure laws (physical therapy practice acts). The entire practice act, including accompanying rules, constitutes the law governing physical therapy practice within a state.

PTs are eligible for licensure after graduating from a Commission on Accreditation of Physical Therapy Education (CAPTE) candidate for accreditation or accredited physical therapy education program and passing the National Physical Therapy Exam (NPTE) of the Federation of State Boards of Physical Therapy (FSBPT). The NPTE covers the entire scope of practice for a physical therapist, including theory, examination and evaluation, diagnosis, prognosis, treatment intervention, prevention, and consultation that are consistent with the exam blueprint. The FSBPT Administrative Office phone number is 703-299-3100 and their website address is <https://www.fsbpt.org>. Candidates must apply for licensure to their state Board of Physical Therapy, which may require also passing a jurisprudence exam of the state's laws and rules. Contact information for individual state licensing authorities may be found at the following website address: <https://www.fsbpt.org/FreeResources/LicensingAuthoritiesContactInformation.aspx>

Curriculum Design

The curriculum model is a hybrid, providing a combination of traditional, case and problem-based learning. Initial courses are more traditional and focus on the foundational sciences and fundamental physical therapy techniques. The curriculum sequence is organized according to body systems, aligned to the Guide to PT Practice. Coursework includes study of the functional and psychosocial impacts of health conditions, relevant medical and surgical interventions and the physical therapy tests, measures, and interventions utilized within the patient/client management model. Additionally, curriculum includes the role of the

physical therapist in disease prevention and health promotion, education, consultation, legislation and policymaking, and leadership. Students also engage in scholarly inquiry through a research project.

The DPT faculty is comprised of scholars, researchers, administrators, and clinicians from the professions of physical therapy and pharmacology. All faculty are committed to the preparation of the Doctor of Physical Therapy professional who will be well versed in all aspects of physical therapy and dedicated to their profession and the patients they serve.

Didactic education includes interactive classroom instruction, lab practice, and critical thinking opportunities. In addition, classes integrate patient experiences via utilization of standardized cases, simulation labs, and actual patient encounters which link didactic education to clinical practice and prepare students for clinical experiences. The clinical education experiences occur in a variety of clinical settings within each year of the curriculum, as we believe that clinical education is an integral part of the curriculum and provides opportunities for students to integrate, synthesize, apply, and refine the knowledge, skills, and attitudes developed in the classroom. Year two includes a 10-week clinical experience during semester V. Year three includes a 12-week clinical experience during semester VII and a 12-week clinical experience during semester IX. In total, students complete 34 weeks of clinical experience in addition to the numerous clinical opportunities provided in the classroom via standardized patient or actual patients.

DPT students complete their education in late May of year three and participate in the WesternU Oregon university-wide graduation. The licensure examination can be taken following successful completion of the program. The licensure exam is computerized and offered 4 times a year.

Student/Graduate Goals

Upon completion of the DPT-OR program, students will be able to:

1. Demonstrate appropriate clinical decision-making skills, including critical thinking, clinical reasoning and problem solving to guide decisions regarding screening, examination, evaluation, diagnosis, plan of care, and intervention to achieve optimal outcomes.
2. Demonstrate entry level competence in establishing a safe and efficient physical therapy plan of care, to address movement dysfunctions and associated functional impairments, activity limitations, and participation restriction, for a variety of patients with varying ages, diagnoses, and complications in the most common practice environments.
3. Demonstrate entry level competence in establishing a safe and efficient physical therapy plan of care, to address movement dysfunctions and associated functional impairments, activity limitations, and participation restriction, for a variety of patients with varying ages, diagnoses, and complications for rural, underserved, and/or vulnerable populations.
4. Demonstrate competency in oral and written communication by expressively and receptively communicating with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policymakers.
5. Function as a collaborative and effective member of an interprofessional team providing health care to meet the needs of patients, clients, and the public, especially individuals in a rural community or in underserved and/or vulnerable populations.
6. Adhere to laws governing the profession of physical therapy; demonstrate professionalism and ethical values including trustworthiness, respect, responsibility, and integrity; and contribute to the community and the profession through altruistic service and leadership.
7. Provide physical therapy services for prevention, health promotion, and wellness as an autonomous practitioner, educator, consultant, and collaborator and demonstrate a commitment to personal and

professional growth and lifelong learning.

8. Participate in scientific inquiry and critically evaluate and apply the best scientific evidence as a basis for physical therapy practice by determining the effectiveness of assessments, interventions, and outcome measures.
9. Provide person-centered care that is compassionate and humanistic based on an understanding and appreciation of cultural, gender, socio-economic, ethical, and contextual factors that affect physical therapy practice.

Doctor of Physical Therapy (Professional)

Personal Competencies for Admission and Matriculation

A candidate for admission to the DPT program must possess, or be able to achieve through reasonable accommodation, certain sensory and motor functions, that would enable the individual to carry out the activities described in the sections that follow. Upon matriculation to the program, the student must continue to possess, or be able to achieve through reasonable accommodation, the personal competencies outlined below throughout their progression in the DPT program. Graduation from the program signifies that the individual is prepared for entry into clinical practice. Therefore, it follows that graduates must have the knowledge and skills needed to function in a broad variety of clinical situations and to render a wide spectrum of physical therapy evaluation and treatment techniques. The candidate and student must be able to integrate all information received consistently, quickly, and accurately by whatever sense(s) are employed. In addition, they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

Essential functions are the aptitudes and abilities that allow physical therapy students (and physical therapists) to complete the professional curriculum and to perform the clinical skills consistent with Patient/Client Management as detailed in the Guide to Physical Therapist Practice. Therefore, there are essential functions or abilities necessary for admission and progression in the Department of Physical Therapy Education Program at Western University of Health Sciences.

This practice requires the performance of specific essential functions that include but are not limited to the areas below. For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (^{HF}CDHP) at [Disability Accommodations \(e-mail\)](#) or (909) 469-5297 or visit the ^{HF}CDHP [web site](#).

Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without reasonable accommodation:

Observation (includes functional use of vision, hearing, and somatic sensations)

Candidates and students must have sufficient vision to be able to observe patients and demonstrations accurately, close up and at a distance, to learn skills and to gather patient data (e.g., observe a patient's gait, appearance, posture, etc.). Candidates and students also must possess functional use of the sense of vision and somatic sensation. Observation is enhanced by the functional use of the sense of smell.

Communication

Candidates and students must have the ability to communicate orally and in writing with patients, families, groups, and other members of the health care team, as well as faculty and peers. Candidates and students must be able to communicate effectively and sensitively in English with other students, faculty, staff, patients, family, and other professionals, in both oral and written formats, and must be able to read, write, and communicate verbally in English. Candidates and students must be able to interpret communication of others effectively. Candidates and students must be able to read and comprehend written material and communicate clearly and audibly during interactions with classmates, professors, patients, and members of the health care team. Candidates and students must also be able to recognize and respond to soft voices or voices under protective garb, auditory timers, equipment/emergency alarms, joint noises, prostheses,

and effectively use devices for the measurement of vital signs and breathe sounds. Candidates and students must be able to hear patients and respond to patient critical needs when not in direct line of site.

Psychomotor Skills

Candidates and students must have sufficient motor function to be able to execute movements commonly required to provide assessment and physical therapy treatment procedures to patients/clients, as well as respond quickly to emergencies by lifting/pushing/pulling patients, applying force to perform CPR, and assisting with transporting patients. These actions require both gross and fine muscular movements, equilibrium, and functional use of the senses of touch, hearing, and vision.

Mobility and Stamina

Candidates and students must possess sufficient gross and fine motor skills and endurance to provide safe and effective physical therapy care in all health care settings. Candidates and students must have the ability to: perform basic life support, including CPR; function in an emergency situation; safely transfer a patient (e.g., from wheelchair to commode, from chair to bed, lift and transfer from floor); calibrate and use equipment; perform treatments and procedures; apply pressure to stop bleeding; and/or manipulate diagnostic instruments to adequately perform all aspects of an assessment. Candidates and students must demonstrate strong bilateral grasp during joint mobilization/manipulation and manually resisted exercise, bilateral gross and fine motor control, and strength to perform therapeutic massage, and fine motor control to manipulate testing instruments/equipment/ writing instruments/computers.

Candidates and students must be able to maintain and assume a variety of positions including sitting for up to 2 hours continuously, frequent standing, walking, bending, squatting, kneeling, stair climbing, reaching forward, reaching overhead, and turning and movement of the trunk and neck in all directions. Candidates and students must have sufficient endurance to continue performing a variety of exertional activities for up to 8-12 hours with occasional rest breaks. Candidates and students must also perform manual material handling and manipulation of various sizes and weights including lifting and transferring patients, guarding patients during gait training on level surfaces/uneven surfaces/ramps/stairs, pushing and pulling to provide resistance and to assist in maneuvering patients. Specific requirements include:

- Safely lift up to 50 lbs. independently
- Safely lift up to 200+ lbs. with assistance; and sit, stand, and move about in-patient environments.
- Safely push and pull up to 200 lbs.

Candidates and students must be able to balance self and provide support and balance to patients on a variety of surfaces including level and uneven ground, ramps, curbs, and stairs.

Tactile

Candidates and students must have sufficient tactile ability to perform a physical assessment of a patient and to perform procedures necessary for physical therapy care. Candidates and students must have the ability to perform palpation, manual muscle testing, joint mobilization, percussion, massage, and other functions necessary for a physical exam; assess texture, shape, size, and vibration; note temperature changes in skin and equipment; and perform therapeutic functions associated with wound care. Candidates

and students must be able to manipulate dials, sensors, and switches on all examination and therapeutic equipment.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Candidates and students must be able to measure, calculate, reason, analyze, synthesize, integrate, and apply information in making critical judgments. Problem solving, a clinical skill necessary in physical therapy practice, requires all of these intellectual abilities. In addition, candidates must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Abilities

Candidates and students must possess the emotional health required for full utilization of the intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the assessment and care of patients/clients, and the development of mature, sensitive, and effective relationships with patients/clients, caregivers/family, colleagues, and other health care professionals. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many clients. Compassion, integrity, concern for others, interpersonal skills, interest, motivation, and professionalism are all personal qualities to be assessed during the admissions and educational processes.

The Department of Physical Therapy Education, along with all the other programs at WesternU, shares a commitment to develop creative ways of opening the PT curriculum to competitive, qualified individuals with disabilities who meet the personal competencies for admission and matriculation. In doing so, however, the Department of Physical therapy Education must maintain the integrity of its curriculum and preserve those elements deemed essential to educating candidates to become effective physical therapists.

Ethical Standards

Candidates and students must demonstrate the ability to reason morally and practice physical therapy in a professional and ethical manner with patients, families, and other health care workers as well as with faculty and peers.

Admissions Policies and Procedures

Admission to the DPT program is on a competitive basis and is open to citizens and permanent residents of the United States and international students. WesternU Oregon is committed to admitting competitive, qualified disabled individuals. The program will accept applications for admission from all qualified candidates for the Professional DPT degree.

Non-Discrimination Policy

In accordance with all applicable federal, state, and local laws, the campus (WesternU Oregon) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU Oregon prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU Oregon also prohibits unlawful harassment, including Sexual Harassment. Lastly, WesternU Oregon is committed to providing equal access and equal opportunities to all members of its campus community in accordance with all applicable laws.

This non-discrimination policy applies to applicants, students, and alumni. Additional nondiscrimination information can be found in the Nondiscrimination, Anti-Harassment, and Anti-Retaliation Policy, located in the University Catalog.

Reasonable Accommodation for Disabilities

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodation. A student who discloses a disability and requests accommodation will be referred to the Harris Family Center for Disability and Health Policy (^{HF}CDHP). The student will be asked to provide documentation of the disability for the purposes of determining appropriate accommodations. The Department of Physical Therapy Education will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation can contact the ^{HF}CDHP office.

Non-Discrimination, Anti-Harassment and Non-Retaliation Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and

procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community, and applicants, in accordance with all applicable laws.

WesternU also prohibits any form of retaliation against a person, who under good faith, reported a violation under the policy or who participated in any investigation or proceeding under the policy. Violations of the policy will lead to prompt and appropriate administrative action, including and up to termination of employment or expulsion from the University.

Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2023/2024 academic year. Current admission and application requirements for the DPT program, including prerequisite coursework requirements, can be located on the [Prospective Student website](#).

The applicant must have earned a BA or BS degree from a regionally accredited (exceptions will be made on a case-by-case basis) college or university by the end of the Spring term in which they plan to matriculate into the DPT program.

The DPT program seeks students with the baccalaureate degree obtained in any field of study other than physical therapy. The applicant should demonstrate a high degree of intellectual curiosity and accomplishment along with excellent verbal and written communication skills. The graduate of the DPT program will be able to demonstrate critical thinking and problem solve in clinical practice and will be able to communicate appropriately with the client/patient and other health care providers regarding the client/patient care plan.

Prerequisite Courses

Course	Units
English Composition	3 semester units
Psychology*	6 semester units
Statistics	3 semester units
Human Anatomy with Lab**, ***	4 semester units
Human Physiology with Lab**, ***	4 semester units
General Chemistry with Lab**	8 semester units, a full year sequence
Physics with Lab**, #	8 semester units, a full year sequence

* At least one course must be taken from the Psychology department.

** All science courses must include laboratories and cannot be at an 'introductory' level. Online prerequisite labs will be accepted for all labs completed in 2020 through Spring 2023 if the on-campus lab they were enrolled in was converted to an online format. All Laboratories completed outside of the COVID-19 pandemic must be on campus; virtual/online laboratories are not accepted.

*** Anatomy and Physiology must be taken from the Anatomy, Physiology, A and P, Biology, or Zoology department. Anatomy and Physiology courses must be 'human'. Combined Anatomy and Physiology courses will be considered only if a combined course sequence (2 semesters) is completed.

Emphasis on mechanics, light, heat, sound, and electricity

A seven (7) year time limit is enforced for Human Anatomy with Lab and Human Physiology with Lab.

In addition, the following courses are recommended to enhance success in the program:

- Oral communication skills
- Computer literacy
- General biology
- Microbiology
- Kinesiology/biomechanics
- Exercise Physiology
- Nutrition
- Human/Child Development
- Additional Psychology courses

Grades of "C" or better are required in each prerequisite course. A grade of "C-" or less in any prerequisite course is not acceptable. Pass credit has always been and will be accepted for lab courses. Credit/Pass will be accepted for courses taken in Spring, Summer, and Fall of 2020 and 2021. They will be counted as a "B" when calculating GPA. Only one prerequisite course may be taken on an advanced-placement, pass/no pass, or credit/no credit basis. Advanced Placement (AP) may be accepted for one prerequisite course; this will not be calculated into the GPA.

No more than one science (if semester-based course; two if the course is quarter-based) and one non-science (if semester-based course; two if the course is quarter-based) prerequisite courses can be in progress after the fall term prior to matriculation. All prerequisite courses must be completed by the end of the spring semester/quarter prior to matriculation. Official transcripts must be submitted directly to the Admissions Operations office upon completion of coursework in progress. Final transcripts and/or final grades (including degree verification) for all coursework in progress must be received prior to matriculation in early July.

1. Prerequisite and Cumulative GPAs

The minimum cumulative (overall) GPA and the minimum GPA for all prerequisite courses must each be 3.00 on a 4-point scale at the time of application. To be competitive, these GPA's should be consistent with current incoming class averages.

2. Clinical Experience

Clinical experience hours are not required to apply to the WesternU Oregon DPT program. However, a strong understanding of the physical therapy profession will be beneficial for applicants.

3. Recommendations

Three satisfactory recommendations are required as part of the admissions application. One is required from a professional reference (e.g., physical therapist) and one from an academic reference (e.g., college course instructor). The third letter may be from either a professional or academic reference. Letters of recommendation may not come from family members even if they are a physical therapist or college course instructor.

4. *Interviews*

The program's Admissions Committee sets the standard for applicants to qualify for an interview. Qualified applicants will be invited for an interview.

5. *CASPer Assessment (Optional)*

[CASPer](#) is an online, video-scenario based, situational judgement test designed to measure professional/personal characteristics, such as empathy and communication skills. Sign up for the [CASPer on-line test](#). Applicants use the same email address they used to apply to WesternU DPT when registering for the CASPer test. This will facilitate matching of test results with the applicant's application. Applicants need only select our institution once for their test results. The CASPer is optional. Applicants are not required to take the assessment.

Application Procedures and Deadlines

The DPT (Professional) program has a July orientation and July matriculation date. The application submission opens on June 15 of the year prior to anticipated enrollment and closes on January 16 of the planned matriculation year. Students with complete application packets are encouraged to apply early.

Applicants who do not meet the criteria by the time of matriculation, and wish to reapply for the following year, must submit a new primary application and will be considered with the new applicant pool. A primary application must be submitted to PTCAS with a response to the designated personal essay question contained therein. Three letters of recommendation forms must be obtained and submitted to PTCAS, along with a response to the designated personal essay question contained therein, and official transcripts from all colleges attended. When completing the online application, applicants will provide the names and contact information for a minimum of three recommenders.

To request an information brochure, contact the Admissions Office at

Office of Admissions
Western University of Health Sciences
309 E. 2nd Street
Pomona, CA 917661854
(909) 469-5541

<https://prospective.westernu.edu/health-sciences/dpt-oregon/apply/>

After receipt of the applicant's PTCAS application, as well as any required materials, the Admissions Operations office will process the application and determine eligibility. Upon completion of processing and deeming of the application complete, the application file will be sent to the Admissions Committee for consideration for interview.

Applicants who wish to use coursework completed outside of the United States or Canada must submit their transcripts for evaluation to World Education Services. A course-by-course evaluation and a calculation of cumulative/overall GPA are required, and all coursework must be designated as undergraduate, graduate, or professional. WesternU will only honor evaluations from the above service. The evaluation must be received by Admissions Operations Office by the designated application deadline.

The Admissions Committee will review all completed, qualified applications and determine which potential candidates will be invited for personal interviews. These interviews are designed to allow the applicant to learn more about WesternU Oregon's DPT program as well as allow the Admissions Committee to learn more about the applicant. The interview process is conducted in the fall and spring months of admissions cycle.

Decisions of the Admissions Committee regarding the admission of applicants to the Doctor of Physical Therapy (Professional) program are final and not subject to appeal.

Acceptance Deposit

Applicants accepted to the WesternU Oregon DPT (Professional) program must pay a non-refundable "acceptance" deposit of \$500.00.

International Applicants

We cannot accept international students who are not U.S. citizens for the Oregon campus.

Transfers from Other Schools

The Department of Physical Therapy Education does not accept transfer candidates to advance standing in the DPT (Professional) program.

Registration

All WesternU Oregon students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please see the [Registration Late Fees](#) page on the Registrar's Office website.

Student Health Insurance Requirement

All full-time students at WesternU Oregon are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) page on the Registrar's Office website. Additional information about student health insurance requirements may be found in the University Catalog.

New Student Orientation/Welcome Week

Attendance at all Welcome Week activities is mandatory for all incoming first-year students. Failure to attend any required part of Orientation/Welcome Week without prior approval from the CHS-NW Dean or designee may result in the rescindment of the offer of acceptance.

Student Initiated Changes in Enrollment Status

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of

matriculation. For additional information on withdrawing from the University, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies, and Procedures section.

Full-Time/Part-time

All Professional DPT students enrolled in at least 6.00 units are considered full-time students. DPT students enrolled in 4.50 to 5.99 units are considered three-quarters-time students. DPT students enrolled in 3.00 to 4.50 units are considered part-time students.

Time Limits

The DPT (Professional) program is designed to be completed in three (3) years of full-time study. The requirements for the degree must be fulfilled within 4 years, 6 months from the date of matriculation to the program. Students who are unable to complete the program within the maximum time allotted will be referred to the Student Progress Committee and may be subject to Administrative Withdrawal. Extensions of this time limit may be granted through petition to the faculty and Department Chair.

Tuition and Fees

By action of the Board of Trustees, Professional DPT tuition and fees for the 2023/2024 academic year (subject to change) are as follows:

\$47,112.00	Annual Tuition
\$40.00	Student Body Fee (Year 1)
\$20.00	Student Body Fee (Years 2 and 3)

Other Fees and Expenses

\$1,000.00	Required and Recommended Texts (Approx.)
\$500.00	Personal PT Supplies and Equipment
\$100.00	Lab and Equipment Fees
\$1,000.00	Laptop Computer (Approx.)
\$40.00	Privacy Screen (Approx.)
\$60.00	Criminal Background Investigation (Approx.)
\$40.00	Drug Screen (Approx.)
\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (Per Month)
\$350.00	Graduation Fee
\$40.00	Locker Key Replacement Fee
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee
TBD	Breakage Fee (Replacement Cost)

Additional DPT Program Education Requirements

The DPT (Professional) program requires that each enrolled student have a laptop computer with internet access and computer privacy screen. Course assignments and exams will be given that necessitate access to a computer and the Internet. Laptop specifications can be found at <https://support.westernu.edu - Laptop Requirements>.

If the institution is in remote status because of COVID 19, students must have an additional device for proctoring of exams. The additional device must be able to connect to the internet and have a camera.

Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified Professional DPT curriculum or who are directed to repeat one or more courses but not the entire academic year are charged a per credit hour tuition rate. This rate is calculated by dividing the total credit hours required for a class year by the annual tuition. The per credit hour rates for 2023/2024 are shown below:

\$841.29	DPT Oregon Year 1 Modified Curriculum Per Unit Charge
\$1,002.38	DPT Oregon Year 2 Modified Curriculum Per Unit Charge
\$1,427.64	DPT Oregon Year 3 Modified Curriculum Per Unit Charge

General Academic Policies and Procedures

Academic Advisement

Students will be assigned a faculty mentor upon matriculation. The DPT (Professional) program recognizes academic advising to be a central element of the educational experience. Advising is a collaborative relationship for which advisors and students share responsibility and through which students create academic, career, and personal goals. Faculty mentors are responsible for being accessible and responsive to students, and for providing accurate, timely information. Students are responsible for being prepared for advising sessions, and for understanding University and department requirements. The DPT program recommends that students meet with their advisor on a regular basis, at least once a month or as otherwise recommended. A student on probation must meet with their faculty advisor at least twice a month.

Either the student or faculty member can seek a change in advisement via a request to the Department Chair.

Attendance/Absences

Students are expected to attend all scheduled classes and activities. Face-to-face learning is a valued part of the curriculum. In the event of an absence or tardiness, the standardized Time-Off Request process must be followed. This process is detailed here: <https://westernu.sharepoint.com/sites/CHSNorthwestTOR>

It is the student's professional responsibility to submit the time off request, which routes to the Assistant Deans of Student Affairs, and to inform the appropriate faculty member. If an absence, lateness, or early departure is anticipated, it is considered a professional courtesy to submit the time-off request and discuss this with the appropriate course instructor(s) at the earliest possible date. It is expected that students will report unanticipated absences due to illness, accident, or unforeseen event/emergency immediately to the Assistant Deans of Student Affairs and to the appropriate faculty member. Unexpected lateness should be discussed with the course instructor as soon as possible.

Absence or tardiness from class for any reason does not relieve the student from the responsibility for the material covered during the instructional periods. The student is responsible for all course material covered during an absence. Should an absence, lateness, or early departure occur on the day of an examination or announced/unannounced quiz, any make-up exams or quizzes may or may not be allowed, at the discretion of the course instructor.

More than three unexcused absences, tardiness, and/or early departures are considered a violation of the Standards of Academic Integrity, Professionalism and Student Conduct and are handled under the General University Academic Policies and Regulations section of this catalog. Three or more unexcused absences, tardiness, and/or early departures may affect the student's final course grade.

In the case that there is a difference of opinion between the student and a faculty member of record for a course, the Chair is the final arbiter in determining if an absence is excused or unexcused.

Student Test Taking Protocol and Guidelines

Exams and lab practicals are designed to be taken at their scheduled dates and times. Unless there is a catastrophic event or a major illness, students are expected to take the exam or lab practical, as scheduled.

All missed exams or lab practicals will require supportive paperwork. Taking exams on the scheduled date is respectful to the faculty member as well as peers.

Video or audiotaping of an exam, lab practical, meeting, and conversation with another is not only against DPT policy but is also illegal.

1. Backpacks/bags and all personal belongings will be left at the front of the room.
2. Cell phones/electronics must be on “silent” or “off” and be placed within a backpack/bag in front of the room.
3. Students will come to the examination with a laptop computer and computer privacy screen.
4. Students will sit spaced apart every other seat if the room is of sufficient size to accommodate this seating arrangement. Each row of students should sit directly behind the student in the row in front of them.
5. Students who have their gaze elsewhere except on their own computer can give a false appearance of seeking help. If students tend to move their heads around, they need to sit in the front rows.
6. If water is needed during the examination session, the student needs to bring a bottle with the labels removed.
7. During scheduled examination hours, students are highly discouraged from going to the bathroom, but will be allowed to go one at a time. If a student needs a bathroom break, the following steps should be taken: (1) ask the instructor/proctor for a bathroom break; (2) make your visit to the restroom brief and efficient; (3) an escort of the same gender may be assigned at the discretion of the instructor/proctor; (4) only one student may be out of the room at a time; (5) all test-taking items (e.g., computers, tablets, pens, scratch paper) must remain in the classroom
8. In the case of a lab practical exam, read all provided instructions carefully. Arrive 30 minutes before the scheduled exam.
9. Upon completion of the exam, students must present the instructor/proctor the screen on their laptop. The instructor/proctor will give the student authorization to save and continue. The student will proceed to the green screen and present the instructor/proctor the screen. The instructor/proctor will then give the student authorization to select quit/close. Once the student has selected quit/close the program will close and the student can close their computer and leave the classroom/lab.

Any violation of these guidelines and/or Standards of Academic Integrity, Professionalism and Student Conduct may result in a referral to the Student Conduct Committee.

Zoom Policies and Procedures

When the campus is in remote status for lectures, the Department of Physical Therapy Education has set

forth a policy regarding student attendance and participation for lectures and lab sessions via Zoom. This policy is applicable to each student in every course unless otherwise stated by the instructor of record. This policy is subject to change and the students will be notified via email and/or Elentra announcements when a change is made.

Any noncompliance with this policy may result in a referral to the SCC as an alleged violation of University or College student conduct policies.

Students will be required to use a laptop to connect to their WesternU student Zoom account. Cell phones may not be normally used during class sessions. Students will log into the Zoom session from a stationary structure (i.e. house, apartment, condo, etc.) conducive to learning. This means that traveling in a car and using a cell phone to attend a Zoom session is not accepted nor approved behavior. Students must adhere to the following:

1. Student is required to attend class via Zoom using their WesternU account (please refer to course syllabi for attendance instructions).
2. First and last names MUST display on the student's Zoom account. If a student prefers to be called by a different name, they must display the name as such. *Ex: John "Johnny" Doe*
3. Student will be muted upon entry into the Zoom session but will always be required to have their video turned on.
4. Students must be in **direct view of their camera** throughout the ENTIRE class session excluding scheduled class breaks. During class breaks, video can be turned off, and the student must not exit the Zoom session. If a student's video is turned off for an extended period, the student will be removed from the session and may result in a loss of participation points or class materials.
 - a. Internet connectivity can sometimes be an issue. Students are to ensure that they have the speed and bandwidth necessary to participate in the curriculum without limited issues.
 - b. Students are encouraged to be aware of others in the same household who may be using the Internet simultaneously. In the case of an emergency such as the Internet being down, a student may use a cell phone for the Zoom session with consent of the instructor of record.
5. Students must wear appropriate school attire during the Zoom session. Not doing so is considered unprofessional. This may result in a loss of participation points in the course.
6. Private Zoom chats will be disabled by the Instructor of Record in the course.
7. If a student has a question during the lecture, they are to utilize the "raise hand" feature on Zoom (located at the bottom of the screen).
8. If selecting a virtual background, students must select a clean background that is not distracting and lecture appropriate.

Zoom Exam Protocol

During a remote learning period, students will be required to "re-create" the classroom setting required for exams. This means that students will be expected to have a secondary device, either a tablet or phone,

which will remain functional for proctoring during the test-taking period. The following protocol will be followed by students until advised otherwise by either the Instructor of Record or Department Chair.

Preparation – Done the Day Prior to the Exam

1. Prepare a private, quiet, and un-cluttered setting where they will designate as their exam-taking space. The desk or table where they are taking the exam should be empty or draped. Students should not have any visuals directly in front of or sides of the test space.
2. Make sure they have reliable Wi-Fi connectivity in the area they will be testing in.
3. Any notes and other written documents should be removed from the computer or laptop in which the student uses for testing.
4. Test area will have the secondary device and ensure that the device can be plugged in and/or **remain charged** throughout the testing period.
5. The secondary device must be positioned so that the camera captures a clear view of the student's *keyboard, screen, workspace, and face* during the exam via a side/lateral view.
6. The student will need a portable/erasable white board with dry erase markers and eraser. This may only be used during testing when permitted by the Instructor of Record.
7. The student must put their secondary device in Do Not Disturb mode after connecting to the Zoom session. This will allow the student to concentrate without interruptions to the student or the video feed. Any disruptions to the video feed during the exam will be deemed "suspicious activity" which could be subject to review by the Instructor of Record and/or the program chair.

Day of the Exam

1. Students must remove any smartwatches and other electronic devices (if applicable) prior to the test.
2. Students are expected to log-on 15-30 minutes prior to the scheduled Zoom meeting using the meeting information provided by the Instructor of Record.
3. The student's set-up should be according to instructions from the section above titled "Preparation."
4. Students may have the erasable white board to write down notes after the start of the exam if permitted by the instructor of record.
5. Upon entering the test "environment" students will need to provide a 360-degree view with their phone/tablet of their testing area and white board (front/back).
6. If there is a question about a test question, the policy of the department is to not answer questions regarding exam questions or answers. If there is an operational question, students should DIRECTLY/PRIVATELY put their question in the Zoom meeting chat box.
7. Exam password will be available via Zoom shared screen just prior to the start of the exam.
8. Students are to log-on to exam software within five (5) minutes of receiving the password. Any technical difficulty that may students experience, are to be sent to the proctor *immediately* using Zoom chat.
9. Exams are INDIVIDUAL and closed book. There should be NO NOTES or cues visible to the student during the exam. Students may NOT have someone else within their view throughout the exam.
10. Students are to have their Zoom profile on "*mute audio.*"
11. The chat box on Zoom will be kept open during the exam and messages will be private and sent to the *proctor only. The chat may be saved with the video to the Chair of the Department.*
12. Students are NOT to leave the test setting *under any circumstances* during the exam – except when

- there is an emergency at which point the student must check with their proctor before leaving.
13. The student's test will need to be uploaded within five (5) minutes by the end of the testing period.
 14. Once the student has submitted the exam, they will show their *Green/Uploaded* screen along with their cleaned whiteboard to the Proctor for five seconds on Zoom to be excused.
 15. Finally, the Zoom session may be video *recorded during the exam* period and any suspicious behavior will be reviewed by the instructor of record and/or the *Chair of the department* and result in a "0" on the exam.

The faculty place a high value on compliance with applicable standards of student conduct, including but not limited to the standards of professionalism and the honor code. Conduct such as taking screenshots, sharing portions of exam questions, or having reference material out during an exam would be considered a violation of the standards of professionalism and the honor code. Noncompliance with such policies may result in a referral to the SCC and result in adverse action, up to and including dismissal from the program.

Children in the Classroom/Labs

The DPT classroom is an environment for learning and should be free from unnecessary distractions. For this reason, children are not permitted in the classroom. During the Human Development Across the Lifespan and Pediatric Populations: Examination, Evaluation, and Management in Physical Therapy courses, children will be invited to class to participate in the pediatric workshop under faculty supervision.

Confidentiality of Medical Records and Health History Information

All data gathered by students about patients and their illnesses, including all items within patients' medical histories are privileged information.

1. Students should not discuss patients' records in a manner or a situation that would reveal any information about these patients or their records to persons not involved in their health care.
2. Charts or contents, e.g., lab reports, etc., are not to be removed from the hospital or clinical setting.

This also applies to individuals such as classmates, faculty, and staff who volunteer as patients in class.

Communications: Lockers, Email, Mail

To improve the communication network and to foster student-staff and student-student interchanges, a WesternU email is provided to each student. The WesternU email account is the only account used for official communication between the program and students. Assignments, inquiries, and communications must use WesternU email accounts as other accounts may go to junk mail. In the event that time constraints necessitate quick dispersal of information, the program will disseminate this information via e-mail or through telephone communication.

- Email should be checked twice daily. It is suggested to check in the morning and in the evening.
- Correspondence from the program will occur as either traditional mail or e-mail, with e-mail being the preferred delivery choice.
- During any portion of the program for which the student is out of town (e.g., clinical site, holidays) correspondence from the program will be mailed or electronically mailed to the student.

- Lockers are available to students, if desired. Please inquire in the Assistant Deans of Student Affairs.

Communications: Telephone

- Each student is responsible for advising the Registrar and Assistant Deans of Student Affairs of telephone number changes as soon as they occur.
- Cell phones and other electronic devices must be in silent/vibrate mode during all class times and examinations.

Use of Equipment and Laboratories

The Professional DPT policy for use of the equipment in the Skills Laboratories is as follows:

1. No one is to use the equipment except students who have received education and have had practice on the equipment in the laboratory.
2. A faculty member must clear a student as being competent to use the equipment.
3. Students using the equipment should be doing so in conjunction with a class they are taking, in preparation for a clinical experience or to conduct a clinical research project.
4. If equipment is used for a research project, the faculty research mentor will be responsible to check out the student's competency in using the equipment.
5. Physical therapy skills labs are available Monday through Friday after regular class hours. Physical therapy skills labs are available beyond regular class and on weekends upon request of the Physical Therapy Department Manager. Use of the Anatomy Lab outside of regular class hours must be requested and scheduled with the Assistant Deans of Student Affairs, preferably five (5) working days in advance.
6. Students may sign out specified equipment to use off campus for special events or personal practice. The Department Manager will approve what equipment may be taken out of the laboratory and off campus.
7. The students will be expected to participate in lab activities that simulates clinical environments. Please inform course instructor and Assistant Deans of Student Affairs if you have any concerns about any allergies and/or other adverse reactions with the use of creams, gels, tape or other clinical supplies.

Clinical Education Policies and Procedures

Students should refer to the current Department of Physical Therapy Education “Clinical Education Manual” for all policies and procedures governing physical therapy clinical education. If a difference in language is found between the two documents, then the current WesternU Oregon Catalog will take precedent.

Returning from Leave of Absence

A student returning from a leave of absence must notify the CHS Dean, the Assistant Dean of Student Affairs, and the Chair at least 3 months **before** the start of the semester. The student must return in the corresponding semester following the academic year due to the nature of the PT curriculum.

Protocol for Input on Matters of Student Concern

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college’s Student Affairs personnel, the Program Chair, then the CHS-NW Dean. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, then Dean, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility. Specific college polices regarding issue/dispute resolution are indicated in the appropriate sections of this catalog.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students will be recommended for this program by a faculty advisor or professor. Students may self-identify to TAP to receive assistance. The tutors will be chosen on the recommendation of the faculty in each discipline. Group tutoring is the methodology most used by the TAP department. For assistance, contact the Learning Enhancement and Academic Development Office (LEAD).

Student Injuries and Illnesses in Clinical Settings

If a student is injured or is exposed to potentially infectious (includes blood borne pathogens) or hazardous substances during a clinical rotation the student is required to notify the clinical instructor immediately and seek assessment and/or treatment per facility policy. Follow-up care should be continued at the contracted clinical facility as needed and ordered by the evaluating health care professional. Expenses incurred are to be submitted to the student's personal insurance as the primary coverage and to the university as the secondary insurance, for the reported incident only. The Incident Report Form can be found on the university website and must be completed by the student and/or faculty and submitted electronically. There may also be a requirement to fill out a more detailed report within the student's program of study (please refer to specific program clinical handbook).

Standards of Academic Integrity, Professionalism and Student Conduct (“Standards of Student Conduct”)

The University Standards of Academic Integrity, Professionalism and Student Conduct can be located in the University Catalog. The standards outlined below are in addition to those outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

Students are also expected to be aware of, and abide by, the American Physical Therapy Association (APTA) Code of Ethics for the Physical Therapist and the APTA Guide for Professional Conduct. Additionally, students are expected to demonstrate behavior consistent with the APTA Core Values for the Physical Therapist and Physical Therapist Assistant.

CHS Student Conduct Committee (CHS-SCC)

CHS Student Conduct Committee (SCC) shall consist of three elected CHS faculty members and as an ex-officio non-voting member, the Assistant Dean of Student Affairs. The Chair of the committee is elected by the members and the Committee meets at the call of the Chair. The term of membership is three years with staggered terms. The committee is responsible for handling alleged violations of the Standards of Academic Integrity, Professionalism and Student Conduct. For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to “Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct”, located in the General Section of the University Catalog.

Reporting Alleged Violations/CHS-SCC Investigation Procedure

1. Upon witnessing or becoming aware of violation(s) of professional conduct, a report will be generated and turned into the Department Chair. The report will include the following information:
 - a. Name and signature of the individual making the report, and date, time, and place of alleged violation(s)
 - b. Name of the accused student
 - c. Alleged violation(s)

2. If the conduct involves a particular course or field experience, the classroom Instructor, Clinical Instructor/Field Supervisor, or Field Coordinator will advise the Department Chair.
 - a. The Department Chair may resolve minor infractions or refer the matter to the Office of the Dean.
 - b. The Department Chair will meet with the student, the instructor or field coordinator, and/or the student’s faculty advisor, individually or in a group, to discuss the nature of the alleged violation(s) that have been reported and the actions, if any that the Department Chair intends to take. The Chair sends written notification of the violation(s), including date, involved student’s name, and resolution to the involved student, with copies to the CHS-SCC, Department Chair, and Faculty Advisor within five business days.
 - c. The Department Chair places a copy of the notification in the student’s file, to be removed if no further incidents occur prior to graduation.

- d. The student involved in the alleged violation(s) may request a hearing with CHS-SCC.

Matters that could not be resolved at the program level will be referred to the Office of the Dean for review and referral to CHS-SCC. The Department Chair will render a written recommendation to the Office of the Dean of the College of Health Sciences. Professional and personal conduct issues include, but are not limited to, (a) attendance, (b) cooperation with faculty, (c) interest shown in assigned work, (d) attitude towards fellow students and associates or toward personnel of the University or its affiliate organizations, (e) approach to and interaction with patients, research subjects and all other colleagues, as well as (f) personal appearance appropriate to the circumstances.

For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to “Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct”, located in the General Section of the University Catalog.

Appeals Procedures

In accordance with the University catalog, the Dean shall have authority to make decisions regarding a student’s status in matters of academic progression/promotion, suspension, student conduct, dismissal, and graduation. The decision will be based on input from appropriate sources that may include the following: individual instructors, faculty, and appropriate committees. The Dean will issue a decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean’s decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Standards of Academic Progress

Good academic standing implies that a student maintains a minimum GPA of 2.80 or higher. All grading and evaluation are based on the student's ability to attain the competencies within the objectives outlined for each area of study.

The semester and cumulative GPA will be calculated at the end of each semester. A student whose performance falls below the minimum acceptable standard(s) for any area of study will be notified of such deficiency by the instructor of the course and Department Chair as soon as evidence of such substandard performance is available.

Doctor of Physical Therapy (DPT) students must demonstrate competence in both academic and clinical components of the curriculum in order to progress. All grading and evaluation are based on the student's ability to attain the competencies within the objectives outlined for each area of study. To remain in Academic Good Standing, a student must achieve a semester grade point average (GPA) of at least 2.8 for each semester and maintain a cumulative GPA of at least 2.8. A student must have a GPA of at least 2.8 in order to graduate from the DPT program. The semester and cumulative GPA will be calculated at the end of each semester.

Academic progression of students will be discussed among faculty in weekly faculty meetings. A student whose performance falls below the minimum acceptable standard(s) for any area of study will be notified of such deficiency by the instructor of the course and Department Chair as soon as evidence of such substandard performance is available. Students who exhibit deficient academic performance will be referred to the Student Progress Committee (SPC), based upon the recommendation of the Department faculty.

Student Progress Committee

The Student Progress Committee (SPC) is comprised of department chairs, members of the LEAD office, the Assistant Deans of Student Affairs, and faculty members of the CHS. Each year, SPC shall periodically review the academic achievements and the performance of students. The names and grades of students in academic difficulty shall be made available to the SPC by the Department Chairs.

When a matter is referred to the Student Progress Committee, the Chairperson of the SPC will invite the student to the meeting. The student is not required to be present, and the student may elect to have their advisor attend with them. The student can speak or can read a written statement to the Committee. After reviewing the student's achievement and performance records, SPC may recommend to the Program Chair the following courses of action for a student, that include but are not limited to: promotion, probation, remediation, educational assessment and recommendation, or no action. The Dean will render the final decision. Thereafter, in the case of probation or remediation, the SPC will determine the course of action. In the case of suspension, dismissal, or overturn of the faculty's recommendations the SPC will formulate a recommendation to the Dean of the CHS or designee. The Dean has the authority to accept the recommendations or may make such other decisions, as they deem appropriate under the circumstances. The Dean will issue a decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean's decisions related to grades or related to the imposition of academic probation and any

associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

When a student is recommended for dismissal by faculty, the program chair notifies the student and SPC in writing. The student may be accompanied by their faculty mentor. The SPC reviews the student's academic performance records and faculty recommendations and decides whether to recommend upholding the faculty recommendation of dismissal. The SPC issues a written notification to the Dean of CHS or designee and the student outlining the SPC recommendation. The Dean has the authority to accept the recommendations or may make such other decisions, as they deem appropriate under the circumstances. The Dean will issue a decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean's decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

SPC also has the responsibility of recommending to the Dean of the CHS the candidates to receive the Doctor of Physical Therapy degree upon satisfactory completion of all requirements for graduation as stated in the University Catalog. All recommendations from SPC shall be made in writing and submitted to the Dean or designee of the CHS. The Dean of the College of Health Sciences provides the final decision regarding the student's outcome.

Promotion

A student's progress through the program is based upon successful completion of expected competencies and demonstration of expected professional behaviors and attitudes. At the completion of each phase of the program, before the student is allowed to progress to the next phase, the student's record of achievement is reviewed by the Program Chair and faculty. Promotion is defined as progression from one academic year to the next.

1. A student will be recommended to the Dean of the CHS for promotion by the PT faculty and SPC.
2. A student may not be recommended for progression from one academic year to the next with any outstanding grades of "I," "U" or "NCR" on his/her academic record or with a cumulative grade point average of less than 2.80.
3. When considering a student for promotion, professional, ethical, and personal conduct may also be taken into consideration.
4. A student will be promoted if all legal and financial requirements of the University as stated in the Catalog have been satisfied.

Graduation

A student will be recommended for the Doctor of Physical Therapy Degree provided they:

1. Has satisfactorily completed a minimum of three years education in the DPT curriculum unless the student has been granted Post-Professional standing in the program.

2. Is not on probation, has completed all prescribed academic and clinical requirements with a cumulative grade point average of above 2.80 and has no outstanding grade of "I," "NCR" or "U."
3. Has demonstrated no serious deficiencies in ethical, professional, or personal conduct, as defined in Probation guidelines, which would make it inappropriate to award the degree of Doctor of Physical Therapy.
4. Has complied with all the legal and financial requirements of the University as stated in the University Catalog.
5. Has attended in person and participated in the Commencement ceremony at which time the Doctor of Physical Therapy degree is conferred. Unless special permission has been granted by the Dean, each student must participate in their respective commencement ceremony. If the Dean or designee grants special permission for excusal from commencement, the graduate may be required to present themselves to the Dean or their designee at another specified date to take their profession's oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31 of that calendar year. No student will receive their degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

Adverse Actions

Academic Warning

The student who demonstrates unacceptable performance in any unit of study during any portion of the program is notified in writing of such performance by the course instructor as soon as it becomes evident. This constitutes an academic warning. Continued poor academic performance can lead to academic probation and/or dismissal.

Probation

The student who demonstrates unacceptable performance in any unit of study during any phase of the program is notified of such performance by the instructor of the course or Program Chair as soon as it becomes evident. They are notified that continued poor academic performance can lead to academic probation and dismissal.

Students whose performance is considered unacceptable because of not meeting the Standards of Academic Progress will be placed on probation. The duration and conditions of the probationary period will be recommended to the Program Chair on an individual basis by the CHS SPC. The Committee may recommend remedial study and/or repetition of a unit of study. This may result in extending the length of the program beyond 3 years consistent with the guidelines in the DPT portion of the catalog.

Probation is defined as a period specified by the Dean or designee of the CHS during which the student's progress will be closely monitored by CHS SPC, faculty advisor, Assistant Deans of Student Affairs, and the Department Chair. In order to monitor students on probation, the DPT (Professional) program reserves the right to assign their clinical education experiences. A student will be recommended for probation and may be asked to appear at a SPC meeting for any of the following reasons:

1. For first year students, achieving a score of less than 77% in two or more courses by the end of the first eight weeks of the semester.
2. Immediately upon receiving a course grade of "U" or "NCR" in any course.
3. A semester and/or cumulative GPA of less than 2.80.
4. When directed to repeat a year for academic reasons.

Students are removed from probation when any of the following occur:

1. At the end of the first semester of the first year, provided that they have attained a GPA of 2.80 or more.
2. After one semester, provided they have regained both a semester and cumulative GPA of 2.80.
3. When all "U" or "NCR" grades have been satisfactorily remediated according to the Remediation section of the Catalog (below).
4. When the specified terms of probation for ethical, professional, or personal conduct are met.
5. When students are on probation for a clinical education experience grade of "NCR," they will be removed from probation when they have met the terms of their probation.

Terms of Probation

1. A student on probation may not serve as an officer of any official University club or organization and shall not engage in time-consuming extracurricular activities.
2. A student on probation must meet with their faculty advisor at least twice a month.
3. A student on probation must visit the LEAD office for an Adult Learner's Assessment and obtain a tutor for the necessary areas of study to help ensure program success.

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on “Financial Aid Warning” status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work- Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Remediation

Academic competence is demonstrated through satisfactory performance in coursework, assignments, and practical exams.

Consequences of failure in a Practical Examination:

1. Students must pass all safety requirements on practical examinations in order to progress and must score at least 77% (C+)
2. A student who receives a “U” grade (<77%) in a practical exam or who does not pass the safety requirements must remediate the practical exam to progress in the curriculum.
3. Students may repeat a practical exam only one time.

4. If a student must repeat a practical exam for any reason, the highest grade the student may obtain for that exam is 77% (C+).
5. If a student does not pass the practical exam on the second attempt, it will result in a “U” or “NCR” for the course.

Consequences of failure in a Didactic Course:

1. A student who receives a “U” or “NCR” grade (<77%) in a didactic course must remediate the course successfully to progress in the curriculum.
2. Remediation may be recommended by the faculty and the PD for those students who demonstrate the ability to successfully remediate. Remediation is a privilege. Remediation is at the discretion of the course instructor and is to be regarded as a privilege, which must be earned by a student through an active participation in the educational program as demonstrated by regular attendance, individual initiative, professional behaviors, and utilization of resources available to the student.
3. If granted the privilege of remediation the student will be required to remediate or retake the course.
4. A student must pass the remediation examination and all other required assignments in order to pass the course. The highest grade a student can receive through the remediation process is a “77% or C+” (passing grade).
5. If a student repeats a course the next time the course is offered in the DPT curriculum, the student will have the new grade for the course recorded in the semester in which it was repeated. Both grades will remain on the student’s transcript; however, only the grade achieved for the most recent repeat of the course will be included in the student’s GPA.
6. A grade of “U” or “NCR” in a didactic course or a Practical Applications Lab course will prevent participation in a clinical experience until the course is successfully remediated and requires that the Director of Clinical Education (DCE) determine an appropriate clinical placement.
7. As in all cases in which remediation of a course is required, this requirement may extend the length of the program beyond 36 months. Students will be charged full tuition for repeated coursework.
8. Failure to earn a grade of “C+” when remediation of a course is attempted will render the student subject to dismissal from the program and follow due process procedure outlined in the University Catalog.

Consequences of failure in Clinical Education Experience Course (PT8891, PT8892, PT8893):

1. A student who is unsuccessful on a clinical experience will receive a grade of “NCR” for that experience.

2. If at any time, a CI or SCCE/CCCE request that the student not continue at the site because of performance or professional issue, the DCE and ADCE will immediately investigate the situation and determine an appropriate course of action based on the clinical education manual.
3. Students receiving a “NCR” grade for a clinical experience course may have to repeat the number of hours that were deemed unsatisfactory or incomplete, which could include the full clinical rotation. The clinical education team, with consultation of the faculty and administration, will make the final decision.
4. Students may not be allowed to restart the clinical experience until the DCE/ADCE has determined if the student must remediate any specific physical therapy competencies, whether through an Independent Study course or the use of Standardized Patient experience.
5. Remediation will delay the student’s progress to graduation and extend the program completion date. Additional tuition may be charged for remediation of physical therapy competencies that require enrollment in an Independent Study course and/or the use of a Standardized Patient Experience. Students who must repeat a clinical experience course will be charged full tuition for the repeated course.
6. The location, length and type of clinical experience that will be used to substitute for the remediation clinical experience will be determined by the DCE/ADCE in consultation with the core faculty, faculty advisor and Program Chair. Assignment dates and location will be based on availability of sites.
7. Students that are provided an opportunity to repeat a failed clinical experience may be required to complete weekly check-in assignments with the DCE for the length of the experience.
8. The student will be referred to the Student Progress Committee by the faculty with recommendations, and that committee will review the recommendations.
9. Once the committee meets, these findings will be forwarded to the Program Chair and or the CHS Dean, following the University guidelines outlined in the catalog. Recommendations may include enrollment in the remediation independent study course, starting the program over, returning the following year to progress with a different cohort, or dismissal from the program.
10. The student will be permitted to continue didactic work with their cohort the semester following the unsuccessful clinical experience.

11. During the next regularly scheduled clinical experience, the student will register for the same clinical experience that was previously failed. Course syllabus and requirements will remain the same. The student will be financially responsible for repeating the course.
12. If successful, the student will continue to progress with their cohort and will continue to take clinical education courses sequentially. The final clinical experience will occur following the completion of didactic work in the summer of the final (3rd) year of the program.
13. If the student receives 2 “NCR” grades in any 2 clinical experiences, the student will be subject to dismissal from the PT program and follow due process procedure outlined in the University Catalog.

Trimester/ Cumulative GPA

1. It is the responsibility of each student to keep track of their GPA. Students must attain a GPA of 2.80 in each trimester and maintain a cumulative GPA of 2.80. The cumulative GPA will be calculated at the end of each trimester.
2. It is the responsibility of a student whose trimester or cumulative GPA falls below 2.80 to meet with their faculty advisor and the Assistant Dean of Student Affairs.
3. If the trimester or cumulative GPA falls below 2.80, a student will be placed on academic probation immediately for the following trimester. If a student has two didactic semesters in the academic year with a GPA of less than 2.80, they may be required to repeat the entire academic year regardless of their cumulative GPA.

Violations that Lead to Dismissal or Suspension

A student will be subject to either dismissal or suspension from the program for any of the following violations:

1. A grade of “U” or “NCR” in two (2) different required courses (didactic or clinical) throughout the 3-year program.
2. A second grade of “U” or “NCR” in the same required course (didactic or clinical) whether earned by repeating the course or by failed course remediation.
3. A trimester and/or cumulative GPA less than 2.80 AND at least two (2) grades of “U” or “NCR”

within the same trimester.

4. A trimester and/or cumulative GPA less than 2.80 for two or more trimesters.
5. A cumulative GPA of less than 2.80 at the end of the academic year.
6. Failure to maintain University Standards of Academic Integrity, Professionalism, and Student Conduct set forth in the University Catalog and CHS catalog.
7. Violation of the terms of probation, whether academic or professional.

Academic Dismissal Versus Suspension

All DPTE faculty are involved in the decision of whether to recommend *suspending* or *dismissing* a student who has violated any of the above standards. Factors that would influence the faculty toward the more lenient action of suspension include (but are not limited to) the following:

1. Pattern of seeking aid from the LEAD office and tutors.
2. Pattern of initiating meetings with their faculty mentor and the instructors of the courses in which they are struggling.
3. Demonstration of a good faith effort to improve their study habits and commit extra time to their studies.
4. Extenuating circumstances that impede academic success beyond the normal challenges a student faces in the program.

Note that the severity of the violation(s) will be taken into account when deciding which action to recommend. For example, cheating on an exam would be considered a severe violation of academic integrity.

Suspension due to inadequate GPA or course failure is considered academic suspension. Students on academic suspension for failing a course cannot enroll until the next time the course is offered. Throughout the time the student is suspended, they are also on academic probation until all coursework has been satisfactorily remediated/repeated. A student may not receive financial aid during their suspension.

Semester/ Cumulative GPA

1. Students must attain a semester GPA of 2.80 and maintain a cumulative GPA of 2.80. The semester and cumulative GPA will be calculated at the end of each semester.
2. A student whose semester or cumulative GPA falls below 2.80 must meet with their faculty advisor and the Assistant Dean of Student Affairs.

3. If the semester or cumulative GPA falls below 2.80, a student will be placed on academic probation immediately for the following semester. If a student has two didactic semesters in the same academic year with a GPA of less than 2.80 and a cumulative GPA at or greater than 2.80, they may be required to repeat the entire academic year.

Academic Suspension

Students who are deemed unable to continue in the curriculum due to inadequate performance and are required to repeat a given academic year or portion thereof will be placed on academic suspension through such time as they can resume their studies by starting the courses the student is required to repeat. Throughout the time the student is academically suspended, they are also on academic probation, and remains on academic probation until all coursework has been satisfactorily remediated/repeated. A student may not receive financial aid during any time of suspension.

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies, as implemented through the procedures outlined in the University Catalog. A student may not receive financial aid during any time of suspension.

Summary Suspension

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, SVP/Provost, or Dean has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal

A student will be subject to dismissal from the program for substandard academic or professional performance as follows:

1. A grade of “U” or “NCR” in two (2) different required courses (didactic or clinical experiences) throughout the 3-year program.
2. A second grade of “U” or “NCR” in the same required course (didactic or clinical experiences) whether earned by repeating the course or because of unsatisfactory performance upon attempted remediation via examination.

3. Attainment of a semester and/or cumulative GPA less than 2.80 and two (2) or more grades of “U” or “NCR” within the same semester.
4. Attainment of a semester and/or cumulative GPA less than 2.80 for two or more consecutive didactic semesters.
5. Failure to attain a cumulative GPA of 2.80 or higher at the end of the academic year.
6. Failure to maintain University Standards of Academic Integrity, Professionalism, and Student Conduct set forth in the University Catalog and CHS catalog.
7. Violation of the terms of probation, whether academic or professional, as stated in a letter at the time the student is placed on probation.

Evaluation and Grading

The DPT (Professional) program's semesters are designed so that students' work toward achievement of competencies is measured by written and practical examinations and by evaluations of clinical performance and professional development. Specific behavioral objectives are defined for each program component to assist the students and the faculty members in evaluating the degree of attainment of the objectives throughout the 36-month curriculum.

Evaluation Methods

Overall student performance is evaluated during each phase using one or a combination of the following methods:

1. **Written examinations:** Written examinations will vary based on the content of the individual course. A combination of multiple choice, matching, true/false, short answer, essay, and patient problem-solving questions are used.
2. **Practical or Laboratory Examinations:** In selected courses, students will be observed performing components of physical therapy practice activities on lab exams. They also may be asked to "problem solve" based on a patient database, and in some cases, students will be videotaped for evaluation and/or self-evaluation. Audio-visual media may also be used in examinations.
3. **Student Presentations:** Students may be asked to orally present individual or group projects, patient cases, research papers, etc. These oral presentations may or may not be accompanied by a written report.
4. **Written reports:** At various times, students will be evaluated on written reports of assigned or selected topics, special projects, patient care documentation, evaluations, treatment plans, and home programs.
5. **Professional Development Assessments:** Assessments of each student's academic, professional, and interpersonal growth and development are shared with them on an individual basis periodically during each phase of training.
6. **Clinical Evaluations:** Supervising Clinical Instructors (CI's) are asked to assess the student's level of attainment of competencies related to selected parameters within the domains of knowledge, skills, and attitudes; and to evaluate the student's overall performance while on clinical education experiences. The Clinical Performance Instrument (CPI), which incorporates physical therapist clinical performance criteria, is one of the clinical evaluations utilized. Students are responsible for completing the requirements for use of the PT CPI Web prior to starting a clinical experience and ensuring that the PT CPI is completed, and all supporting documents are returned to the DCE and or the ADCE after each clinical experience. CI's or Site Coordinators of Clinical Education (SCCE's) are encouraged to discuss the student's performance and progress throughout the clinical assignment and to discuss the final evaluation prior to completion of the experience. The CI will indicate whether the clinical experience was successful or unsuccessful in accordance with designated clinical objectives. While the CI may recommend success or failure of the clinical experience, the DCE and or ADCE determines and administers the actual course grade.

Professional Performance

Ability-Based Assessment

The faculty supports the concept of development of professional behaviors throughout the program. The behaviors that have been identified include: (1) commitment to learning; (2) interpersonal skills; (3) communication skills; (4) effective use of time; (5) use of constructive feedback; (6) problem solving; (7) professionalism; (8) responsibility; (9) critical thinking; and (10) stress management.

Professional behavior is vital to the success of each student, the WesternU Oregon Doctor of Physical Therapy program, and the physical therapy profession. The process of becoming an effective physical therapist involves attaining competency in professional knowledge, skill, and behavior. Thus, the ten Generic Abilities that exemplify the professional behaviors valued by the physical therapy profession will be used as a guide throughout this program. To facilitate development of competency in the Generic Abilities, the faculty will provide the students opportunities to practice them and provide formal and informal feedback throughout the program. The student will be responsible for ongoing self-assessment and for seeking feedback from faculty, clinical instructors, and fellow students.

Students' progress through the program is based upon successful completion of expected competencies and demonstration of expected professional behavior and attitudes. At the completion of each semester/year of the program, before the student is allowed to progress to the next semester/year, the student's record of achievement is reviewed by the faculty. The quality of professional behavior expected of WesternU Oregon DPT graduates is exemplified by the Generic Abilities and the three levels of associated behavioral criteria. Satisfactory progress is demonstrated by exhibiting beginning-level criteria by the end of the first year, developing-level criteria by the end of the second year, and entry-level criteria by the end of the final clinical internship.

The faculty determine if the student has demonstrated the knowledge, skills, and attitudes necessary to be eligible for progress for the next semester/year. In special instances, the faculty may be convened at other than scheduled times to consider cases of unusual circumstances, such as probation or dismissal.

Grading Scale

Final course grades are given based upon the traditional 4-point letter system, as follows:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
A	93-100%	4.00
A-	90-92%	3.70
B+	87-89%	3.30
B	83-86%	3.00
B-	80-82%	2.70
C+	77-79%	2.30
U	Less than 77%	0.00
CR	Credit	N/A
NCR	No Credit	N/A

* A "C+" grade in and of itself is a passing grade. If the number of "C+'s" totals an amount to bring the student's GPA to below 2.80, then the performance, based on professional expectations, is considered unsatisfactory.

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A
WPC	Waived for Prior Credit	N/A

Grade Reports

Final course grades are issued at the completion of each semester and will be available on the Student Portal. Due to the nature of the curriculum, semester completion dates may not coincide with traditional grading periods. In some courses when final grades are not available at grade reporting time, a grade of "M" (Missing) is submitted to the Registrar in lieu of the course grade. "M" grades are entered on the grade reports and are converted to student achieved grades at the earliest possible opportunity. An up-to-date summary of student performance is maintained in the Department Office and is available to each student for review.

Grade Appeals Process

Review of Examinations

Examinations are graded within two (2) weeks of completion unless otherwise notified by the class instructor.

Student performance in clinical education courses is monitored by the Director of Clinical Education (DCE) and the Assistant Director of Clinical Education (ADCE). Students whose performance in any portion of the curriculum is determined to be unsatisfactory are notified of such substandard performance as soon as it can be determined.

Appealing a Course Grade

No course grade will be changed unless the instructor certifies in writing to the Registrar that an error in computing or recording of the grade occurred. If the student believes there is just cause to dispute a grade for a course, the procedure is as follows:

1. Within three (3) business days of the date the course grade is posted, student must make an appointment to talk with the course instructor(s) who issued the grade and submit written request for review. Upon receipt of written request from the student, the course instructor(s) shall review the case and a decision shall be made by the course instructor(s) to affirm or modify the grade. Within five (5) business days of the student's written request, the course instructor shall notify the student in writing of the decision. A copy of the letter shall be sent to the student and the Department Chair.
2. Within three (3) business days following written notification to the student regarding the instructor's decision, the student may appeal the decision in writing to the Department Chair. The written appeal request must be accompanied by a narrative explaining the basis of the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal of the instructor's prior decision. The Department Chair may grant an appeal only if a claim of (1) bias, (2) the appearance of new material and documentable evidence that was not available at the time of the instructor's decision, or (3) procedural error that unfairly affected the decision-making process as substantiated by the Department Chair. Upon written request from the student with a valid appeal rationale, the Department Chair shall review the case and within five (5) working days shall issue a decision in writing to the student, which may affirm, modify, or reverse the previous action. A copy of that decision will be provided to the instructor. The Chair's decision is final in all course grade appeals (didactic and clinical), except when the Chair is also the official instructor of the course in question. In such a case, the student will direct his or her appeal to the Dean or designee of the CHS, following the same guidelines for an appeal to the Department Chair. In addition, in such a case, the decision of the Dean or designee is final.

Audit

An "AU" (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Missing Grades

A grade of 'M' for Missing will be input by the Office of the Registrar if a student's grade is not available by the deadline for grade submission. An 'M' grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. 'M' grades should not be used by the program in place of an Incomplete (I) grade.

Incomplete

A student may be assigned an Incomplete grade ("I") only when a personal situation arises during a semester that prevents him/her from completing the course requirements or clinical experience. A student must remove an Incomplete by fulfilling all course requirements by the end of the following semester. An Incomplete that is not removed by the end of the following semester will become a "U" grade.

In the event that the student receives an “I” in a clinical experience, arrangements to fulfill the requirements will be made by the DCE and or the ADCE in consultation with the student. Arrangements for the Incomplete and its removal must be approved by the course instructor DCE and or ADCE prior to the end of the semester in which the original incomplete grade was assigned. An Incomplete that is not removed by the end of the following semester will become a “NCR” grade.

Credit Hour Calculation

Courses are rated at one credit hour for 15 hours of lecture or 30 hours of laboratory and/or practice sessions. One credit hour will be assigned for every two weeks of a full-time clinical education experience.

Curriculum Organization

WesternU Oregon DPTE Curriculum

Year 1 - DPT 2026 and Later

Year 1, Fall Semester		
Course	Title	Credit Hours
IPE 5000A	Patient Centered Cases IA	0.00
PT 5310	Human Anatomy I	4.00
PT 5320	Clinical Biomechanics and Kinesiology I	4.00
PT 5330	Patient Care and Clinical Skills	3.00
PT 5335	Research Methodology and Critical Appraisal	3.00
PT 5340	Human Physiology and Pathophysiology	4.00
PT 5610	Professional Aspects in Physical Therapy I	1.00
Semester Total:		19.00

Year 1, Spring Semester		
Course	Title	Credit Hours
IPE 5000B	Patient Centered Cases IB	1.00
IPE 5100A	Patient Centered Cases IIA	0.00
PT 5315	Human Anatomy II	4.00
PT 5325	Clinical Biomechanics and Kinesiology II	4.00
PT 5350	Foundations of Physical Therapy Examination	1.00
PT 5355	Cultural, Psychosocial, and Ethical Aspects of Healthcare	3.00
PT 5360	Physiologic Basis of Exercise, Wellness, and Nutrition	2.00
PT 5365	Teaching and Learning Principles	2.00
PT 5370	Introduction to Pharmacology in Physical Therapy	1.00
PT 8710	Practical Applications Lab – Foundational Skills	1.00
Semester Total:		19.00

Year 1, Summer Semester		
Course	Title	Credit Hours
IPE 5100B	Patient Centered Cases IIB	1.00
PT 5415	Neuroscience and Neuroimaging	4.00
PT 5420	Musculoskeletal Imaging	2.00
PT 5425	Clinical Application of Therapeutic Exercise	2.00
PT 5430	Cardiovascular and Pulmonary System: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 5510	Musculoskeletal System I: Examination, Evaluation, and Management in Physical Therapy	4.00
PT 7110	Concepts of Motor Control and Motor Learning	2.00
PT 8721	Practical Applications Lab – Clinical Skills I	1.00
Semester Total:		19.00
Year 1 Total:		57.00

Year 1 – DPTOR 2025 and DPT 2024

Year 1, Fall Semester		
Course	Title	Credit Hours
IPE 5000A	Patient Centered Cases IA	0.00
PT 5310	Human Anatomy I	4.00
PT 5320	Clinical Biomechanics and Kinesiology I	4.00
PT 5330	Patient Care and Clinical Skills	3.00
PT 5335	Research Methodology and Critical Appraisal	3.00
PT 5340	Human Physiology and Pathophysiology	4.00
PT 5610	Professional Aspects in Physical Therapy I	1.00
Semester Total:		19.00

Year 1, Spring Semester		
Course	Title	Credit Hours
IPE 5000B	Patient Centered Cases IB	1.00
IPE 5100A	Patient Centered Cases IIA	0.00
PT 5315	Human Anatomy II	4.00
PT 5325	Clinical Biomechanics and Kinesiology II	4.00
PT 5350	Foundations of Physical Therapy Examination	1.00
PT 5355	Cultural, Psychosocial, and Ethical Aspects of Healthcare	3.00
PT 5360	Physiologic Basis of Exercise, Wellness, and Nutrition	2.00
PT 5365	Teaching and Learning Principles	2.00
PT 5370	Introduction to Pharmacology in Physical Therapy	1.00
PT 8710	Practical Applications Lab – Foundational Skills	1.00
Semester Total:		19.00

Year 1, Summer Semester		
Course	Title	Credit Hours
IPE 5100B	Patient Centered Cases IIB	1.00
PT 5410	Medical Screening in Physical Therapy	3.00
PT 5415	Neuroscience and Neuroimaging	4.00
PT 5420	Musculoskeletal Imaging	2.00
PT 5425	Clinical Application of Therapeutic Exercise	2.00
PT 5430	Cardiovascular and Pulmonary System: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 5510	Musculoskeletal System I: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 8721	Practical Applications Lab – Clinical Skills I	2.00
Semester Total:		20.00
Year 1 Total:		58.00

Year 2 – DPTOR 2026 and Later

Year 2, Fall Semester		
Course	Title	Credit Hours
IPE 6000A	Team Training in Health Care IA	0.00
PT 5515	Musculoskeletal System II: Examination, Evaluation, and Management in Physical Therapy	4.00
PT 5410	Medical Screening in Physical Therapy	3.00
PT 7115	Human Development Across the Lifespan	2.00
PT 7521	Neurological System I: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7525	Professional Development, Clinical Education, and Communication	1.00
PT 7535	Therapeutic and Mechanical Modalities	3.00
PT 8722	Practical Applications Lab – Clinical Skills II	2.00
PT 8810	Clinically Oriented Readiness I	1.00
Semester Total:		19.00

Year 2, Spring Semester		
Course	Title	Credit Hours
IPE 6000B	Team Training in Health Care IB	1.00
IPE 6100A	Team Training in Health Care IIA	0.00
PT 7530	Health Care Considerations for Rural and Underserved Populations	2.00
PT 7540	Evidence Based Practice in Physical Therapy	3.00
PT 8841	Research Project I	1.00
PT 8891	Clinical Education Experience I (10 Weeks)	5.00
Semester Total:		12.00

Year 2, Summer Semester		
Course	Title	Credit Hours
IPE 6100B	Team Training in Health Care IIB	1.00
PT 7522	Neurological System II: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7545	Prosthetic and Orthotic Applications in Physical Therapy	2.00
PT 7550	Pediatric Populations: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7560	Aging Adults: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7565	Management of Complex Conditions in Inpatient Settings	2.00
PT 8723	Practical Applications Lab – Clinical Skills III	2.00
PT 8815	Clinically Oriented Readiness II	1.00
PT 8842	Research Project II	1.00
PT 8951	Professional Development and Reflective Practice I	1.00
Semester Total:		19.00
Year 2 Total:		50.00

Year 2 – DPTOR 2025 and DPT 2024

Year 2, Fall Semester		
Course	Title	Credit Hours
IPE 6000A	Team Training in Health Care IA	0.00
PT 5515	Musculoskeletal System II: Examination, Evaluation, and Management in Physical Therapy	4.00
PT 7110	Concepts of Motor Control and Motor Learning	2.00
PT 7115	Human Development Across the Lifespan	2.00
PT 7521	Neurological System I: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7525	Professional Development, Clinical Education, and Communication	1.00
PT 7535	Therapeutic and Mechanical Modalities	3.00
PT 8722	Practical Applications Lab – Clinical Skills II	2.00
PT 8810	Clinically Oriented Readiness I	1.00
Semester Total:		18.00

Year 2, Spring Semester		
Course	Title	Credit Hours
IPE 6000B	Team Training in Health Care IB	1.00
IPE 6100A	Team Training in Health Care IIA	0.00
PT 7530	Health Care Considerations for Rural and Underserved Populations	2.00
PT 7540	Evidence Based Practice in Physical Therapy	3.00
PT 8841	Research Project I	1.00
PT 8891	Clinical Education Experience I (10 Weeks)	5.00
Semester Total:		12.00

Year 2, Summer Semester		
Course	Title	Credit Hours
IPE 6100B	Team Training in Health Care IIB	1.00
PT 7522	Neurological System II: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7545	Prosthetic and Orthotic Applications in Physical Therapy	2.00
PT 7550	Pediatric Populations: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7560	Aging Adults: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7565	Management of Complex Conditions in Inpatient Settings	2.00
PT 8723	Practical Applications Lab – Clinical Skills III	2.00
PT 8815	Clinically Oriented Readiness II	1.00
PT 8842	Research Project II	1.00
PT 8951	Professional Development and Reflective Practice I	1.00
Semester Total:		19.00
Year 2 Total:		49.00

Year 3

Year 3, Fall Semester		
Course	Title	Credit Hours
PT 8843	Research Project III	2.00
PT 8892	Clinical Education Experience II (12 weeks)	6.00
Semester Total:		8.00

Year 3, Spring Semester		
Course	Title	Credit Hours
PT 5615	Professional Aspects in Physical Therapy II	2.00
PT 8730	Practical Applications Lab – Administration and Leadership	2.00
PT 8740	Principles of Administration, Business Management, and Leadership	3.00
PT 8745	Differential Diagnosis and Management of Complex Conditions in Outpatient Settings	3.00
PT 8750	Community Service and Outreach	2.00
PT 8755	Integumentary System and Wound Care: Examination, Evaluation, and Management in Physical Therapy	2.00
PT 8760	Selected Topics	2.00
PT 8844	Research Project IV	1.00
PT 8952	Professional Development and Reflective Practice II	1.00
Semester Total:		18.00

Year 3, Summer Semester		
Course	Title	Credit Hours
PT 8953	Professional Development and Reflective Practice III	1.00
PT 8893	Clinical Education Experience III	6.00
Semester Total:		7.00
Year 3 Total:		33.00

Additional Course(s)

Students who have not met a minimal level of proficiency in the clinical education experience may be required to enroll in an independent study to fulfill course remediation requirements prior to assignment to a repeated clinical experience.

Course Descriptions

All courses are awarded letter grades, except when indicated otherwise. Prerequisite course requirements refer to the successful completion of a designated course(s) or approval/permission of the individual course instructor prior to enrollment. A student is required to petition the faculty in writing if they wish to be considered for advancement without successfully meeting the course prerequisite(s). The faculty may waive compliance of successful completion of a course prerequisite in order to progress to the next required course(s). The Department Chair/designee will provide the student with written approval or denial of the requested waiver within two working days of receipt of the petition. The student may remain in class or on a clinical education experience pending notice of the outcome from the Department Chair/designee.

IPE 5000A Patient Centered Cases – An Interprofessional Approach IA (0.0 credit hours, CR/NCR) Prerequisite: Acceptance to the Program. This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. Success in this course is a graduation requirement for all health professional programs.

IPE 5000B Patient Centered Cases – An Interprofessional Approach IB (1.0 credit hour, CR/NCR)
Continuation of IPE 5000A.

IPE 5100A Patient Centered Cases – An Interprofessional Approach IIA (0.0 credit hours, CR/NCR)
Prerequisite: Successful completion of Patient Centered Cases-An Interprofessional Approach IA and IB. This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

IPE 5100B Patient Centered Cases – An Interprofessional Approach IIB (1.0 credit hour, CR/NCR)
Continuation of IPE 5100A.

IPE 6000A Team Training in Health Care IA (0.0 credit hour, CR/NCR)
Prerequisite: Successful completion of Patient Centered Cases IA, IB, IIA & IIB. IPE 6000 will continue to build upon the knowledge from the IPE 5000 series but will expand upon that knowledge and require the student to learn and apply advanced tools and strategies that are crucial to develop a collaborative healthcare team. The majority of the course is independent study with students engaging in a large-scale tabletop activity where they apply team tools necessary to solve a healthcare dilemma.

IPE 6000B Team Training in Health Care IB (1.0 credit hours, CR/NCR)
Continuation of IPE 6000A.

IPE 6100A Team Training in Health Care IIA (0.0 credit hours, CR/NCR)

Prerequisite: Successful completion of Patient Centered Cases IA, IB, IIA & IIB, and Team Training in Health Care IA and IB. This course is a continuation of IPE 6000.

IPE 6100B Team Training in Health Care IIB (1.0 credit hour, CR/NCR)

Continuation of IPE 6100A.

PT 5310 Human Anatomy I (4.0 credit hours)

The course is the first of a two-course series covering normal human anatomy with clinical integration. This course includes surface palpation and cadaver dissection of the upper extremities, thorax, and abdomen with emphasis on neurological, musculoskeletal, and visceral systems. Didactic and Laboratory. Prerequisite: Acceptance to the program.

PT 5315 Human Anatomy II (4.0 credit hours)

The course is the second of a two-course series covering normal human anatomy with clinical integration. The course includes surface palpation and cadaver dissection of the spine, pelvis, head and neck, and lower extremities with emphasis on neurological, musculoskeletal, and visceral systems. Didactic and Laboratory. Prerequisite: Successful completion of Human Anatomy I.

PT 5320 Clinical Biomechanics and Kinesiology I (4.0 credit hours)

The course is the first of two courses in clinical biomechanics and kinesiology. It offers an introduction to theoretical principles and clinical applications of postural and movement assessments, including muscle testing and joint motion. Emphasis is on normal function of the axial skeleton and upper extremity joints and muscles, especially the shoulder, elbow, forearm, wrist, hand, and temporomandibular joints. Properties of bone and muscle and principles of joint function and biomechanics (static and dynamic) as they apply to physical therapy clinical practice are discussed, including postural and joint motion assessment, palpation, range of motion, manual muscle testing, and goniometry. Abnormal movement is introduced in the context of clinical relevance. Didactic and Laboratory. Prerequisites: Acceptance into the program.

PT 5325 Clinical Biomechanics and Kinesiology II (4.0 credit hours)

The course is a continuation of Clinical Biomechanics and Kinesiology II. Theoretical principles and clinical applications of postural and movement assessments, muscle testing, and joint motion is further developed and applied to the axial skeleton and lower extremity, especially hip, knee, ankle, and foot joints. This course continues to explore the principles of tissue mechanics, joint function, and biomechanics (static and dynamic) as applied to physical therapy clinical practice, including postural and joint motion assessment, palpation, range of motion, manual muscle testing, and goniometry. Gait mechanics and assessment are also introduced. Didactic and Laboratory. Prerequisites: Successful completion of Clinical Biomechanics and Kinesiology I.

PT 5330 Patient Care and Clinical Skills (3.0 credit hours)

The course introduces students to basic patient/client handling skills. Topics include guidelines for correct body mechanics, techniques for patient/client positioning and bed mobility, techniques for transfers and gait training, and an introduction to common physical therapy equipment. Students apply medical terminology and basic decision-making skills across a variety of patient/client populations while demonstrating appropriate

professional behaviors and communication skills. Didactic and Laboratory. Prerequisite: Acceptance to program.

PT 5335 Research Methodology and Critical Appraisal (3.0 credit hours)

The course prepares students to identify, evaluate, and utilize professional literature to support physical therapy practice through the assessment of research design and methodology (quantitative, qualitative, and epidemiologic), ethical issues related to research, validity and reliability of measures, sampling methods, and appropriate statistical analysis for various types of research. Didactic. Prerequisite: Acceptance to program.

PT 5340 Human Physiology and Pathophysiology (4.0 credit hours)

The course explores the functional and clinical characteristics of human physiology. Principles of emphasis include the structural basis of function, normal physiology, and pathophysiology of common and significant disease processes encountered by physical therapists. Didactic and Laboratory. Prerequisite: Acceptance to program.

PT 5350 Foundations of Physical Therapy Examination (1.0 credit hours)

The course introduces foundational principles of physical therapy examination including systems review, documentation, and patient/client communication in a culturally sensitive manner. Didactic and Laboratory. Prerequisite: Successful completion of Patient Care and Clinical Skills.

PT 5355 Cultural, Psychosocial, and Ethical Aspects of Health Care (3.0 credit hours)

The course analyzes the impact of psychological, social, and cultural factors and ethical issues that affect interactions of physical therapists with patients/clients. An emphasis is placed on recognition of psychiatric disorders in physical therapy examination and intervention, social determinants of health, cultural humility in professional behavior and patient/client care, effective communication strategies, patient/client emotional reaction to illness/trauma, and self-awareness as well as awareness of others with respect to cultural differences. Didactic. Prerequisite: Successful completion of Professional Aspects in Physical Therapy and Patient Care and Clinical Skills.

PT 5360 Physiological Basis of Exercise, Wellness, and Nutrition (2.0 credit hours)

The course emphasizes the physiological basis of therapeutic exercise. Learners are introduced to nutrition and general wellness principles as they relate to patient/client self-care. Students apply exercise science concepts, such as exercise physiology and bioenergetics, to develop safe and effective treatment plans for patients/clients across the lifespan. Didactic and Laboratory. Prerequisite: Successful completion of Human Anatomy I, Clinical Biomechanics and Kinesiology I, and Patient Care and Clinical Skills.

PT 5365 Teaching and Learning Principles (2.0 credit hours)

Communication and teaching-learning theory applied to clinical practice. This course is an introduction to the seven principles of the effective teaching that involves the alignment of three major components of instruction including learning objectives, assessments, and instructional activities. The learning process includes teaching techniques for being a Clinical Instructor and a member of an interdisciplinary team. Students deliver clinical and professional presentations, complete rubrics and an educational brochure that supports age-appropriate methodologies. Students complete individual assessments that supports teaching roles that supports learning goals. Didactic. Prerequisite: Successful completion of Professional Aspects in Physical Therapy.

PT 5370 Introduction to Pharmacology in Physical Therapy (1.0 credit hour)

The course introduces the basic principles of pharmacodynamics and the clinical implications of drug use. Students learn how to screen for drug toxicity, recognize adverse responses to new or long-term intake of medications, and identify the indications, precautions, and contraindications of common drugs used for different conditions and pain states. Learners study how to modify a patient/client's plan of care based on current medications, identify signs and symptoms indicating an adverse response to mono- and polypharmacy, and determine the appropriate intervention if an adverse response is observed. Didactic. Prerequisite: Successful completion of Human Physiology and Pathophysiology and Patient Care and Clinical Skills.

PT 5410 Medical Screening in Physical Therapy (3.0 credit hours)

The course explores common medical conditions, along with their epidemiology, etiology, clinical manifestations, and medical management. It discusses issues related to physical therapy screening, examination, and interventions, as well as indications for further diagnostic testing and referral to other medical providers. Topics covered include hematology and lab values, skin conditions, multi-system involvement, and key pulmonary and cardiovascular disorders. Differential diagnosis is discussed in the context of medical screening for referral. Didactic and Laboratory. Prerequisite: Successful completion of Foundations of Patient Examination, Introduction to Pharmacology in Physical Therapy, and Practical Applications Lab – Foundational Skills.

PT 5415 Neuroscience and Neuroimaging (4.0 credit hours)

The course explores the anatomical and physiological structure and function of the normal and injured central, peripheral, and autonomic nervous systems. Students develop sufficient knowledge of neurophysiological principles to comprehend nervous system function and alterations resulting from damage. Three-dimensional relationships and functional connectivity are examined in detail with the goal of developing the ability to diagnose lesions of the central nervous system based on presenting deficits and neuroimaging. Didactic and Laboratory. Prerequisite: Successful completion of Human Anatomy II, Clinical Biomechanics and Kinesiology II, Foundations of Patient Examination, Introduction to Pharmacology in Physical Therapy, and Practical Applications Lab – Foundational Skills.

PT 5420 Musculoskeletal Imaging (2.0 credit hours)

The course discusses the principles of diagnostic imaging, including indications and limitations of each imaging technique. Students recognize indications for different diagnostic imaging methods and interpret images to enhance clinical reasoning for differential diagnosis, development of treatment plans, and referral to other health care providers. Didactic. Prerequisite: Successful completion of Foundations of Patient Examination and Practical Applications Lab – Foundational Skills.

PT 5425 Clinical Application of Therapeutic Exercise (2.0 credit hours)

The course explores the application of therapeutic exercise in clinical practice using evidence-based principles of strength and conditioning, tissue loading, and exercise dosing. Students develop and analyze therapeutic exercise routines for a wide range of populations. Didactic and Laboratory. Prerequisite: Successful completion of Physiological Basis of Exercise, Wellness, and Nutrition and Practical Applications Lab – Foundational Skills.

PT 5430 Cardiovascular and Pulmonary System: Evaluation, Evaluation, and Management in Physical Therapy (3.0 credit hours)

The course prepares students to examine, evaluate, and provide interventions for diseases of the cardiovascular and pulmonary systems. Topics include common etiology, pathology, and clinical manifestations of disease. This course discusses pharmacodynamics and implications for physical therapists. Didactic and Laboratory. Prerequisite: Successful completion of Foundations of Patient Examination and Practical Applications Lab – Foundational Skills.

PT 5510 Musculoskeletal System I: Evaluation, Evaluation, and Management in Physical Therapy (4.0 credit hours)

The course is the first in a two-course series that prepares students to examine, evaluate, and provide interventions for conditions of the musculoskeletal system, with an emphasis on the lumbopelvic region and lower extremity. Introduction of applicable pharmacologic principles appropriate for this population is included. Didactic and Laboratory. Prerequisite: Successful completion of Foundations of Patient Examination, Physiologic Basis of Exercise, Wellness, and Nutrition, and Practical Applications Lab – Foundational Skills.

PT 5515 Musculoskeletal System II: Evaluation, Evaluation, and Management in Physical Therapy (4.0 credit hours)

The course is the second in a two-course series that prepares students to examine, evaluate, and provide interventions for conditions of the musculoskeletal system, with an emphasis on the cervicothoracic region and upper extremity. Introduction of applicable pharmacologic principles appropriate for this population is included. Didactic and Laboratory. Prerequisite: Successful completion of Musculoskeletal System I: Evaluation, Evaluation, and Management in Physical Therapy I and Practical Applications Lab – Foundational Skills.

PT 5610 Professional Aspects in Physical Therapy I (1.0 credit hours)

The course is the first of a two-course series emphasizing professional and practice issues in physical therapy. The course introduces the history of the physical therapy profession. Topics include the Practice Act for both Physical Therapists and Physical Therapist Assistants, professional behaviors of a physical therapist, and documentation methodology. Didactic. Prerequisite: Acceptance to the program.

PT 5615 Professional Aspects in Physical Therapy II (2.0 credit hours)

The course is the second of a two-course series emphasizing professional and practice issues in physical therapy. The course covers a broad perspective of world, national, and state healthcare issues while also introducing students to professional aspects of physical therapy, such as advocacy, networking, and opportunities for growth/development. Didactic. Prerequisite: Successful completion of Professional Aspects in Physical Therapy I.

PT 7110 Concepts of Motor Control and Motor Learning (2.0 credit hours)

The course is an introduction to the theories, relevant anatomical structures, and processes of motor control and motor learning. Didactic and Laboratory. Prerequisite: Successful completion of Neuroscience and Neuroimaging and Practical Applications Lab – Clinical Skills I.

PT 7115 Human Development Across the Lifespan (2.0 credit hours)

The course describes the typical developmental process across the lifespan with an emphasis on human motor performance. Topics include changes across body systems. Didactic and Laboratory. Prerequisites: Successful completion of Neuroscience and Neuroimaging, and Practical Applications Lab – Clinical Skills I.

PT 7521 Neurological System I: Evaluation, Evaluation, and Management in Physical Therapy (3.0 credit hours)

The course is the first in a two-course series that prepares students to examine, evaluate, and provide interventions for individuals with neurological disorders. There is an emphasis on common neurological disorders in the adult population including cerebrovascular accident, cerebellar dysfunction, Parkinson's Disease, traumatic brain injury, concussion, and vestibular disorders. Introduction of applicable pharmacologic principles appropriate for these populations is ~~included~~. Didactic and Laboratory. Prerequisite: Successful completion of Patient Care and Clinical Skills, Foundations of Patient Examination, Neuroscience and Neuroimaging, and Practical Applications Lab – Clinical Skills I.

PT 7522 Neurological System II: Evaluation, Evaluation, and Management in Physical Therapy (3.0 credit hours)

The course is the second in a two-course series that prepares students to examine, evaluate, and provide interventions for individuals with neurological disorders. The course builds on PT 7521 with an emphasis on spinal cord injury, Amyotrophic Lateral Sclerosis, Huntington's Disease, Myasthenia Gravis, Post-polio syndrome, Guillain-Barre syndrome, Bell's Palsy, CNS tumors, and functional neurological disorder. Introduction of applicable pharmacologic principles appropriate for these populations is included. Didactic and Laboratory. Prerequisite: Successful completion of Neurological System I: Evaluation, Evaluation, and Management in Physical Therapy, and Practical Applications Lab – Clinical Skills II.

PT 7525 Professional Development, Clinical Education, and Communication (1.0 credit hour)

The course is designed to prepare students for their first clinical education experience. Students learn about various methods of clinical self-evaluation. Topics discussed include clinical education policies and procedures, the Clinical Education Manual, and the Clinical Performance Instrument (CPI). Students learn about professional behaviors in the clinic and strategies to communicate with patients/clients and with supervisors. Didactic. Prerequisites: Successful completion of Musculoskeletal System I: Evaluation, Evaluation, and Management in Physical Therapy, Clinical Application of Therapeutic Exercise, and Practical Applications Lab – Clinical Skills I.

PT 7530 Health Care Considerations for Rural and Underserved Populations (2.0 credit hours)

The course expands on the foundational concepts introduced in previous courses on healthcare barriers and special considerations for a physical therapist treating vulnerable populations and/or patients/clients who live in rural or underserved communities. Topics include access to medical care, medical screening, and intervention concerns in vulnerable and underserved populations, such as migrant workers, LGBTQ+ individuals and minority populations. Learners implement strategies in their clinical practice to successfully treat patients/clients of a rural or underserved community or within a vulnerable population. Didactic. Prerequisites: Successful completion of Musculoskeletal System I: Evaluation, Evaluation, and Management

in Physical Therapy, Clinical Application of Therapeutic Exercise, and Practical Applications Lab – Clinical Skills I.

PT 7535 Therapeutic and Mechanical Modalities (3.0 credit hours)

The course prepares students on safety principles and application of physical agents, electrotherapeutic modalities, and mechanical modalities. Learners develop clinical reasoning to appropriately incorporate these modalities into the patient/client's plan of care. Using a pain science approach, the skills acquired enable the learner to evaluate, select, and safely perform evidence-based therapeutic and mechanical modalities on patients/clients across pain states. Didactic and Laboratory. Prerequisite: Successful completion of Musculoskeletal System I: Evaluation, Evaluation, and Management in Physical Therapy, Clinical Application of Therapeutic Exercise, and Practical Applications Lab – Clinical Skills I.

PT 7540 Evidence Based Practice in Physical Therapy (3.0 credit hours)

The course provides students with an opportunity to apply principles and concepts from research methodology in the critical analysis of clinical literature. Emphasis is placed on the practical application of research principles and the scientific process as utilized by an evidence-based practitioner. Didactic. Prerequisite: Successful completion of Research Methodology and Critical Appraisal.

PT 7545 Prosthetics and Orthotic Applications in Physical Therapy (2.0 credit hours)

The course explores prosthetic and orthotic rehabilitation emphasizing patient/client assessment, appropriate selection of device, and application via pre-prosthesis training and exercise programming. A variety of shoe modifications, upper and lower extremity prostheses and orthoses, and spinal orthoses are described. An overview of interprofessional collaboration with prosthetic and orthotic specialists is also presented with an introduction to newly developing technology in the field. Didactic and Laboratory. Prerequisite: Successful completion of Musculoskeletal System II: Evaluation, Evaluation, and Management in Physical Therapy I, Neurological System I: Evaluation, Evaluation, and Management in Physical Therapy, and Practical Applications Lab – Clinical Skills II.

PT 7550 Pediatric Populations: Evaluation, Evaluation, and Management in Physical Therapy (3.0 credit hours)

The course prepares students to examine, evaluate, and provide interventions for pediatric patients/clients through the lifespan. Topics include common etiology and pathology related to this population and clinical manifestations of disease. This course discusses polypharmacy, including drug interactions, screening for signs of toxicity, and adverse effects. Didactic and Laboratory. Prerequisite: Successful completion of Musculoskeletal System II: Evaluation, Evaluation, and Management in Physical Therapy, Neurological System I: Evaluation, Evaluation, and Management in Physical Therapy I, and Practical Applications Lab – Clinical Skills II.

PT 7560 Aging Adults: Evaluation, Evaluation, and Management in Physical Therapy (3.0 credit hours)

The course prepares students to examine, evaluate, and provide interventions for older adults. Topics include normal aging and clinical manifestations of disease while emphasizing prevention through available resources. This course discusses polypharmacy, including drug interactions, screening for signs of toxicity, and adverse effects. Didactic and Laboratory. Prerequisites: Successful completion of Musculoskeletal System II: Evaluation, Evaluation, and Management in Physical Therapy, Neurological System I: Evaluation, Evaluation, and Management in Physical Therapy, and Practical Applications Lab – Clinical Skills II.

PT 7565 Management of Complex Conditions in Inpatient Settings (2.0 credit hours)

The course prepares students to examine, evaluate, and intervene with patients/clients in the acute care, intensive care units, and skilled nursing facilities who have complex medical conditions and multi- system dysfunction. Didactic and Laboratory. Prerequisite: Successful completion of Musculoskeletal System II: Evaluation, Evaluation, and Management in Physical Therapy, Neurological System I: Evaluation, Evaluation, and Management in Physical Therapy, and Practical Applications Lab – Clinical Skills II.

PT 8698 Group Independent Studies (1.0 - 3.0 credit hours, CR/NCR)

The course allows learners to work in small groups to fulfill competency in a specified area of physical therapy practice. Individualized course content and assignments address the group's needs for topic competency. Prerequisite: Approval of instructor.

PT 8699 Individual Independent Studies (1.0 - 3.0 credit hours, CR/NCR)

The course allows learners to work on individual assignments/projects to obtain required standards in a specified area of the physical therapy curriculum. Individualized course content and assignments address needed competency. Prerequisite: Approval of instructor.

PT 8710 Practical Applications Lab – Foundational Skills (1.0 credit hour, CR/NCR)

The course is the first in a five-course series of authentic clinical care lab experiences that occur on a continuum and take place in the campus pro bono clinic, community settings, or through simulation. Students initiate clinical patient care with faculty supervision and guidance. Clinical skills learned during prior and concurrent courses are applied. Skills assessed may include, but are not limited to, subjective interviewing, vital signs, transfers, postural evaluation, range of motion assessment, goniometry, manual muscle testing, palpation, and documentation. Emphasis is on clinical safety and communication. Additional expectations include compliance with clinic policy and procedures, including, but not limited to, professional dress code, patient privacy regulations, personal protective equipment use, handwashing, and professional conduct. Laboratory. Prerequisite: Successful completion of Patient Care and Clinical Skills and Professional Aspects in Physical Therapy I.

PT 8721 Practical Applications Lab – Clinical Skills I (1.0 credit hours, CR/NCR)

The course is second in the five-course series of authentic clinical care lab experiences that take place in the campus pro bono clinic and in conjunction with clinical partners. Students develop clinical skills through facilitation of patient/client care assessment and treatment by board certified clinical specialist faculty and experienced, licensed, physical therapists. Clinical skills learned during prior and concurrent courses are applied to actual patient/client care with continued supervision and guidance. Skills assessed may include those from the prior Practical Applications Lab, with the addition of gait training, patient/client education (including physiologic basis of exercise, wellness, and nutrition), musculoskeletal and neurologic special tests. Emphasis is on safety, communication, and the development of organizational skills. Expectations from Practical Applications Lab – Foundational Skills apply to this course as well. Laboratory. Prerequisite: Successful completion of Practical Applications Lab – Foundational Skills and Foundations of Patient Examination.

PT 8722 Practical Applications Lab – Clinical Skills II (2.0 credit hours, CR/NCR)

The course is third in the five-course series of authentic clinical care lab experiences that take place in the campus pro bono clinic and in conjunction with clinical partners. Students are expected to demonstrate further developed examination and treatment techniques with supervision of faculty and/or qualified community physical therapists. Clinical skills learned during prior and concurrent courses are applied to actual patient/client cases with appropriate supervision and guidance. Skills assessed may include those from prior Practical Applications Labs with the addition of cardiovascular and pulmonary system evaluation and management, beginning neurologic evaluation and management, and more fully developed techniques for medical screening, differential diagnosis, musculoskeletal evaluation and management, and clinical application of therapeutic exercise. Expectations include those from prior Practical Applications labs, plus independent adherence to safety standards, appropriate and effective communication, awareness of clinical time management, the principles of patient/client-centered care, and appropriate clinical reasoning. Laboratory. Prerequisite: Successful completion of Practical Applications Lab – Clinical Skills I.

PT 8723 Practical Applications Lab – Clinical Skills III (2.0 credit hours, CR/NCR)

The course is fourth in the five-course series of authentic clinical care lab experiences that take place in the campus pro bono clinic and in conjunction with clinical partners. Students are expected to demonstrate further developed examination and treatment techniques with supervision of faculty and/or qualified community physical therapists. Clinical skills learned during prior and concurrent courses are applied to actual patient/client cases with necessary guidance and oversight. Students in this course are expected to demonstrate appropriate examination and treatment skills of a variety of patient/client cases. Expectations continue from prior Practical Applications Labs and progress to include effective organization and time management, alignment of treatments with patient/client goals, and effective clinical reasoning. Laboratory. Prerequisite: Successful completion of Practical Applications Lab – Clinical Skills II.

PT 8730 Practical Applications Lab – Administration and Leadership (2.0 credit hours, CR/NCR)

The course is the final course in the five-course series of authentic clinical care lab experiences that take place in the campus pro bono clinic and in conjunction with clinical partners. Expectations from prior Practical Applications Labs continue and progress to include facilitation of patient/client care sessions with supervision of faculty and/or qualified community physical therapists. Other expectations include taking initiative and assuming leadership roles by mentoring first year students and demonstrating understanding of the nuances of patient/client care and the collaborative roles of clinic administration, staff, and clinicians in providing effective and sustainable patient/client care. Laboratory. Prerequisite: Successful completion of Practical Applications Lab – Clinical Skills III.

PT 8740 Principles of Administration, Business Management, and Leadership (3.0 credit hours)

The course provides comprehensive education on public and private healthcare systems within a physical therapy department. Topics include budget considerations, hiring-interviewing techniques, marketing, and medical-legal issues. The student receives tools to prepare for roles as clinical and administrative leaders in multiple practice settings. Didactic. Prerequisite: Successful completion of Aspects in Physical Therapy I and Principles of Teaching and Learning.

PT 8745 Differential Diagnosis and Management of Complex Conditions in Outpatient Settings (3.0 credit hours)

The course prepares students to perform medical screening and assessment for differential diagnosis and management of patients/clients with complex presentations and/or multi-system conditions in outpatient settings. Management of complex pain states, polypharmacy, trauma or multi-system involvement, and psychosocial considerations will be addressed. Learners integrate clinic data, modify interventions, and make recommendations based on patient/client goals and resources. Interprofessional collaboration and advanced medical screening principles are discussed. Didactic and Laboratory. Prerequisite: Successful completion of Musculoskeletal System II: Evaluation, Evaluation, and Management in Physical Therapy, Neurological System II: Evaluation, Evaluation, and Management in Physical Therapy, and Practical Applications Lab – Clinical Skills III.

PT 8750 Community Service and Outreach (2.0 credit hours, CR/NCR)

The course provides students with the necessary skills to become a contributing member of the clinical team, community, and physical therapy profession. Learners apply the humanistic principles they have learned in previous courses to community service projects outside of the classroom. Prerequisite: Approval of instructor.

PT 8755 Integumentary System and Wound Care: Evaluation, Evaluation, and Management in Physical Therapy (2.0 credit hours)

The course prepares students to examine, evaluate, and provide interventions for pathological conditions of the integumentary system, including interprofessional management, with an emphasis on wound healing and treatment techniques. Pharmacologic interventions for this patient/client population are introduced, including drug actions and screening for signs of toxicity and adverse effects. Didactic and Laboratory. Prerequisite: Successful completion of Musculoskeletal System II: Evaluation, Evaluation, and Management in Physical Therapy, Neurological System II: Evaluation, Evaluation, and Management in Physical Therapy, and Practical Applications Lab – Clinical Skills III.

PT 8760 Selected Topics (2.0 - 4.0 credit hours, CR/NCR)

The course presents selected topics in physical therapy using a workshop format and/or laboratory experience. Didactic and Laboratory. Prerequisite: Approval of instructor.

PT 8810 Clinically Oriented Readiness I (1.0 credit hour)

The course outcome measure assesses student readiness to enter the first clinical education experience. Students work on case-based scenarios culminating in an extensive clinical practical examination where students are evaluated through an integrated clinical practical examination that covers content from Semesters I-IV. Students must pass the Clinically Oriented Readiness Exam (CORE) in order to progress into the first clinical education experience. Didactic and Laboratory. Prerequisites: Successful completion of Musculoskeletal System I: Evaluation, Evaluation, and Management in Physical Therapy, Clinical Application of Therapeutic Exercise, and Practical Applications Lab – Clinical Skills I.

PT 8815 Clinically Oriented Readiness II (1.0 credit hour)

The course outcome measure assesses student readiness to enter the second clinical education experience. Students work on case-based scenarios culminating in an extensive clinical practical examination where students are evaluated through an integrated clinical practical examination that covers content from Semesters I-VI. Students must pass the Clinically Oriented Readiness Exam II (CORE II) in order to progress into the second clinical education experience. Didactic and Laboratory. Prerequisites: Successful completion of Clinical Education Experience I.

PT 8841 Research Project I (1.0 credit hour, CR/NCR)

The course provides the opportunity to select a capstone project in one of three areas: a community service partnership project; a comprehensive case study from a clinical education experience; or an empirical research project. Students are trained and certified on protection and rights for human subject research. The course sets expectations for the final product to contribute to the community, clinical practice, or professional literature at a level consistent with presentation to a professional audience. Didactic. Prerequisite: Successful completion of Research Methodology and Critical Appraisal and Evidence-based Practice in Physical Therapy.

PT 8842 Research Project II (1.0 credit hour, CR/NCR)

The course provides the continued development of the capstone project with creation of an IRB submission and initiation of data collection when the project is approved by the IRB. Didactic and Laboratory. Prerequisite: Successful completion of Research Project I.

PT 8843 Research Project III (2.0 credit hours, CR/NCR)

The course is a continuation of PT 8841 and 8842. The course consists of data collection, data analysis, and initiation of abstract development. Didactic and Laboratory. Prerequisite: Successful completion of Research Project II.

PT 8844 Research Project IV (1.0 credit hour)

The course is a continuation of PT 8841 and 8842 and 8843. The course consists of continued data analysis and completion of a written abstract. Completed projects are presented as a poster or platform presentation. Didactic and Laboratory. Prerequisite: Successful completion of Research Project III.

PT 8891 Clinical Education Experience I (5.0 credit hours, CR/NCR)

The course is the first full-time clinical experience in which the learner works under the direct supervision of a physical therapist serving as a Clinical Instructor for forty hours per week over a ten- week period. Application of all course content in Semesters I-IV will be emphasized including, but not limited to, patient/clients with musculoskeletal, cardiovascular, or neurological impairments. Prerequisite: Successful completion of Clinically Oriented Readiness I.

PT 8892 Clinical Education Experience II (6.0 credit hours, CR/NCR)

The course is the second full-time clinical experience in which the learner works under the direct supervision of a physical therapist serving as a Clinical Instructor for forty hours per week over a twelve- week period. Application of all course content in Semesters I-VI will be emphasized including, but not limited to,

patient/clients with musculoskeletal, cardiovascular, or neurological impairments. Students may spend 6 weeks at two different facilities. Prerequisite: Successful completion of Clinically Oriented Readiness II.

PT 8893 Clinical Education Experience III (6.0 credit hours, CR/NCR)

The course is the final full-time clinical experience in which the learner works under the direct supervision of a physical therapist serving as a Clinical Instructor for forty hours per week over a twelve- week period. Application of all course content in Semesters I-IV will be emphasized including, but not limited to, patient/clients with musculoskeletal, cardiovascular, or neurological impairments. Students who have successfully completed all clinical education requirements in their first two experiences can partake in a wide range of opportunities. Students may spend 6 weeks at two different facilities. Prerequisite: Successful completion of Clinical Education Experience II, Differential Diagnosis and Management of Complex Conditions in Outpatient Settings, and Practical Applications Lab – Administration and Leadership.

PT 8951 Professional Development and Reflective Practice I (1.0 credit hour)

The course is the first of three courses aiming to review and reflect on the students' clinical experiences. Learners explore various professional development strategies and review goals and outcomes from their clinical experience. Students present a difficult or interesting case study. Didactic. Prerequisite: Successful completion of Clinical Education Experience I.

PT 8952 Professional Development and Reflective Practice II (1.0 credit hour)

The course is a continuation of PT 8951 and emphasizes entrance into clinical practice, including resume writing and interview skills. Learners gain information on the licensure process. Students present an interesting or complex case study from their most recent clinical education experience. Didactic. Prerequisite: Successful completion of Clinical Education Experience II.

PT 8953 Professional Development and Reflective Practice III (1.0 credit hour)

The course is a continuation of PT 8952 and occurs after the completion of their terminal clinical experience. Students present a case study for peer review. Students complete a program exit interview and any remaining requirements prior to graduation. Didactic. Prerequisite: Successful completion of Clinical Education Experience III.

Honors and Awards

The following awards are considered for presentation to PT students annually:

Alpha Eta Honor Society

The Dean's Award

President's Society Award

The Founding Chair's Rural Health Scholarship

Margaret Bartlett, DPT Memorial Scholarship

Academic Calendar

Fall 2023	
July 5 – 7, 2023	New Student Orientation
July 10, 2023	Fall Classes Begin
September 4, 2023	Labor Day – No Classes*
October 9, 2023	Indigenous People’s Day – No Classes
October 13, 2023	Fall Classes End (Year 3)
October 20, 2023	Fall Classes End (Year 1 & 2)
Spring 2024	
October 30, 2024	Spring Classes Begin
November 10, 2023	Veterans Day Observed – No Classes
November 22, 2024	Thanksgiving Recess Begins @ 5:00 p.m.*
November 27, 2023	Spring Classes Resume
December 25, 2023	Winter Break Begins
January 8, 2024	Spring Classes Resume
January 15, 2024	Martin Luther King Day – No Classes*
February 19, 2024	President’s Day
February 23, 2024	Spring Classes End (Year 1 & Year 3)
March 8, 2024	Spring Classes End (Year 2)
Summer 2024	
March 4, 2024	Summer Classes Begin (Year 1 & Year 3)
March 18, 2024	Summer Classes Begin (Year 2)
May 24, 2024	Commencement
May 27, 2024	Memorial Day – No Classes*
May 31, 2024	Summer Classes End (Year 3)
June 14, 2024	Summer Classes End (Year 1)
June 19, 2024	Juneteenth – No Classes*
June 28, 2024	Summer Classes End (Year 2)

**Students in clinical rotations observe their preceptors’ hours, which may include working on federal holidays*

Oath for Physical Therapists

As a physical therapist dedicated to providing the highest quality care and services, I solemnly pledge I will:

Respect the rights and dignity of all individuals who seek my services or with whom I work; Act in a compassionate and trustworthy manner in all aspects of my services;

Exercise sound professional judgment while abiding by legal and ethical requirements;

Demonstrate integrity during interactions with colleagues, other health care providers, students, faculty, researchers, the public, and payers for the enhancement of patient care and the advancement of the profession;

Enhance my practice through life-long acquisition and application of knowledge, skills, and professional behavior;

Participate in efforts to meet physical therapy and health care needs of local, national, and global communities.

Thus, with this oath, I accept the duties and responsibilities that embody the physical therapy profession.

Western University of Health Sciences

College of Health Sciences

**Master of Science in Health Sciences (MSHS)
2023/2024 Catalog**

2023/2024 Academic Year

College of Health Sciences

Mission

The mission of the College of Health Sciences parallels the humanistic traditions of Western University of Health Sciences. We are a team of educators, clinicians, and researchers who prepare graduates to improve the health and wellbeing of all populations.

Goals

4. To educate an allied health workforce that helps to meet the healthcare and educational needs of the State of California and the west.
5. To achieve an environment and culture that supports all members of the College.
6. To ensure an environment and culture that empower all persons in the College to maximize their potential as contributing members in the education of students, in research and clinical activities, and in service to the community.

Master of Science in Health Sciences Program

Department of Health Sciences

Accreditation

Western University of Health Sciences is accredited by the Senior College and University Commission of the Western Association of Schools and Colleges (WASC). WASC's statement of accreditation status can be found at <http://www.wascsenior.org/institutions/western-university-health-sciences>. You may contact WASC at 985 Atlantic Avenue, Suite 100, Alameda, CA 94501. Phone: (310) 748-9001, Fax: (310) 748-9797, E-mail: wascsr@wascsenior.org. WASC is a non-profit organization that evaluates the quality and educational effectiveness of schools, colleges, and universities. WASC is one of six regional accreditation agencies in the Credit United States. While it is not officially regulated by the government, it is regularly reviewed by the US Department of Education and the Council for Higher Education Accreditation.

Complaints Regarding WASC Accreditation Standards

Western University of Health Sciences is committed to meeting and exceeding the standards for accreditation of colleges and universities as described by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). It is the policy of Western University of Health Sciences that a student, employee, or other constituent of the University that believes that the University may not be in compliance with the standards of accreditation has a right to file a complaint can view the complaint submission process at: <http://www.wascsenior.org/comments>.

General Information

Mission Statement

The Department of Health Sciences supports the University's mission by preparing graduates for leadership positions in community health education and health profession education. We empower our students to promote wellness, identify needs, and develop and evaluate resources to encourage communities to make healthy decisions. We foster collaborations in health, education, research, and service.

Vision

The Department of Health Sciences seeks to be leaders in community health education, research, and evaluation. Graduates will be empowered to provide the best quality health care services to their communities.

About the Program

Offered completely online, the Department of Health Sciences at WesternU prepares graduates for leadership roles in Health Professions Education and Community Health Education. Emphasis is placed on applied leadership, the examination of organizational dynamics, the executive skills necessary to meet the needs of health education teams in formal and community settings, and focuses on competence in the following four domains:

- Basic statistical analysis and research methodologies
- Didactic curriculum design, implementation, and evaluation
- Clinical and community-based program design
- Executive skills for health profession education leaders

Final Year Teach-Out

Effective Spring 2023, the Master of Science in Health Sciences Program will close and no longer accept new student cohorts. With this closure, WesternU is committed to ensuring that the final MSHS year will occur with minimal disruption to its students. Consequently, the final year of the MSHS program will consist of the same coursework as described in the previous catalog and incorporated herein.

Roles of Graduates

Community Health Education (CHE) is the public health profession that practices the art of science of affecting health and wellness behavior at the community level. Health education is a process that enables individuals, families, groups, organizations, and communities to play active roles in achieving and sustaining health.

Health Profession Education (HPE) is the field of expertise applied to the education of health care providers. Centered in the principles of adult learning theory and lifelong learning, health professions education forms the basis for creating, implementing, and evaluating every aspect of health professions curricula.

Goals of the Department of Health Sciences

The Department of Health Sciences provides students with the necessary background and skills in theory and practical application in both clinical and non-clinical settings. In fulfillment of the mission of the University, the Department's goals are to educate students and graduates who:

1. Develop, implement, and evaluate evidence-based educational programs.
2. Create, implement, and analyze valid research projects in Health Professions Education and Community Health Education, contribute scholarly research to the health sciences and health care professions, and participate as team members with academic health care specialists to further the advancement of health sciences.
3. Create, implement, and evaluate educational and information materials for a variety of health care professionals and consumers; implement appropriate changes to enhance the access and quality of didactic or community-based programs.
4. Demonstrate proficiency in oral and written communications of Health Professions Education and Community Health Education concepts and principles.
5. Demonstrate ethical values, humanism, caring, and compassion in the Health Professions Education and Community Health Education professions.

Basic Competencies (Outcomes)

The Department of Health Sciences offers opportunities for students to pursue a Master of Science in Health Sciences degree specializing in Health Professions Education and Community Health Education. Additional emphasis is placed on the acquisition of executive skills and leadership for advancement in the health professions. Course delivery is accomplished within an integrated context of theory and practice that meets the academic requirements for a graduate degree in Health Sciences. The broad interest of the faculty provides opportunities to bridge various health care disciplines and education, depending on the unique interests of the student. Coursework is formulated and designed to promote knowledge, values, and skills essential for competence in the following four domains:

1. **Basic statistical analysis and research methodologies:**
 - a. Students engage in the application of statistics for interpreting statistics and scholarly literature. The information extrapolated is intended to prepare the learner to assess and utilize scientific literature accurately and appropriately. Research methodologies are employed with an emphasis on conducting program evaluation.

2. **Didactic curriculum design, implementation, and evaluation:**
 - a. Students examine teaching and learning theories and apply them to the development of educational interventions in the traditional health professions classroom environment. Test construction, student-learning evaluation, applied teaching strategies for cultural competences, and the use of educational modalities and instructional technology are one of the major components of this aspect of the curriculum.

3. **Clinical and community-based program design, implementation, and evaluation:**
 - a. Students engage in the development, implementation, and evaluation of health education interventions and programs in clinical and non-traditional educational environments. The application of skills in various agency structures form the foundation of exploration in networking and collaborating for service learning, program/project funding, marketing, and community outreach. Emphasis is placed on understanding and overcoming barriers to success in clinical teaching settings and community based educational interventions.

4. **Executive skills for health professions education leaders:**
 - a. Recognizing the challenge in balancing the business of health care delivery and health education with patient centered care and learner centered education, students apply essential functions of executive management to the traditional, clinical, and non-traditional educational environments. Emphasis is placed on the application of leadership theories, strategic planning models, organizational dynamics, and structure. Basic competence in fiscal operations, human relations, and administrative decision-making form the basis for preparing students to function as leaders in academic, clinical, and community-based health education environments.

Objectives and Student Learning Outcomes

The program is designed to prepare health care professionals with skills in teaching, learning, curriculum design, evaluation of individuals and programs, scholarship, and leadership and research. The following illustrates the alignment between student learning outcomes at WesternU, the mission of the College of Health Sciences, and the MSHS program goals and expected student outcomes.

WesternU Outcome Domain(s): <i>Evidence-Based Practice</i>	
CHS Mission	We are a team of educators, clinicians, and researchers who prepare graduates to improve the health and wellbeing of all populations.
MSHS Program Goal 1	Students and graduates will develop, implement, and evaluate evidence-based educational programs.
Expected Outcome	Students will demonstrate proficiency in adult education practices by applying educational theories, models, and concepts in healthcare settings.

WesternU Outcome Domain(s): <i>Life-Long Learning</i>	
CHS Mission	We are a team of educators, clinicians, and researchers who prepare graduates to improve the health and wellbeing of all populations.
MSSH Program Goal 2	Students and graduates will create, implement, and analyze valid research projects in Health Professions Education (HPE) and Community Health Education (CHE), contribute scholarly research to the health sciences and healthcare professions, and participate as team members with academic healthcare specialists to further the advancement of health sciences.
Expected Outcome	Students will demonstrate the ability to analyze, design, conduct, and defend research data; apply quantitative and qualitative research methods in the evaluation of learning and educational programs; and produce scholarly writing suitable for publication in evidence-based journals.
WesternU Outcome Domain(s): <i>Critical Thinking, Breadth and Depth of Knowledge in the Discipline/Clinical Setting</i>	
CHS Mission	We are a team of educators, clinicians, and researchers who prepare graduates to improve the health and wellbeing of all populations.
MSSH Program Goal 3	Students and graduates will create, implement, and evaluate educational and informational materials for a variety of healthcare professionals and consumers; implement appropriate change to enhance the access and quality of didactic or community-based programs.
Expected Outcome	Students will demonstrate the ability to utilize critical thinking in designing and conducting programs and experiments, analyzing results, and solving problems in HPE and CHE.
WesternU Outcome Domain(s): <i>Interpersonal Communication Skills, Collaboration Skills</i>	
CHS Mission	The mission of the CHS parallels the humanistic traditions of Western University of Health Sciences.
MSSH Program Goal 4	Graduates will demonstrate proficiency in oral and written communications of HPE and CHE concepts and principles.
Expected Outcome	Students will demonstrate the ability to communicate effectively in both oral and written forms to create collaborations in an interprofessional environment, and to contribute to scholarly publications in the HPE and CHE communities.
WesternU Outcome Domain(s): <i>Ethical and Moral Decision-Making Skills, Humanistic Practice</i>	
CHS Mission	The mission of the CHS parallels the humanistic traditions of Western University of Health Sciences.
MSSH Program Goal 5	Students and graduates will demonstrate ethical values, humanism, caring, and compassion in the HPE and CHE professions.

Expected Outcome	Students will identify ethical issues in HPE and CHE and present a plan of action that demonstrates ethical awareness, humanism, and compassion.
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Personal Competencies for Admission and Matriculation

A candidate for admission to the degree program in the Department of Health Sciences Education must possess, or be able to achieve through a reasonable accommodation, certain sensory and motor functions, that would enable the individual to carry out the activities described in the sections that follow. Upon matriculation to the program, the student must continue to possess, or be able to achieve through a reasonable accommodation, the personal competencies outlined below through their progression through the degree program. Graduates of the program are eligible for employment in a wide variety of academic and clinical teaching programs, using an extensive variety of educational methodologies. As a result, they must have the intellectual ability to learn, integrate, analyze, and synthesize numerical, visual, and textual information in the health professions fields. They must also be able to effectively and accurately integrate this information and communicate it to others by both oral and written means.

A candidate for the degree program in the Department of Health Sciences ordinarily must have abilities and skills of six general varieties, including but are not limited to: (1) observation; (2) communication; (3) motor; (4) intellectual, conceptual, integrative, and quantitative; (5) behavioral and social and (6) ethical standards.

For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (^{HF}CDHP) at [Disability Accommodations \(e-mail\)](#) or (909) 469-5297 or visit the [^{HF}CDHP web site](#).

Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation:

Observation

Candidates and students must have sufficient vision to be able to observe demonstrations and presentations by faculty and other students.

Communication

Candidates and students must have the ability to communicate orally and in writing with patients, families, groups, and other members of the health care team, as well as faculty and peers. Candidates and students must be able to communicate effectively and sensitively in English with other students, faculty, staff, patients, family, and other professionals, in both oral and written formats, and must be able to read, write, and communicate verbally in English. Candidates and students must be able to interpret communication of others effectively. Candidates and students must be able to read and comprehend written material and communicate clearly and audibly during interactions with classmates, professors, patients, and members of the health care team.

Motor

Candidates and students should have sufficient motor function, or reasonable accommodations to enable them to operate commonly used educational equipment (including, but not limited to, computers, videotape players, overhead projectors), design, and produce educational materials. These activities require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch or vision with or without reasonable accommodations.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Candidates and students must demonstrate problem-solving skills, which include measurement, calculation, reasoning, analysis, and synthesis. Instructional design and the preparations of a Capstone/Thesis or special project require all of these intellectual abilities.

Behavioral and Social Abilities

Candidates and students must possess the emotional health required for full utilization of the intellectual abilities, the exercise of good judgment, the prompt completions of all responsibility's attendant to an instructor in an educational setting, and the development of mature, sensitive, and effective relationships with students and colleagues. Candidates and students must be able to adapt to changing environments, and display flexibility in dealing with others at various educational levels in health professions and community settings. Compassion, integrity, concerns for others, interpersonal skills, interest, motivation, and professionalism are all personal qualities to be assessed during the admissions and educational processes.

Ethical Standards

Candidates and students must demonstrate the ability to reason morally in a professional and ethical manner with clients, communities, and other health care workers, as well as with faculty and peers.

Admissions Policies and Procedures

Students may apply for admission in the fall and spring semesters. Admission to the Health Sciences program is on a competitive basis and is committed to admitting competitive, qualified individuals with disabilities.

Non-Discrimination, Anti-Harassment and Non-Retaliation Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community, and applicants, in accordance with all applicable laws.

WesternU also prohibits any form of retaliation against a person, who under good faith, reported a violation under the policy or who participated in any investigation or proceeding under the policy. Violations of the policy will lead to prompt and appropriate administrative action, including and up to termination of employment or expulsion from the University.

Reasonable Accommodations for Disability

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodations. A student who discloses a disability and requests accommodation will be referred to the Harris Family Center for Disability and Health Policy (^{HF}CDHP). The student will provide documentation of the disability for the purposes of determining appropriate accommodations. The Department of Health Sciences will provide reasonable accommodation but is not required to make modification that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation can contact the ^{HF}CDHP office.

Application Procedures and Deadlines

Students are advised to submit application materials as early as possible prior to the semester during which they wish to begin their program of studies. Deadline for receipt of application materials is *no later than 60 days prior to the first day of classes* for each semester. Upon receipt of all application materials, the file is transferred to the Department of Health Sciences for review by the faculty. The Faculty Admissions Committee will conduct interviews and complete the assessment of the application file. Applications become available per the schedule on the website. *The deadline for the receipt of application materials is no later than 60 days prior to the first day of classes.* All students must declare their academic concentration on the application. Decisions regarding the admission of applicants are final and not subject to appeal.

To request an informational brochure, contact the admissions office at:

Office of Admissions

Western University of Health Sciences
309 E. 2nd Street
Pomona, CA 91766 (909) 469-5336
[Prospective New Student Application Website](#)

International Students

It is highly recommended that international applicants contact the Director of International Student Services at (909) 469-5541 prior to submitting an application.

Transfer of Credits

The maximum number of graduate level credit hours that may be transferred from another regionally accredited institution is six (6) semester credit hours. Only graduate credit relevant to the Master of Science in Health Sciences degree concentrations at Western University of Health Sciences, which has been completed within the last five years, may be applied toward completion of the Master of Science degree. To be considered for transfer credit, the course must have been taken after the award of a bachelor's degree and be eligible for graduate studies credit at the issuing institution. The student must have received a grade 'B' or above in the course. An official transcript and a course description must be submitted to the Chair of the Department of Health Sciences for consideration by the faculty. The Department of Health Sciences faculty will determine whether courses undertaken at other institutions qualify for transfer. No transfer credit will be given for *HSCI 5998* or *5999*.

Continuing Education and Non-Degree Students

An applicant who does not wish to pursue a master's degree in health sciences at Western University of Health Sciences at the present time, but who wishes to engage in graduate study for (a) personal development, (b) continuing education, (c) specialty certification requirements, or (d) other professional development needs, may consider enrollment as a non-degree seeking student. Tuition is assessed at the published rate. Applicants must contact the Department of Health Sciences to request admission as a non-degree seeking student. A completed application and Statement of Purpose detailing the reasons for attending courses is required. Financial aid is not available to non-degree seeking students.

A maximum of nine (9) semester credit hours may be completed while matriculating in a non-degree status. Should the student wish to change enrollment status, the usual admission procedures must be followed. Admission as a non-degree student does not assure acceptance as a degree candidate should the student at a later time wish to change enrollment status. Questions about transferring from non-degree to degree status should be directed to the Chair, Department of Health Sciences.

Readmission

Graduate students who have not been enrolled for more than one calendar year must submit a new application form and fee. The application will be assessed according to the current admissions policies, and students will be required to fulfill program requirements in place at the time of readmission.

Teaching Fellows in the College of Osteopathic Medicine of the Pacific

Students in the College of Osteopathic Medicine of the Pacific who elect to participate in the Health Professions Education and Research in Osteopathic Medicine concentration for teaching fellows must complete all of the usual application processes. Teaching fellows enrolled in COMP should refer to the curriculum specifications under Academic Program below.

Students in the College of Podiatric Medicine

Students in the College of Podiatric Medicine (CPM) who elect to participate in the Health Professions Education and Research in Podiatric Medicine concentration must be approved by the CPM for admission to the concentration and complete all of the required MSHS degree program application processes. Podiatric students should refer to the curriculum specifications under Academic Program below.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted at [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of a final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please visit the Office of the Registrar website section: [Appealing Registration Late Fees](#).

Student Health Insurance Requirement

Part-time WesternU students, those enrolled in programs where the entire curriculum is delivered online, and students only enrolled in Capstone/Thesis/dissertation continuous registration courses are exempt from the University's comprehensive health insurance requirement. However, all WesternU students may enroll in the student health insurance plan, regardless of their exemption status. For additional information, please see 'Student Health Insurance Requirement' in the University Catalog, General Academic Policies and Procedures section. Additional information about student health insurance requirements may be found in the University Catalog.

Continuous Registration

Students are required to maintain continuous registration until all requirements for the degree have been met, including, HSCI 5998 Capstone/Thesis/Special Project I, and HSCI 5999 Capstone/Thesis/Special Project II. Students not enrolled in coursework or Capstone/Thesis courses during the fall or spring semesters are required to complete Continuous Registration and pay an administrative fee of \$50.00. Students are responsible for contacting the Office of Financial Aid to verify the minimum enrollment required by their funding source. Continuous registration is not required during the summer session.

New Student Orientation/ Welcome Week

Participation in all Welcome Week activities is mandatory for all incoming first year students. Failure to participate in any required part of Orientation/ Welcome Week without prior approval from the Health Sciences Department Chair may result in the rescindment of the offer of acceptance.

Course Cancellations

The Department reserves the right to cancel a course due to insufficient enrollment (less than 3 students) so long as to do so would not impede a students' ability to complete the program timely.

Student Initiated Changes in Enrollment Status

Course Drop/Withdrawal

Students may voluntarily drop a class by working with the MSHS program administration and completing the necessary paperwork. Course drops are processed as follows:

0-20% of Course Completed (Based on Course Start/End Dates)	Course is removed from student's registration and will not appear on student's academic transcript.
20-99% of Course Completed (Based on Course Start/End Dates)	Course is assigned a grade of 'W' to indicate the student withdrew from the course. 'W' grades will appear on the student's academic transcript but will not be included in the student's GPA calculation.
100% of Course Completed (Based on Course Start/End Dates)	Course is assigned the grade earned.

Add/Drop and Withdrawal from Courses

It is the policy of the WesternU College of Health Sciences (CHS), Department of Health Sciences that in order to drop a class for which the student has previously registered, the student must submit a Change of Registration/Add-Drop form on-line or to the Department of Health Sciences, no later than the end of the third week of classes of each semester.

Adding a Course

In order to add a course, the student must attend the first class at the beginning of the semester and obtain the permission of the course instructor. The faculty reserves the right to refuse the addition of a course in the event that the course is full or if the student has not been attending class. Students adding a course must submit a Change of Registration/Add-Drop Form on-line or to the Department of Health Sciences no later than the end of the first week of class.

Course Withdrawal

Withdrawal from a course (not the program) requires completion and submission of the appropriate withdrawal form. Please note that this will not result in an "incomplete" (I) grade. Withdrawal from a course after the third week of classes will result in a "W" being placed on the transcript. Students who neglect to complete the withdrawal form will receive a grade of "U" for the course.

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on Withdrawing from the College of Health Sciences, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Course Load

Students in the Master of Science in Health Sciences program are responsible for contacting the Office of Financial Aid to determine full-time equivalent enrollment requirements for their funding source. Due to the rigor of graduate work, all students are encouraged to seek advice from the faculty in completing their degree plan.

Full-Time/Part-Time Status

Students enrolled in at least 6.00 or more credit hours of MSHS coursework are considered full-time. Students enrolled in at least 4.50 credit hours and less than 6.00 credit hours are considered three-quarters time. Students enrolled in at least 3.00 credit hours and less than 4.50 credit hours are considered part-time. Exceptions to the credit hour benchmarks include students nearing degree completion for whom limited credit hours are available/remain to be accomplished.

Time Limits

All requirements for the degree must be completed in three (3) academic years. In the event of extenuating circumstances, students may take as much as four (4) years, six (6) months from the date of initial matriculation to complete the MSHS degree. Extensions of this time limit may be granted through petition to the Department. All students must complete the MSHS degree requirements in the calendar year in which they participate in commencement exercises. Failure to do so may result a referral to Student Progress Committee and may result in an administrative withdrawal from the program.

Tuition and Fees

By action of the Board of Trustees, MSHS tuition and fees for the 2023/2024 academic year (subject to change) are as follows:

\$701.00	Tuition, per credit hour
\$20.00	Student Body Fee (Assessed both fall and spring)

Other Fees and Expenses

\$35.00	Application Fee
\$13.00	Name badge, to be worn on white coat
\$500.00 - \$800.00	Course materials, computer software, required texts
\$650.00	HSCI 5998A/5999A –Capstone/Thesis Continuation Fee
\$50.00	Continuous Registration Fee
\$30.00	Registration Late Fee (per business day)
\$50.00	Late Payment Fee (per month)
\$350.00	Graduation Fee
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee
TBD	Breakage Fee (Replacement Cost)

Computer-Related Costs

When calculating costs, students must also include the costs, if any, associated with the following personal computer/laptop requirements:

- Microsoft Office Suite (Including Word, Excel, and PowerPoint) or iWorks.
- High-speed Internet Service
- Windows Moviemaker or iMovie

All students are required to have a laptop computer with internet access. Course assignments and examinations will be given that necessitate access to a computer and the Internet. Minimum specifications required by the Health Science Program can be found at [Laptop Requirements](#)

Professional Development

Students are expected to pursue robust opportunities to develop professional skills and attributes through curricular and community-based activities. Opportunities for growth include:

Field Service

Field Service experiences facilitate pathways through which students and faculty become involved in the work carried out by the Department, constituent organizations, collaborators, researchers, and partners of Western University of Health Sciences. These experiences include opportunities to apply clinical, interpersonal, administrative, analytical, and leadership skills that foster learning and development through application in real world environments. Both the formal and informal curricula provide a means through which Health Science students and faculty will a) learn through giving service, b) participate as team members, (c) demonstrate humanism, caring, and compassion in the HPE and CHE professions, and d) conduct action and community-based research.

CHS Research and Publication Center

The CHS Research and Publication Center provides students and faculty important information related to conducting and publishing research. Through active communication and information sharing, students and faculty locate others with similar research interests. All MSHS students must complete the appropriate Collaborative Institutional Training Initiative (CITI) course protecting human research participants.

MSHS Electronic Student Center

Students will maintain professional responsibility for obtaining program information and conducting all aspects of the student life in a timely manner by maintaining frequent contact with others utilizing the Learning Management System (LMS) based Electronic Student Center throughout their tenure in the MSHS program.

Student Government Association

MSHS students may serve as representatives of the program within the Student Government Association to ensure the active engagement of the HPE and CHE professions in the WesternU student-centered initiatives and outreach.

Professional Organizations and Outreach

Students are required to participate in professional organizations outreach throughout the academic year to promote awareness of the HPE and CHE professions, and to conduct outreach to the community. Examples of opportunities for student enrichment include the annual Health Education Week, the American Association for Health Education, the American Public Health Association, the Society for Public Health Education, the Alpha Eta Society, the annual Health Science Department Fundraiser, the Boys and Girls Club of America, the WesternU Alumni Association, and others. Artifacts describing the activities are captured in the online Portfolio for assessment at the time of completion of culminating work.

Confidentiality of Medical Record and Health History Information

All data gathered about the patient and their illness, including all items within a patient's medical history is privileged information.

- Students should not in person or electronically discuss a patient's records in a manner or a situation that would reveal any information about that patient or their records to persons not involved in their health care.

- Charts or contents, e.g., lab reports, etc., are not to be removed from the hospital or clinical setting.

General Academic Policies and Procedures

Academic Advisement

Students will be assigned a faculty advisor by the Department Chair upon matriculation. Advisement by faculty should be viewed by the student as a part of the academic process. The student or faculty advisor may seek a change of advisor. Such a request should be made to the Assistant Deans of Student Affairs or the Department Chair. It is the responsibility of the student to meet periodically with their advisor. A student on probation must meet with their advisor and the Assistant Deans of Student Affairs at least once a month, or as specified by the terms of probation.

Attendance

Per the University catalog, class attendance is mandatory. As MSHS courses may be asynchronous, attendance is calculated by students logging in to their online LMS account within the first three days of the term. The course instructor may drop a student for non-attendance at the first class meeting, or in the event of habitual absenteeism, or non- participation in instructional activities. Many courses include participation as part of the overall grading of student performance. All students are also required to attend the following events:

- Orientation in early August of the first year of the program, usually spanning from Monday to Friday.
- The first session of every course taken throughout the entire program (by logging into the online LMS within the first three days of the term).
- Attendance at announced mandatory student meetings; usually held once per semester.
- The Comprehensive Examination to be scheduled by the student upon completion of the coursework or approval of the faculty.
- Capstone/Thesis oral defense, to be scheduled by the student upon approval of the faculty.
- Commencement exercises usually held on a weekday in the month of May.
- Scheduled obligations including field experiences, events, and commitments.

In the case that there is a difference of opinion between the student and a faculty member of record for a course, the Chair is the final arbiter in determining if an absence is excused or unexcused.

Student Rights and Responsibilities

It is the responsibility of the student to be familiar with the contents of the catalog and to observe all policies and procedures relative to the completion of requirements for the graduate degree that were in effect at the time of initial enrollment in the Department of Health Sciences. A student may opt to complete the program of study and degree requirements described in the catalog at the time of their graduation, provided all revised policies of the later catalog are followed.

Student Behavior during Examinations

Exams are designed to be taken at their scheduled dates and times. Unless there is a catastrophic event or a major illness, students are expected to take the exam, as scheduled. All missed exams will require supportive paperwork. Taking exams on the scheduled date is respectful to the faculty member as well as peers.

Videotaping or audiotaping of an exam, meeting, and conversation with another is not only against MSHS policy but is also illegal.

- Cell phones/ electronics must be on “silent” or “off”
- If water is needed during the examination session, the student needs to bring a bottle with the labels removed.
- During scheduled examination hours, students are highly discouraged from going to the bathroom, but will be allowed to go one at a time. If a student needs a bathroom break, the following steps should be taken: (1) ask the instructor for a bathroom break; and (2) Make your visit to the restroom brief and efficient.

Zoom Policies and Procedures

As an online program, the Department of Health Sciences has set forth a policy regarding student attendance and participation for lectures via Zoom. This policy is applicable to each student in every course unless otherwise stated by the instructor of record. This policy is subject to change and the students will be notified via email and/or LMS announcements when a change is made.

Any noncompliance with this policy may result in a referral to the SCC as an alleged violation of University or College student conduct policies.

Students will be required to use a computer to connect to their WesternU student Zoom account. Cell phones may not be normally used during class session. Students will log into the Zoom session from a stationary structure (i.e. house, apartment, condo, etc.) conducive to learning. This means that traveling in a car and using a cell phone to attend a Zoom session is not accepted nor approved behavior. Students must adhere to the following:

11. Student is required to attend class via Zoom using their WesternU account (please refer to course syllabi for attendance instructions).
12. First and last names MUST display on the student’s Zoom account. If a student prefers to be called by a different name, they must display the name as such. Ex: John “Johnny” Doe
13. Student will be muted upon entry into the Zoom session but will always be required to have their video turned on.
14. Students must be in direct view of their camera throughout the ENTIRE class session excluding scheduled class breaks. During class breaks, video can be turned off, and the student must not exit the Zoom session. If a student’s video is turned off for an extended period, the student will be removed from the session and may result in a loss of participation points or class materials.
15. Internet connectivity can sometimes be an issue. Students are to ensure that they have the speed and bandwidth necessary to participate in the curriculum without limited issues.

16. Students are encouraged to be aware of others in the same household who may be using the Internet simultaneously. In the case of an emergency such as the Internet being down, a student may use a cell phone for the Zoom session with consent of the instructor of record.
17. Students must wear appropriate school attire during the Zoom session. Not doing so is considered unprofessional. This may result in a loss of participation points in the course.
18. Private Zoom chats will be disabled by the Instructor of Record in the course.
19. If a student has a question during the lecture, they are to utilize the “raise hand” feature on Zoom (located at the bottom of the screen).
20. If selecting a virtual background, students must select a clean background that is not distracting and lecture appropriate.

Zoom Exam Protocol

Students will be required to “re-create” the classroom setting required for exams. This means that students will be expected to have a secondary device, either a tablet or phone, which will remain functional for proctoring during the test-taking period. The following protocol will be followed by students until advised otherwise by either the Instructor of Record or Department Chair.

Preparation – Done the Day Prior to the Exam

8. Prepare a private, quiet, and un-cluttered setting where they will designate as their exam-taking space. The desk or table where they are taking the exam should be empty or draped. Students should not have any visuals directly in front of or sides of the test space.
9. Make sure they have reliable Wi-Fi connectivity in the area they will be testing in.
10. Any notes and other written documents should be removed from the computer or laptop in which the student uses for testing.
11. Test area will have the secondary device and ensure that the device can be plugged in and/or remain charged throughout the testing period.
12. The secondary device must be positioned so that the camera captures a clear view of the student’s keyboard, screen, workspace, and face during the exam via a side/lateral view.
13. The student will need a portable/erasable white board with dry erase markers and eraser. This may only be used during testing when permitted by the Instructor of Record.
14. The student must put their secondary device in Do Not Disturb mode after connecting to the Zoom session. This will allow the student to concentrate without interruptions to the student or the video feed. Any disruptions to the video feed during the exam will be deemed “suspicious activity” which could be subject to review by the Instructor of Record and/or the program chair.

Day of the Exam

16. Students must remove any smartwatches and other electronic devices (if applicable) prior to the test.
17. Students are expected to log-on 15-30 minutes prior to the scheduled Zoom meeting using the meeting information provided by the Instructor of Record.
18. The student’s set-up should be according to instructions from the section above titled “Preparation.”
19. Students may have the erasable white board to write down notes after the start of the exam if permitted by the instructor of record.
20. Upon entering the test “environment” students will need to provide a 360-degree view with their phone/tablet of their testing area and white board (front/back).
21. If there is a question about a test question, the policy of the department is to not answer questions regarding exam questions or answers. If there is an operational question, students should DIRECTLY/PRIVATELY put their question in the Zoom meeting chat box.

22. Exam password will be available via Zoom shared screen just prior to the start of the exam.
23. Students are to log-on to Examsoft within five (5) minutes of receiving the password. Any technical difficulty that may students experience, are to be sent to the proctor immediately using Zoom chat.
24. Exams are INDIVIDUAL and closed book. There should be NO NOTES or cues visible to the student during the exam. Students may NOT have someone else within their view throughout the exam.
25. Students are to have their Zoom profile on “mute audio.”
26. The chat box on Zoom will be kept open during the exam and messages will be private and sent to the proctor only. The chat may be saved with the video to the Chair of the Department.
27. Students are NOT to leave the test setting under any circumstances during the exam – except when there is an emergency at which point the student must check with their proctor before leaving.
28. The student’s test will need to be uploaded within five (5) minutes by the end of the testing period.
29. Once the student has submitted the exam, they will show their Green/Uploaded screen along with their cleaned white board to the Proctor for five seconds on Zoom to be excused.
30. Finally, the Zoom session may be video recorded during the exam period and any suspicious behavior will be reviewed by the instructor of record and/or the Chair of the department and result in a “0” on the exam.

The faculty place a high value on compliance with applicable standards of student conduct, including but not limited to the standards of professionalism and the honor code. Conduct such as taking screenshots, sharing portions of exam questions, or having reference material out during an exam would be considered a violation of the standards of professionalism and the honor code. Noncompliance with such policies may result in a referral to the SCC and result in adverse action, up to and including to dismissal from the program.

Communication

All students will be assigned an email account by the Office of Student Affairs. The WesternU email address is the primary means of communication utilized by the University and the MSHS program. Students are to be advised that the use of personal email accounts may result in messages defaulting to the spam filter process. Students are required to check their WesternU email accounts twice daily. The WesternU communication policy requires that all email messages receive a response within 48 hours (two business days). Students are required to keep the Office of the Registrar informed of their current address and telephone number by updating their information in the [Student Portal](#).

Each student is responsible for advising the Registrar, Assistant Deans of Student Affairs, and the Department of Health Sciences of telephone number changes as soon as they occur. Cell phones must be turned off during all class times and examinations. In the event that the student is a health care provider who is on-call at the specified time, they must obtain permission from the professor to maintain their cell phone on vibrate.

Declaration of Academic Concentration

Students declare their concentration within the MSHS degree program upon submission of application for admission. Prior approval is required for admission to the NMM/OMM concentration and the Research in Podiatric Medicine concentration, which are not available to all MSHS students. All other students may declare both the Health Professions Education (HPE) and Community Health Education (CHE) concentrations. NMM/OMM and Research in Podiatric Medicine concentration students may also elect to complete the CHE concentration.

In the event that more than one concentration is declared, the MSHS degree is not conferred until all requirements of both concentrations are completed. Students may elect to change their Declaration of Academic Concentration upon approval of the Department of Health Sciences.

Forms addressing changes to the Declaration of Academic Concentration may be accessed via the LMS on the MSHS Electronic Student Center and are to be submitted to the Department for approval. Required credit hours are non-transferrable between the concentrations. Students who elect to complete the required courses for both the HPE and CHE concentrations are not required to complete two culminating options or comprehensive examinations. Students completing more than one academic concentration will select a focus from either concentration for the culminating option work and the comprehensive examination.

Capstone/Thesis Continuation

In the event that a student requires additional time to complete the Capstone/Thesis coursework during either Part I or Part II, the student will continue their work under the direction of the faculty. Should the student require more than two (2) semesters of continuation, the faculty will assess the work for reasonable progress. In the event that reasonable progress is not evident by the end of two (2) continuation attempts, the student may be recommended for dismissal for failing to make reasonable progress toward degree completion. Registration in Capstone/Thesis Continuation is not required during the summer term; however, students will continue to work toward the completion of the requirements online.

Advancement to Candidacy

All students must file an Application for Advancement to Candidacy upon completion of 24 semester credit hours, and no later than one semester prior to participation in the annual commencement exercises. The Master of Science in Health Sciences degree is awarded following satisfactory completion of all degree requirements. Names of candidates for graduation are presented to the Student Progress Committee, the Dean of The College of Health Sciences, and to the Western University of Health Sciences Board of Trustees for approval.

Protocol for Input on Matters of Student Concern

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college's Student Affairs personnel, then the College Dean. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, then Dean, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility. Specific college policies regarding issue/dispute resolution are indicated in the appropriate sections of this catalog.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students may be required to participate in the TAP. Students may also self-identify for a referral to TAP for voluntary participation. The tutors will be chosen on the recommendation of the faculty in each discipline. For assistance, contact the Learning Enhancement and Academic Development (LEAD) Office.

Standards of Academic Integrity, Professionalism and Student Conduct ("Standards of Student Conduct")

The University Standards of Academic Integrity, Professionalism and Student Conduct can be located in the University Catalog. The standards outlined below are in addition to those outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

CHS Student Conduct Committee (CHS-SCC)

The College of Health Sciences (CHS) Student Conduct Committee (SCC) shall consist of three elected CHS faculty members and as an ex-officio non-voting member, the Assistant Deans of Student Affairs. The Chair of the committee is elected by the members and the Committee meets at the call of the Chair. The term of membership is three years with staggered terms. The committee is responsible for handling alleged violations of the Standards of Academic Integrity, Professionalism and Student Conduct. For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct", located in the General Section of the University Catalog.

Reporting Alleged Violations/CHS-SCC Investigation Procedure

4. Upon witnessing or becoming aware of violation(s) of professional conduct, a report will be generated and turned into the Department Chair. The report will include the following information:
 - a. Name and signature of the individual making the report, and date, time, and place of alleged violation(s)
 - b. Name of the accused student
 - c. Alleged violation(s)
5. If the conduct involves a particular course or field experience, the classroom Instructor, Clinical Instructor/Field Supervisor, or Field Coordinator will advise the Department Chair.
 - a. The Department Chair may resolve minor infractions or refer the matter to the Office of the Dean.
 - b. The Department Chair will meet with the student, the instructor or field coordinator, and/or the student's faculty advisor, individually or in a group, to discuss the nature of the alleged violation(s) that have been reported and the actions, if any that the Department Chair intends to take. The Chair sends written notification of the violation(s), including date, involved student's name, and resolution to the involved student, with copies to the CHS-SCC, Department Chair, and Faculty Advisor within five business days.
 - c. The Department Chair places a copy of the notification in the student's file, to be removed if no further incidents occur prior to graduation.
 - d. The student involved in the alleged violation(s) may request a hearing with CHS-SCC.
6. Matters that could not be resolved at the program level will be referred to the Office of the Dean for review and referral to the CHS-SCC. The Department Chair will render a written

recommendation to the Office of the Dean of the College of Health Sciences. Professional and personal conduct issues include, but are not limited to, (a) attendance, (b) cooperation with faculty, (c) interest shown in assigned work, (d) attitude towards fellow students and associates or toward personnel of the University or its affiliate organizations, (e) approach to and interaction with patients, research subjects and all other colleagues, as well as (f) personal appearance appropriate to the circumstances. For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to “Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct”, located in the General Section of the University Catalog.

Appeals Procedures

In accordance with the University catalog, the Dean shall have authority to make decisions regarding a student’s status in matters of academic progression/promotion, suspension, student conduct, dismissal, and graduation. The decision will be based on input from appropriate sources that may include the following: individual instructors, faculty, and appropriate committees.

The Dean will issue a decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean’s decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Standards of Academic Progress

Students whose performance falls below the minimum acceptable standards for any area of study will be notified of such deficiency by the Instructor of the course, the Assistant Deans of Student Affairs, or the Department Chair as soon as evidence of such sub-standard performance is available. Students whose performance is considered unacceptable because of not meeting the minimum requirements, or who are not able to bring their performance to the minimum standard within the allotted time in the academic term, will be placed on probation. The duration and conditions of the probationary period will be determined by the Student Progress Committee (SPC). The SPC may recommend the appropriate action, which may include but is not limited to remedial study or repetition of a unit of study, resulting in extending the length of the program. (See section on Probation in the General Academic Policies and Procedures section in University Catalog).

Student Progress Committee

Students who exhibit deficient academic performance may be referred to the SPC, based upon the recommendation of the Department Chair.

When a matter is referred to the Student Progress Committee, the Chairperson of the SPC will invite the student to address the Committee. After reviewing the student's achievement and performance records, SPC may recommend to the Dean or designee of the CHS Dean any of the following courses of action for a student: promotion, probation, remediation, suspension, dismissal, , educational assessment and recommendation, or no action. The Dean has the authority to accept the recommendations or may make such other decisions, as they deem appropriate under the circumstances. The Dean will issue a

decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean's decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process). Thereafter, in the case of probation or remediation, the SPC will determine the course of action.

While the SPC addresses situations that cover academic performance, professionalism, and student conduct; there may be times where the hearing process in the University's catalog supersedes the College catalog. Generally, this occurs when a student is alleged to be in violation of the University's Standards of Student Conduct. In the event that the University Catalog applies, the College of Health Sciences will follow all University hearing policies and procedures as applicable. For further information regarding the University hearing process, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Student Conduct," located in University Catalog.

Academic Standing

An overall grade point average of 3.00 (B) must be maintained during graduate work undertaken at Western University of Health Sciences in order to qualify for Advancement to Candidacy. Any student whose grade point average falls below a 3.00 average will be placed on probation. A 2.00 (C) grade earned in any class may be applied toward graduation only if the overall grade point average continues at a minimum 3.00 (B). Students who are on probation are not in good academic standing and may not advance to Candidacy, register for culminating options courses, participate in commencement, or schedule an oral defense or comprehensive examination without the written approval of the Department Chair.

Reasonable Academic Progress

All students are expected to make reasonable progress each year toward the degree objective. Full-time graduate students are considered to be making reasonable academic progress when they maintain an overall GPA of at least 3.0 and complete 12 semester hours during the academic year. Both part-time and full-time students must complete the graduation requirements within the time limits described under Graduation Requirements. For part-time students, reasonable academic progress will be determined by the faculty on an annual basis upon consultation with the student.

Graduation

A student will be recommended for the Master of Science in Health Sciences Degree provided the student:

1. Is not on probation and has completed all prescribed academic and field requirements with a cumulative grade point average of above 3.00 and has no outstanding grade of "Incomplete," "In Progress", "NCR", or "U".
2. Has an approved Advancement to Candidacy application on file.
3. Has passed the Comprehensive Examination.
4. Has successfully completed and defended their Capstone/Thesis.

5. Has demonstrated no serious deficiencies in ethical, professional, or personal conduct, as defined in Probation guidelines, which would make it inappropriate to award the degree of Master of Science in Health Sciences.
6. Has complied with all the legal and financial requirements of the University as stated in the University Catalog.
7. Has attended in person and participated in the Commencement ceremony at which time the Master of Science in Health Sciences degree is conferred. Unless special permission has been granted by the Dean, each student must participate in their respective commencement ceremony. If the Dean grants special permission for excusal from commencement, the graduate may be required to present themselves to the Dean or their designee at another specified date to take their profession's oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31 of that calendar year. No student will receive their degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

Adverse Actions

Academic Warning

The student who demonstrates unacceptable performance in any unit of study during any portion of the program is notified in writing of such performance by the course Instructor, as soon as it becomes evident. The notice constitutes an academic warning. Continued poor academic performance can lead to academic probation and/or dismissal.

Probation

The student who demonstrates unacceptable performance in any unit of study during any phase of the program is notified of such performance by the Instructor of the course, Faculty Advisor, the Assistant Deans of Student Affairs, or Program Chair as soon as it becomes evident.

Students whose performance is considered unacceptable because of not meeting the Standards of Academic Progress will be placed on probation. The duration and conditions of the probationary period will be determined by the CHS Student Progress Committee (SPC). The Committee may require remedial study and/or repetition of a unit of study in addition to the terms of probation recommended by the faculty.

Probation is defined as a period of time specified by the Dean of the College of Health Sciences during which the student's progress will be closely monitored by (a) the SPC, (b) program faculty, and c) the department chair. A student will be recommended for probation and may be asked to appear at a Student Progress Committee (SPC) meeting for any of the following reasons:

1. Immediately upon receipt of a course grade of 'U' in any course.
2. A course or semester grade point average below 3.00.
3. A cumulative grade point average less than 3.00.

4. Seriously deficient ethical, professional, or academic reasons.
5. Failure to make reasonable progress toward the degree objective.

The terms of probation for ethical, professional, or personal misconduct will be specified at the time the student is placed on probation.

When a student is recommended for probation, they will be notified in writing by the program and the reasons will be stated. The written notification will be sent via mail, email or hand delivered. A copy of the notification will be placed in the student's permanent file, and a copy sent to the Chairperson of the Student Academic Performance Committee (SPC). SPC will determine the final terms and conditions of probation.

A student on probation may not serve as an officer of any official University club or organization and shall not engage in time-consuming extra-curricular activities. A MSHS student on probation may not participate in service-learning projects at affiliate organizations or facilities in which there is not direct supervision by MSHS faculty.

Students are removed from probation under the following conditions:

1. After one semester provided they have regained both a semester and cumulative GPA of at least 3.00
2. When all 'U' grades have been satisfactorily remediated.
3. When the specified terms of probation conduct are met. For information concerning the handling of infractions to the standards of professional conduct, the function of the SPC, the status of a student with an action pending, academic suspension, conduct suspension, summary suspension, dismissal and the student appeals process, all students are referred to the General Academic Policies and Procedures section of the University catalog.

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on "Financial Aid Warning" status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work- Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Remediation

Every effort will be made to give each student opportunity to demonstrate proficiency in each area of the academic program. Remediation is to be regarded as a privilege that must be earned through active participation in the educational program as demonstrated by regular attendance, individual initiative, and utilization of available resources.

If a student receives a grade totaling less than 3.00 for any course or has a semester or cumulative GPA less than 3.00, the student will be reviewed by the MSHS faculty who will make a recommendation for remediation to the SPC. Course scores that fall between 65% and 69% meet the criteria for remediation. Course scores below 65% are not eligible for remediation and the course must be repeated. Upon review, the SPC renders the final approval allowing a student to remediate unsatisfactory performance.

In reviewing the student’s academic deficiencies, the following guidelines shall be applied:

1. Educational objectives underlie remedial teaching, and evaluation should be the same as the educational objectives that underlie regular courses in the curriculum. Where deemed appropriate, the SPC, following consultation with the MSHS faculty, may recommend one or a combination of the following options:
 - a. Take a comprehensive examination.
 - b. Complete special projects or studies in the deficient area(s)
 - c. Repeat the course (Students repeating a course(s) will be charged full tuition for the course).
 - d. Where remediation is not an option, the faculty may recommend dismissal from the university.
2. The grade achieved by remediation will be the grade recorded EXCEPT that the highest grade a student may earn on options (a) or (b) is a grade of B. The grade achieved by remediation will be recorded on the transcript next to the original grade.
3. The grade achieved by remediation of a course will be reviewed critically by the SPC. Failure to earn at least a ‘B’ or ‘CR’ grade may result in dismissal from the University or repeating the course.

4. Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances in each case. The SPC will base its decision on the student's academic record, and considerations based upon the MSHS faculty recommendation, and the student consultation.
5. Any student who is required to remediate a course or a portion of a course will be notified in writing at least two weeks prior to the date of remediation (or within two weeks of the close of the academic year, whichever comes first). Notification will be by mail, email, or hand-delivered to the student.

Academic Suspension

Students who are deemed unable to continue in the curriculum due to inadequate performance and are required to repeat a given academic year or portion thereof will be placed on academic suspension through such time as they can resume their studies by starting the courses the student is required to repeat. Throughout the time the student is academically suspended, he or she is also on academic probation, and remains on academic probation until all coursework has been satisfactorily remediated/repeated. A student may not receive financial aid during any time of suspension.

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies, as implemented through the procedures outlined in the University Catalog. A student may not receive financial aid during any time of suspension.

Summary Suspension

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, SVP/Provost, or Dean has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal

A student may be subject to dismissal from the MSHS program for substandard academic or professional performance, as follows:

1. A student who earns two or more unacceptable grades (U or NCR), regardless of prior successful remediation of an unacceptable grade.
2. Attaining a semester GPA below 3.0 where remediation of a course is not an option.
3. Any event that could result in either academic or professional probation for a student currently on academic or professional probation, or violation of the terms of any current probation.

4. Failure to pass, successfully, a course remediation exam.
5. Lack of professional attributes considered appropriate for continuance in the program and profession.

Evaluation and Grading

Competency is expected of all program graduates upon completion of the professional curriculum as defined by the "Program Goals." The curricular components of the program are designed so that students' work toward achievement of these competencies is measured via written practical examination and by evaluations of professional development. Specific behavioral objectives have been defined for each curricular component to assist the student and program faculty in evaluating the degree of attainment of these expected competencies. The following grading scale is applied to students enrolled in the Master of Science in Health Sciences program:

Grading Scale

Final course grades are given based upon the traditional 4-point letter system, as follows:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
A	93-100%	4.00
A-	90-92%	3.70
B+	87-89%	3.30
B	83-86%	3.00
B-	80-82%	2.70
C+	77-79%	2.30
C	73-76%	2.00
U	Less than 73%	0.00
CR	Credit	N/A
NCR	No Credit	N/A

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
IP	In Progress	N/A
TR	Transfer	N/A
W	Withdrawal	N/A
M	Missing	N/A

The grade point average is calculated at the end of each semester as the sum of earned grade points divided by the sum of semester hours passed and failed. A cumulative grade point average will be calculated and posted on the transcript.

Audit

An "AU" (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Missing Grades

A grade of 'M' for Missing will be input by the Office of the Registrar if a student's grade is not available by the deadline for grade submission. An 'M' grade is not included in the GPA calculation and will be replaced

by the grade earned in the course once submitted by the course director/instructor. 'M' grades should not be used by the program in place of an Incomplete (I) grade.

Incomplete Grades

An Incomplete grade ("I") will only be assigned to students whose professional commitments and/or personal responsibilities prevent him or her from completing the requirements of the course where not less than 80% of the course requirements have been completed. The student must petition the Instructor for an incomplete grade not less than two (2) weeks prior to the close of the semester and specify the elements of a learning contract. The student must complete the remaining coursework in compliance with the learning contract, no later than the close of the following semester. The Instructor must certify any grade changes. In the event a student does not complete the coursework by the end of the semester following the term for which the Incomplete was given, the course grade will revert to a U or NCR, and the student must register for and complete the entire course at another time.

Appealing a Course Grade

No course grade will be changed unless the Instructor or Department Chair certifies in writing to the Registrar that an error in computing or recording the grade occurred. If the student believes there is just cause to dispute a grade for a course, the procedure is as follows:

1. Within three (3) business days of the date the course grade is posted to BanWeb, student must make an appointment to talk with the course Instructor(s) who issued the grade and submit written request for review. Upon receipt of written request from the student, the course Instructor(s) shall review the case with the student and a decision shall be made by the course Instructor(s) to affirm or modify the grade. Within five (5) business days of the student's written request, the course instructor shall notify the student in writing of the decision. A copy of the letter shall be sent to the student and the Department Chair.
2. Within three (3) business days following written notification to the student regarding the Instructor's decision, the student may appeal the decision in writing to the Department Chair. The appeal request must be accompanied by a narrative explaining the basis of the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal of the instructor's prior decision. The Department Chair may grant an appeal only if a claim of (1) bias, (2) the appearance of new material and documentable evidence that was not available at the time of the Instructor's decision, or (3) procedural error that unfairly affected the decision-making process is substantiated by the Department Chair. Upon written request from the student with a valid appeal rationale, the Department Chair shall review the case and within five (5) working days shall issue a decision in writing to the student, which may affirm, modify, or reverse the previous action. A copy of that decision will be provided to the instructor. The Chair's decision is final in all course grade appeals (didactic and experiential), except when the Chair is also the official Instructor of the course in question. In such a case, the student will direct their appeal to the Dean of the College of Health Sciences, following the same guidelines for an appeal to the Department Chair. In addition, in such a case, the decision of the Dean is final and not subject to appeal.

Credit Hour Calculation

Courses are rated at one credit hour for every 15 contact hours.

Curriculum Organization

Overview

Offered completely online, the Master of Science in Health Sciences is designed to be completed in one to two academic years. Most students complete the Master of Science in Health Sciences degree in 2 - 3 years, although students may take up to 4 years and 6 months to fulfill the credit hour requirements for degree completion. Students must also complete credit hours in one of two concentrations: 1) Health Professions Education (HPE); or 2) Community Health Education (CHE). Students must also complete a minimum of two credit hours in Capstone/Thesis and complete the Comprehensive Examination.

Students enrolled in the MSHS program prior to Fall 2023 must complete a minimum of 34 credit hours for the MSHS degree. Students who matriculate into the MSHS program beginning Fall 2023 must complete a minimum of 42 credit hours. The course listings are below, listing both the 34 credit hour program and the 42 credit hour program separately.

Concentrations within the MSHS degree program

All students must complete a minimum of 34 credit hours for the MSHS degree, regardless of the concentration elected. Students electing more than one concentration must complete all requirements in each concentration before the MSHS degree may be conferred. Courses not included in a concentration may be taken as an elective, however; elected courses do not fulfill specific requirements of another concentration.

Health Professions Education (HPE) Concentration

Subject/Course #	Course Title	Credit Hours
HSCI 5020	Grant Proposal Writing	3.00
HSCI 5100	Learning Theories and Student Behaviors	3.00
HSCI 5102	Principles of Instructional Design	3.00
HSCI 5106	Applied Statistics	3.00
HSCI 5108	Instructional Media	3.00
HSCI 5110*	Writing for Publication	2.00
HSCI 5130	Foundations of the U.S. Health Care System	3.00
HSCI 5202	Human Resources and Fiscal Operations	3.00
HSCI 5204	Educational Leadership	3.00
HSCI 5206	Research and Program Evaluation Methods	3.00
HSCI 5306	Clinical Teaching	3.00
HSCI 5998*	Thesis/Special Project I	1.00
HSCI 5999*	Thesis/Special Project II	1.00
		34.00

Community Health Education (CHE) Concentration

Subject/Course #	Course Title	Credit Hours
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HSCI 5011	Community Healthy Principles, Policy, and Advocacy	2.00
HSCI 5013	Epidemiology and Population Health	3.00
HSCI 5014	Community Health Education	3.00
HSCI 5015	Community Needs Assessment	2.00
HSCI 5017	Program Planning	2.00
HSCI 5018	Competencies for Community Health Educators	3.00
HSCI 5019	Program Implementation	2.00
HSCI 5020	Grant Proposal Writing	3.00
HSCI 5106	Applied Statistics	3.00
HSCI 5108	Instructional Media	3.00
HSCI 5130	Foundations of the U.S. Health Care System	3.00
HSCI 5206	Research and Program Evaluation Methods	3.00
HSCI 5998*	Thesis/Special Project I	1.00
HSCI 5999*	Thesis/Special Project II	1.00
Total Required Credit Hours:		34.00

NMM/OMM Teaching Fellowship Concentration

Students selecting the NMM/OMM Teaching Fellowship concentration must be admitted to the NMM/OMM Fellowship in the College of Osteopathic Medicine of the Pacific (COMP).

Subject/Course #	Course Title	Credit Hours
HSCI 5020	Grant Proposal Writing	3.00
HSCI 5100	Learning Theories and Student Behaviors	3.00
HSCI 5102	Principles of Instructional Design	3.00
HSCI 5106	Applied Statistics	3.00
HSCI 5108	Instructional Media	3.00
HSCI 5110*	Writing for Publication	2.00
HSCI 5206	Research and Program Evaluation Methods	3.00
HSCI 5306	Clinical Teaching	3.00
HSCI 5400	Evidence-Based Educational Research	3.00
HSCI 5401	Executive Skills and Curriculum Delivery	3.00
HSCI 5402	Leadership for Clinicians	3.00
HSCI 5998*	Thesis/Special Project I	1.00
HSCI 5999*	Thesis/Special Project II	1.00
Total Required Credit Hours:		34.00

Health Professions Education and Research in Podiatric Medicine Concentration

Students selecting the Health Professions Education and Research in Podiatric Medicine concentration must be admitted to the DPM program in the College of Podiatric Medicine and have prior approval of the CPM Assistant Dean of Clinical Affairs.

Subject/Course #	Course Title	Credit Hours
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HSCI 5020	Grant Proposal Writing	3.00
HSCI 5100	Learning Theories and Student Behaviors	3.00
HSCI 5102	Principles of Instructional Design	3.00
HSCI 5106	Applied Statistics	3.00
HSCI 5108	Instructional Media	3.00
HSCI 5110*	Writing for Publication	2.00
HSCI 5206	Research and Program Evaluation Methods	3.00
HSCI 5306	Clinical Teaching	3.00
HSCI 5400	Evidence-Based Educational Research	3.00
HSCI 5401	Executive Skills and Curriculum Delivery	3.00
HSCI 5402	Leadership for Clinicians	3.00
HSCI 5998*	Thesis/Special Project I	1.00
HSCI 5999*	Thesis/Special Project II	1.00
Total Required Credit Hours:		34.00

Final Integrative Exercises

The Comprehensive Examination

All students are required to pass a comprehensive examination upon completion of all course requirements prior to conferring of the MSHS degree. The examination is created and reviewed by a faculty committee of content experts. An average of the scores will be taken for a grade of pass/fail. All students must achieve a minimum score of 83% (B) on the comprehensive examination. Any student scoring less than 83% may remediate the examination before the close of the following semester. A student may make two (2) attempts at passing the Comprehensive Examination. Any student who does not accomplish at least 83% on the second attempt may be dismissed from the program, and the degree of Master of Science in Health Sciences will not be awarded.

Portfolio

All MSHS students must complete a portfolio containing artifacts that demonstrate benchmarks and achievements relevant to the students' targeted profession. The Portfolio is a graduation requirement and must be submitted at the time of the Comprehensive Examination for assessment by the faculty. The MSHS degree will not be conferred until all graduation requirements are met.

Capstone/Thesis/Special Project

Two (2) credit hours of Capstone/Thesis/Special Project are required for the conferral of the MSHS degree. Under the direction of the assigned faculty mentor, students will complete a scholarly work that is relevant to the declared concentration. Students will obtain IRB approval prior to data collection. All Capstone/Thesis/Special Projects will utilize APA writing style, five-chapter paper format and be of sufficient rigor and innovation to add to the body of knowledge in the selected topic area. Developmental research methodologies will result in new application(s) of secondary data or in an educational product or resource.

HSCI 5997 Thesis/Special Project Preparation (NCR)

Students will obtain approval of their research topic, design the research question, complete the Thesis Prospectus document, complete the NIH certification for the protection of research subjects, and construct

a draft IRB application. Upon satisfactory completion of the course elements, the student will be permitted to enroll in HSCI 5998 Capstone/Thesis/Special Project I.

HSCI 5998 Capstone/Thesis/Special Project Part I (1 credit hour)

Students may enroll in Capstone/Thesis/Special Project I upon satisfactory completion of HSCI 5997, Capstone/Thesis Preparation. Part I will include IRB submission, establishment of the scholarly committee, and the completion of chapters 1-3. Any student not completing the course elements will register for Capstone/Thesis/Special Project Continuation Part I. Prerequisite: HSCI 5997 Capstone/Thesis Preparation.

HSCI 5998A Capstone/Thesis/Special Project Continuation I (course fee per semester)

If a student requires additional time to complete HSCI 5998 Capstone/Thesis/Special Project I, the student will continue their work under the direction of the faculty. Should the student not complete all of Capstone/Thesis/Special Project I requirements after two (2) semesters of continuation, a grade of NCR for Capstone/Thesis/Special Project I will be issued, and the student may be recommended for dismissal for failing to make reasonable progress toward degree completion. (Registration in Capstone/Thesis/Special Project Continuation is not required during the summer term; however, students will continue to work toward the completion of the requirements online). Prerequisite: Evidence of meaningful progress in HSCI 5998 Capstone/Thesis/Special Project I.

HSCI 5999 Capstone/Thesis/Special Project II (1 Credit hour)

Upon completion of HSCI 5998 Capstone/Thesis/Special Project I, students may register for HSCI 5999 Capstone/Thesis/Special Project II during which they will complete chapters four and five, and the oral defense presentation. It is assumed that the student will continue working with the same scholarly committee and faculty mentor throughout the Capstone/Thesis process.

HSCI 5999A Capstone/Thesis/Special Project Continuation II (course fee per semester)

If a student requires additional time to complete the HSCI 5999 Capstone/Thesis/Special Project II, the student will continue their work under the direction of the faculty. In the event that reasonable progress is not evident by the end of two (2) semesters of continuation, a grade of NCR for HSCI 5999 Capstone/Thesis/Special Project II will be issued and the student may be recommended for dismissal for failing to make reasonable progress toward degree completion. (Registration in HSCI 5999A Capstone/Thesis/Special Project Continuation II is not required during the summer term; however, students will continue to work toward the completion of the requirements online). *Prerequisite: Evidence of meaningful progress in HSCI 5999 Capstone/Thesis/Special Project II.*

Course Descriptions

HSCI 5011 Community Health Principles, Policies & Advocacy (2 credit hours)

Students will apply evaluation and research findings to conduct policy analysis, identify current and emerging issues that may influence health and health education, identify the impact of existing and proposed policies on health and factors that influence decision makers. Students will learn to engage stakeholders in advocacy and develop advocacy plans in compliance with local, state, and/or federal policies and procedures. Prerequisites: HSCI 5106 Applied Statistics [May be taken concurrently]; HSCI 5014 Community Health Education.

HSCI 5013 Epidemiology and Population Health (3 credit hours)

Students will examine data to understand the distribution and determinants of health and diseases, morbidity, injuries, disability, and mortality in populations. Findings will be applied to disease prevention and health promotion education strategies. Prerequisites: HSCI 5106 Applied Statistics [May be taken concurrently]; HSCI 5014 Community Health Education.

HSCI 5014 Community Health Education (3 credit hours)

The course provides an overview of the development and implementation of health education programs in the community and a variety of educational environments. It will provide an overview of present issues related to community health education, settings and roles for community health education, and professional skills and practice necessary to develop and implement effective health education programs. Topics will include health education programs in government health agencies, voluntary health agencies, school settings, and university environments. Applications of learning theories, early intervention, media relations, and outreach in the 21st Century will be the focus of the course. Prerequisites: HSCI 5106 Applied Statistics [May be taken concurrently].

HSCI 5015 Community Needs Assessment (2 credit hours)

Students will determine the appropriate data points and collection instruments to understand and describe the community, analyze community problems, identify community assets and resources, develop baseline measures of behavior, and to determine culturally sensitive methods to best engage the community. Topics will include commonly employed tools, approaches to communicating findings, and determining community readiness for change.

HSCI 5017 Program Planning (2 credit hours)

Students will examine planning models commonly employed in Public Health, develop measurable program objectives based on specific findings identified by the needs assessment process, develop program scope and sequencing of activities to leverage resources for the maximum outcome. Prerequisites: HSCI 5014 Community Health Education; HSCI 5015 Community Needs Assessment [may be taken concurrently].

HSCI 5018 Competencies for Community Health Educators (3 credit hours)

The National Commission for Health Education Credentialing, Inc. (NCHEC) competencies for Community Health Educators are integrated throughout the MSHS curriculum. Designed to represent the fundamental skills underlying the practice of Community Health Education, the course reviews the following 7 core areas of the profession in preparation for the national certification examination: 1) Assess Individual and Community Needs for Health Education; 2) Plan Health Education Strategies, Interventions, and Programs; 3) Implement Health Education Strategies, Interventions, and Programs; 4) Conduct Evaluation and Research Related to Health Education; 5) Administer Health Education Strategies, Interventions and Programs; 6) Serve as a Health Education Resource Person; 7) Communicate and Advocate

for Health and Health Education. Prerequisites: HSCI 5014 Community Health Education [May be taken concurrently].

HSCI 5019 Program Implementation (2 credit hours)

The student will develop the phases of program implementation commonly employed in Public Health intervention programs and establish a system of program management and record keeping. Other topics include the training of staff and program facilitators, medical and legal concerns, program safety, reporting, and documentation. Prerequisites: HSCI 5014 Community Health Education.

HSCI 5020 Grant Proposal Writing (3 credit hours)

The course provides an overview of grant proposal writing and an opportunity to develop strategies for obtaining grant monies for targeted projects in all organizational settings. Students will complete a grant proposal that is suitable for submission upon completion of the course. Participants will 1) develop a targeted program and project plan for a specified funder; 2) select approaches to evaluate the proposed program outcomes, and 3) prepare a proposal budget. Topics include the identification of appropriate grantors, reaching and establishing relationships with government, foundation, and corporate funders. Prerequisites: HSCI 5106 Applied Statistics [May be taken concurrently]; HPE students must have completed HSCI 5130 Foundations in the US Healthcare System; CHE students must have completed HSCI 5017 Program Planning.

HSCI 5100 Learning Theories and Student Behaviors (3 credit hours)

The course explores the major learning theories involved in health education. Emphasis is placed on the interrelationship between learning and teaching styles and their impact on the learning environment. Students will focus on the recognition of common behaviors that contribute to the decline of the learning environment and develop strategies for maintaining and restoring a positive learning environment.

HSCI 5102 Principles of Instructional Design (3 credit hours)

The course is designed to provide the student with the skills needed to develop educational interventions. Emphasis is placed on teaching, learning, and evaluating student performance. Students will conduct educational needs assessment, and data analysis. Writing instructional objectives, defining instructional strategies, designing learning activities, selecting media, test construction and evaluation of student learning complete the course objectives. Prerequisites: HSCI 5100 Learning Theories and Student Behaviors.

HSCI 5106 Applied Statistics (3 credit hours)

The course is designed to prepare the student to understand and apply principles of statistics in the analysis and interpretation of quantitative data in health science research. Students will engage the concepts of data management for conducting Capstone/Thesis work. Topics include but are not limited to 1) variables; 2) descriptive statistics; 3) measures of central tendency; 4) measures of dispersion; 5) hypothesis testing; 6) T-test, ANOVA, linear regression, Pearson Product, and Chi Square for descriptive and inferential statistics in the interpretation of data.

HSCI 5108 Instructional Media (3 credit hours)

Students will formulate educational materials that are compliant with the Americans with Disability Act (ADA) and are appropriate for varied and diverse audiences. Students will prepare to conduct community, classroom, and online teaching through the effective application of print media, presentations, web formats, and audio/video tools. (Prerequisites: HPE Students: HSCI 5110 Writing for Publication; HSCI 5100 Learning Theories and Student Behaviors; HSCI 5102 Principles of Instructional Design. CHE Students: HSCI 5130 Foundations in the US Healthcare System; HSCI 5017 Program Planning)

HSCI 5110 Writing for Publication (2 credit hours)

The course provides students with skills to do well in an academic career and in scientific writing. Emphasis is placed on the process of manuscript and Capstone/Thesis/dissertation preparation in anticipation of scholarly publication.

HSCI 5130 Foundation of the U.S. Health Care System (3 credit hours)

The course explores the various components of the U.S. health care system, scope of practice, and the public, private and governmental influences affecting health care delivery. Students will explore the interrelationship between medical education and health care delivery systems. Primary, secondary, tertiary, and alternative systems are examined. The survey of health service delivery will include the challenges encountered in balancing patient centered care with how the health care system functions as a business. Prerequisites: HSCI 5106 Applied Statistics [may be taken concurrently].

HSCI 5202 Human Resources and Fiscal Operations (3 credit hours)

The course examines the primary legal obligations and common ethical dilemmas involved in fiscal operations, management, and administration. Topics include recruitment, hiring, performance evaluations, risk management, purchasing, credentialing, and the development and implementation of policies. Additionally, budgeting, forecasting, compensation, and the utilization of tools and methods of financial management and decision-making will be applied. Communication strategies for dealing with difficult people, negotiation, conflict resolution, e-manners, and public relations will be discussed. Prerequisite: HPE Students: HSCI 5204 Educational Leadership; CHE Students: HSCI 5017 Program Planning

HSCI 5204 Educational Leadership (3 credit hours)

The course will introduce the student to selected leadership theories and the development of mission, vision, and core beliefs as tools for directing the work of organizations and programs. Strategic planning models and managing change effectively is underscored. Students will assess their leadership style(s) and utilize organizational dynamics to lead effective teams. The course will also prepare students to develop an integrated approach to key roles and responsibilities in health professions.

HSCI 5206 Research and Program Evaluation Methods (3 credit hours)

The course provides students with an understanding of how research is formulated, the critical distinction between empirical observation and inference, and factors governing the types of conclusions which can be drawn from empirical data. Issues such as sample size and type, correlations vs. experimental research designs, objective vs. subjective data are addressed. Special issues of qualitative research and single case studies are addressed. The material is presented with the primary intent of training the student to be discriminating consumers of research. Prerequisites: HSCI 5106 Applied Statistics.

HSCI 5306 Clinical Teaching (3 credit hours)

The course provides an overview of teaching in the clinical, laboratory, community, and practical settings. Utilization of teaching moments in unstructured and practical environments, teaching in the presence of patients and clients, principles of formative feedback and assessing competence vs. capacity are emphasized. Prerequisites: HSCI 5106 Applied Statistics; HSCI 5102 Principles of Instructional Design; HSCI 5100 Learning Theories and Student Behaviors.

HSCI 5400 Evidence-Based Educational Research (3 credit hours)

The course provides the student with a combination of quantitative and qualitative methods in reading, understanding, critiquing, and conducting research. Experiences and literature review are utilized to

demonstrate best practices in educational research. Evidence based enquiry is emphasized by two means: (1) the importance of data driven decision making and (2) explicit guidelines for conducting empirical studies. Prerequisite: Acceptance into the NMM/OMM Fellowship or the College of Podiatric Medicine.

HSCI 5401 Executive Skills and Curriculum Delivery (3 credit hours)

Under the direction of the MSHS faculty and the OMM faculty in the College of Osteopathic Medicine or the faculty in the College of Podiatric Medicine, students will design and implement learning activities that constitute the core academic curriculum of osteopathic principles and practices. Students will demonstrate competence in lecturing and teaching, course management, production of educational materials, test construction, test assessment, student performance evaluation, develop and conduct clinical and laboratory instruction, master the components necessary for teaching clinical skills in the psychomotor domain, effectively assess competence in inter-rater reliability, and facilitate journal club activities. In addition, students will participate in ongoing delivery and assessment of the OMM curriculum and formulate recommendations for program development. Prerequisite: Acceptance into the NMM/OMM Fellowship or the College of Podiatric Medicine.

HSCI 5402 Leadership for Clinicians (3 credit hours)

Under the direction of the MSHS faculty and the OMM faculty of the College of Osteopathic Medicine or the faculty of the College of Podiatric Medicine, students will fulfill leadership roles in the delivery of the OMM curriculum. Students will recognize the challenge of balancing the business of health professions education with patient centered care and learner centered instruction, demonstrate executive and problem-solving skills germane to the daily operation of a teaching unit, allocate department resources effectively, and make recommendations that enhance the delivery of an academic within the health professions. Prerequisite: Acceptance into the NMM/OMM Fellowship or the College of Podiatric Medicine.

HSCI 5997 Capstone/Thesis/Special Project Preparation (0 credit hour, CR/NCR)

Students establish the basis for the Capstone/Thesis by a) obtaining approval of their research topic, b) designing the research question, c) completing the Capstone/Thesis Prospectus document, d) completing the NIH certification for the protection of research subjects, and e) constructing a draft IRB application. Upon satisfactory completion of the course elements, the student will be permitted to enroll in HSCI 5998 Capstone/Thesis/Special Project Part I. Prerequisite: HSCI 5106 Applied Statistics; HSCI 5206 Research and Program Evaluation Methods.

HSCI 5998 Capstone/Thesis/Special Project I (1 credit hour, CR/NCR)

Students will complete Chapters 1-3 of the traditional five-chapter thesis format. Prerequisites: HSCI 5997 Preparation for Capstone/Thesis/Special Project and assignment of Capstone/Thesis Chair; HSCI 5106 Applied Statistics; HSCI 5206 Research and Program Evaluation Methods. Students must have completed a minimum of 9 credit hours of study. Prerequisite: HSCI 5106 Applied Statistics; HSCI 5206 Research and Program Evaluation Methods; HSCI 5997 Capstone/Thesis/Special Project Preparation.

HSCI 5998A Capstone/Thesis/Special Project I Continuation (0 credit hours, CR/NCR)

Students who achieve meaningful progress but do not complete the elements of Capstone/Thesis/Special Project I in the semester in which they enrolled may continue their work in HSCI 5998A Capstone/Thesis/Special Project I Continuation. Students may register for continuation for a total of two (2) semesters. In the event that HSCI 5998 course elements are not accomplished by the end of two (2) semesters of continuation, the student may be recommended for dismissal for failing to make reasonable progress toward degree completion. Enrollment in the course is not required during the summer term. The student is assessed a

continuation fee for each semester they are enrolled in the course. Prerequisite: HSCI 5106 Applied Statistics; HSCI 5206 Research and Program Evaluation Methods; HSCI 5997 Capstone/Thesis/Special Project Preparation; a grade of "I" or "IP" in HSCI 5998 Capstone/Thesis/Special Project I.

HSCI 5999 Capstone/Thesis/Special Project II (1 credit hour, CR/NCR)

Students will complete the elements necessary for chapters 4 and 5 of the five-chapter paper. Upon approval of the faculty, the student will schedule and successfully complete the oral defense of the paper. Prerequisite: Completion of HSCI 5998 Capstone/Thesis/Special Project Part I.

HSCI 5999A Capstone/Thesis/Special Project II Continuation (0 credit hours, CR/NCR)

Students who achieve meaningful progress but do not complete the elements of HSCI 5999 Capstone/Thesis II in the semester in which they enrolled may continue their work in HSCI 5999A Capstone/Thesis/Special Project II Continuation. Students may register for continuation for a total of two (2) semesters. In the event that HSCI 5999 course elements are not accomplished by the end of two (2) semesters of continuation, the student may be recommended for dismissal for failing to make reasonable progress toward degree completion. Enrollment in the course is not required during the summer term. The student is assessed a continuation fee for each semester they are enrolled in the course. Prerequisite: HSCI 5998 Capstone/Thesis/Special Project I; A grade of "I" or "IP" in HSCI 5999 Capstone/Thesis/Special Project II.

Honors and Awards

The following awards are presented annually at the University's commencement ceremony that is typically held in May.

- Alumni Memorial Award
- Bertha Oliver Memorial Award
- Dean's Award
- Don and Jean Griva Memorial Award
- Outstanding Thesis Award
- Jayzona Alberto & Helen Musharbash Health Science Alumni Scholarship

Additional awards for which MSHS students are eligible include:

- Arthur Madorsky, MD Memorial Scholarship Award
- Guy M. Allmond Scholarship Fund
- Linda Fox Memorial Endowment Fund
- President's Society Award
- The Alumni Association Scholarship
- Who's Who among Students in American Universities and Colleges Nominations

Academic Calendar

Fall 2023	
August 7-11, 2023	Orientation/Welcome Week
August 12, 2023	White Coat Ceremony (Tentative)
August 21, 2023	Fall Classes Begin
August 25, 2023	Last Day to Add Fall Classes
September 1, 2023	Last Day to Drop Fall Classes
September 4, 2023	Labor Day – No Classes
October 9, 2023	Indigenous People’s Day – No Classes
November 10, 2023	Veterans Day – No Classes
November 23-24, 2023	Thanksgiving Holiday – No Classes
December 10, 2023	Fall Classes End
Spring 2024	
January 8, 2024	Spring Classes Begin
January 12, 2024	Last Day to Add Spring Classes
January 15, 2024	Martin Luther King Day – No Classes
January 19, 2024	Last Day to Drop Spring Classes
February 19, 2024	President’s Day – No Classes
March 18, 2024	Spring Break Begins
March 25, 2024	Spring Classes Resume
April 28, 2024	Spring Classes End
Summer 2024	
April 29, 2024	Summer Classes Begin
May 10, 2024	Last Day to Add Summer Classes
May 15, 2024	College of Health Sciences Commencement Ceremony
May 17, 2024	Last Day to Drop Summer Classes
May 27, 2024	Memorial Day – No Classes
June 19, 2024	Juneteenth – No Classes
June 23, 2024	Summer Classes End

Western University of Health Sciences

College of Health Sciences

**Master of Science in Medical Sciences (MSMS)
2023/2024 Catalog**

College of Health Sciences

Mission

The mission of the College of Health Sciences parallels the humanistic traditions of Western University of Health Sciences. We are a team of educators, clinicians, and researchers who prepare graduates to improve the health and wellbeing of all populations.

Goals

1. To educate an allied health workforce that helps to meet the healthcare and educational needs of the State of California and the west.
2. To achieve an environment and culture that supports all members of the College.
3. To ensure an environment and culture that empowers all persons in the College to maximize their potential as contributing members in the education of students, in research and clinical activities, and in service to the community.

Master of Science in Medical Sciences (MSMS)

Accreditation

Western University of Health Sciences is accredited by the Senior College and University Commission of the Western Association of Schools and Colleges (WASC). WASC's statement of accreditation status can be found at <http://www.wascsenior.org/institutions/western-university-health-sciences>. You may contact WASC at 985 Atlantic Avenue, Suite 100, Alameda, CA 94501. Phone: (310) 748-9001, Fax: (310) 748-9797, E-mail: wascsr@wascsenior.org. WASC is a non-profit organization that evaluates the quality and educational effectiveness of schools, colleges, and universities. WASC is one of six regional accreditation agencies in the United States. While it is not officially regulated by the government, it is regularly reviewed by the US Department of Education and the Council for Higher Education Accreditation.

Please refer to the specific college sections of this catalog for further information on program and professional accreditations.

Complaints Regarding WASC Accreditation Standards

Western University of Health Sciences is committed to meeting and exceeding the standards for accreditation of colleges and universities as described by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). It is the policy of Western University of Health Sciences that a student, employee, or other constituent of the University that believes that they University may not be in compliance with the standards of accreditation has a right to file a complaint can view the complaint submission process at: <http://www.wascsenior.org/comments>.

General Information

Mission Statement

The mission of the Master of Science in Medical Sciences (MSMS) program at Western University of Health Sciences is to provide students with the knowledge, critical evaluation skills and research awareness that will allow them to become well-informed, evidence-based, professionals able to pursue further academic training in medical and health sciences.

Vision

The Master of Science in Medical Sciences program is designed to produce a diverse population of lifelong learners and leaders who can tackle challenges in healthcare and generate partnerships that will positively impact and champion health equity in underserved areas

Values

The WesternU MSMS program values:

- Diversity, Equity, Inclusion and Anti-Racism
- Respect and Humanism
- Virtue, Integrity, and Academic Excellence
- Leadership and Innovation
- Teamwork and Collaboration

About the Program

The program emphasizes integration of biomedical sciences and research-based knowledge in clinical decision-making. Courses, laboratory experiences, and research will serve to provide students with the skills required to integrate scientific knowledge, literature evaluation, and clinical decision-making, and will culminate in a capstone course, assessed by a final conference presentation. A minimum of 46.50 credit hours is required for completion of the MSMS program. This includes didactic study, clinical shadowing, research, and laboratory work leading to the completion of a capstone research project.

Program faculty have appointments in the Colleges of Health Sciences, Osteopathic Medicine of the Pacific, Pharmacy, and Dental Medicine, as well as accredited outside institutions of postsecondary education. Their areas of research emphasis include molecular biology, microbiology, biochemistry, immunology, neuroscience, anatomy, physiology, pharmacology, clinical care, psychology, public health, education, and ethics.

Curriculum Design

The MSMS curriculum is a hybrid model that includes a blend of virtual and in-person instruction coupled with research/hands-on laboratory opportunities.

Objectives and Student Learning Outcomes

The following illustrates the alignment between student learning outcomes at WesternU, the mission of the College of Health Sciences, and the MSMS program goals and expected student outcomes.

Scientific Competency

- Graduates will demonstrate foundational knowledge in the biomedical sciences.
- Graduates will be able to use logic and reason to explain concepts across the biological hierarchy.

Graduates will be able to integrate, synthesize, and apply knowledge of biomedical sciences.

Interpersonal Communication Skills & Collaboration Skills

- Graduates will demonstrate the ability to communicate, in both oral and written form, about current issues in biomedical & health sciences in a manner acceptable to peers, clinical professionals, and the public.
- Graduates will effectively collaborate with colleagues and staff in research, teaching, and clinical settings. Graduates will work collaboratively with others to achieve shared goals, share information and knowledge with others and provide feedback, and will put team goals ahead of individual goals.

Professionalism

- Graduates will consistently fulfill obligations in a timely and satisfactory manner, take responsibility for personal actions and performance, and demonstrate professionalism in comportment.
- Graduates will demonstrate tolerance of stressful or changing environments or situations and adapt effectively to them.
- Graduates will set goals for continuous improvement and learning new concepts and skills, engage in reflective practice for improvement, and solicit and respond appropriately to feedback.

- Graduates will behave in an honest and ethical manner, cultivate personal and academic integrity, adhere to ethical principles, follow rules and procedure, resist peer pressure to engage in unethical behavior, encourage others to behave in honest and ethical ways, and will develop and demonstrate ethical and moral reasoning.

Emotional Intelligence and Service

- Graduates will demonstrate a sensitivity to others' needs and feelings and recognize and act on their responsibilities to society, locally, nationally, and globally.
- Graduates will demonstrate an awareness of others' needs, goals, feelings, and the ways that social and behavioral cues affect peoples' interactions and behaviors; and will treat others with respect.
- Graduates will demonstrate knowledge of socio-cultural factors that affect interactions and behaviors; show an appreciation and respect for multiple dimensions of diversity; recognize and act on the obligation to inform one's own judgment; engage diverse and competing perspectives as a resource for learning, citizenship, and work; recognize and appropriately address bias in themselves and others; **and** interact effectively with people from diverse backgrounds.

Personal Competencies for Admission and Matriculation

A candidate for admission to the MSMS degree program in the College of Health Sciences must possess, or be able to achieve through a reasonable accommodation, certain sensory and motor functions, that would enable the individual to carry out the activities described in the sections that follow. Upon matriculation to the program, the student must continue to possess, or be able to achieve through a reasonable accommodation, the personal competencies outlined below through their progression in the MSMS degree program. Graduates of the program are eligible for employment in a wide variety of academic and clinical programs. As a result, they must have the intellectual ability to learn, integrate, analyze, and synthesize numerical, visual, and textual information in the biomedical sciences and health professions fields. They must also be able to effectively and accurately integrate this information and communicate it to others by both oral and written means.

A candidate for the MSMS degree program in the College of Health Sciences ordinarily must have abilities and skills of six general varieties, including but are not limited to: (1) observation; (2) communication; (3) motor; (4) intellectual, conceptual, integrative, and quantitative; (5) behavioral and social and (6) ethical standards.

For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (HFCDHP) at Disability Accommodations (e-mail) or (909) 469-5297 or visit the HFCDHP web site

Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation:

Observation

Candidates must have sufficient vision to be able to observe demonstrations and presentations by faculty and other students.

Communication

Candidates must be able to communicate effectively and sensitively in English with other students, faculty, staff, and other professionals, in both oral and written formats, and must be able to read, write, and communicate verbally in English. Candidates and students must be able to read and comprehend written material and communicate clearly and audibly during interactions with classmates, professors, patients, and members of the health care team.

Motor

Candidates should have sufficient motor function, or reasonable accommodations to enable them to operate commonly used lab and educational equipment, (including, but are not limited to, computers, microscopes, overhead projectors). These actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Candidates and students must demonstrate problem-solving skills, which include measurement, calculation, reasoning, analysis, and synthesis. Preparation of a thesis, oral presentation, or capstone project require all these intellectual abilities.

Behavioral and Social Abilities

Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, exercise good judgment, and promptly complete all the responsibilities involved in the education process. Candidates and students must also demonstrate that they can develop mature, sensitive, and effective relationships with faculty, staff, and colleagues. Additionally, they must be able to tolerate physically and mentally taxing workloads, adapt to changing environments, and display flexibility. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are some of the personal qualities that will be assessed during the admissions and educational processes.

Ethical Standards

Candidates must demonstrate the ability to reason morally in a professional and ethical manner with faculty, peers, and communities.

Admissions Policies and Procedures

Admission to the MSMS program is on a competitive basis and is open to citizens and permanent residents of the United States and international students. WesternU is committed to admitting competitive, qualified individuals with or without disabilities. The program will accept applications for admission from all qualified candidates for the MSMS degree. WesternU participates in the Post Baccalaureate Centralized Application Service (POSTBACCAS) for its admissions process.

Non-Discrimination, Anti-Harassment and Non-Retaliation Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community, and applicants, in accordance with all applicable laws.

WesternU also prohibits any form of retaliation against a person, who under good faith, reported a violation under the policy or who participated in any investigation or proceeding under the policy. Violations of the policy will lead to prompt and appropriate administrative action, including and up to termination of employment or expulsion from the University.

Reasonable Accommodation for Disabilities

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodation. A student who discloses a disability and requests accommodation will be referred to the Harris Family Center for Disability and Health Policy (^{HF}CDHP). The student will be asked to provide documentation of the disability for the purposes of determining appropriate accommodations. The College of Health Sciences, in collaboration with CDHP, will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation can contact the ^{HF}CDHP office.

Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2023/2024 academic year. Current admission and application requirements for the MSMS program, including prerequisite coursework requirements, can be found on the [Prospective Student website](#).

The minimum criteria to receive consideration for admission into the program are listed below. Meeting these criteria, however, does not guarantee admission into the program.

- A bachelor's degree with a strong science component from a regionally accredited U.S. institution or at an equivalent foreign institution. Exceptions will be made on a case-by-case basis. All coursework taken from non-U.S. institutions, including Canada, must be submitted to an [approved service](#) for evaluation.

- To be considered, an applicant must have completed all prerequisite courses required for their declared professional program. These typically include one year of general biology, one year of general chemistry, 1-2 semesters of organic chemistry, and 1-2 semesters of physics. Biochemistry is usually not required, but often highly recommended.
- Additional courses that will enhance one’s application include upper-division courses in molecular and cellular biology, genetics, immunology, anatomy, and physiology.
- A minimum cumulative/overall grade point average (GPA) of 2.50
- Official standardized test scores taken within the last three (2) years (if required by the professional program in which the student plans to matriculate). Please the respective program’s application requirements for the required standardized test(s).

Professional Goal	Standardized Test	CAS (Optional)
Pre-Medical	MCAT	AACOMAS or AMCAS
Pre-Dental	DAT	AADSAS
Pre-Optometry	OAT	OPTOMCAS
Pre-Podiatry	MCAT	AACPMAS
Pre-Pharmacy	GRE (General) or PCAT	PHARMCAS

- Three letters of reference from individuals familiar with the applicant’s scholarship, appropriateness for a health care profession, and research potential. One letter must be from a science faculty member. A recommendation from a health care professional is highly recommended. These are submitted to POSTBacCAS and provided to the university with your primary application.

Besides a strong academic record, we are looking to accept students who demonstrate the ability to integrate and disseminate information, who have outstanding communication and interpersonal skills, and who demonstrate caring and empathy towards other people and experimental animals. We recommend applicants have a strong record of service to those from economically, educationally, and/or medically underserved backgrounds.

Application Procedures and Timelines

The MSMS program has a June orientation and matriculation date. The application submission period opens in early October of the year prior to planned matriculation. The application cycle typically closes in March of the planned matriculation year. Applicants are encouraged to submit their primary application as early as possible.

Those who do not meet the criteria by the time of matriculation, and wish to reapply for the following year, must submit a new primary application and will be considered with the new applicant pool. The link to the primary application, and detailed information on how to apply, can be found on the [Prospective Student website](#).

A primary application must be submitted electronically to PostbacCAS. Three letters of recommendation forms must be submitted directly to PostbacCAS along with official transcripts from **all** colleges and

universities attended. To initiate the primary application with POSTBacCAS, visit the POSTBacCAS website at <https://postbaccas.liaisoncas.com/applicant-ux/#/login>.

After receipt of the applicant's PostbacCAS application, as well as all required materials, the Admissions Operations Office will process the application and determine eligibility for review. Upon completion of processing and deeming of the application complete, the application file will be sent to the Admissions Committee for consideration for interview. Completed applications are reviewed on a rolling basis and early applications are strongly encouraged.

Applicants who wish to use coursework completed outside the United States, including Canada, must submit their transcripts for evaluation to a [Western University of Health Sciences Approved Service](#) at the candidate's expense. A course-by-course evaluation, a calculation of a cumulative/overall GPA are required, and all coursework must be designated as undergraduate, graduate, or professional. WesternU only honors evaluations from one of the approved services. The official evaluation must be received by the application deadline.

The Admissions Committee will review all completed, qualified applications and determine which potential candidates will be invited for an interview. The interview is designed to allow the applicant to learn more about WesternU's MSMS program as well as allow the Admissions Committee to learn more about the applicant. The interview process is conducted in the spring months of the application cycle. Decisions regarding the admission of applicants are final and not subject to appeal.

Acceptance Deposit

Applicants accepted to the MSMS program must pay a non-refundable "acceptance" deposit of \$250.00.

International Applicants

International applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. For detailed information, please visit our web page for [International Students](#).

Linkage Program

The MSMS program has developed a linkage program with the university's Osteopathic Medicine, Dental Medicine, Podiatric Medicine, Pharmacy, Optometry, and Physical Therapy programs.

Transfer Credit

Ordinarily, transfer credit will not be accepted. Under extraordinary circumstances, the faculty of the MSMS program may allow up to nine (9) credit hours to transfer if the coursework has been completed within an accredited graduate or professional program and there is compelling reason provided for the transfer. To have a course transferred, the student must provide the catalog description and course syllabus so that the appropriate faculty can approve the course's subject equivalency. Once these materials have been uploaded to the applicant's application on the WesternU application site, they will be reviewed ordinarily within 10 business days by appropriate faculty. A decision about equivalency and transferability will be made at that point. The Office of Admissions will notify the student of the decision by email. Under no circumstances will transfer credit be granted for coursework taken while enrolled as an undergraduate student.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Office of the Registrar. For additional information on the appeal process, please see the [Registration Late Fees](#) page on the Registrar's Office website.

Student Health Insurance Requirement

All full-time students at Western University of Health Sciences are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) page on the Registrar's Office website.

New Student Orientation/Welcome Week

Attendance at all Orientation and Welcome Week activities is mandatory. There may also be classes during Orientation and Welcome Week in the MSMS program. Failure to attend any required part of Orientation/Welcome Week without prior approval from the Assistant Deans of Student Affairs may result in the rescindment of the offer of acceptance.

Student Initiated Changes in Enrollment Status

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on withdrawing from the MSMS program, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Full-Time/Part-Time Status

All MSMS students enrolled in at least 8.00 credits are considered full-time students. Students enrolled in 6.00 – 7.99 credits are considered three-quarter-time students. Student enrolled in 4.00 – 5.99 credits are considered part-time students.

Time Limits

The Master of Science in Medical Sciences program is designed to be completed in one (1) year of full-time study. The requirements for the degree must be fulfilled within 1 year, 6 months from the date of matriculation to the program. An exception to this may be granted if a student is required to repeat a course offered beyond the 1 year, 6-month limit. Students who are unable to meet the 1 year, 6-month time limit for the MSMS program will be referred to the Student Progress Committee and may be subject to administrative withdrawal.

Tuition and Fees

By action of the Board of Trustees, MSMS tuition and fees for the 2023/2024 academic year (subject to change) are as follows:

\$29,958.00	Annual Tuition
\$40.00	Student Body Fee

Other Fees and Expenses

\$862.00	Textbooks and Supplies
\$220.00	GraphPass & Osmosis
\$65.00	ExamSoft
\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (per month)
\$350.00	Graduation Fee
\$235.00	Annual Parking Permit (Auto) (Optional)
\$40.00	Locker Key Replacement Fee (Optional)
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee
\$TBD	Breakage Fee (Replacement Cost)
\$1,500.00 - \$2,000.00	Required Laptop Computer

Additional MSMS Program Requirements

The MSMS program requires that each enrolled student have a laptop computer with internet access and computer privacy screen. Course assignments and exams will be given that necessitate access to a computer and the Internet. Laptop specifications can be found at <https://support.westernu.edu - Laptop Requirements>. When the institution is in remote status for lectures and some exams, students must have an additional device for proctoring exams. The additional device must be able to connect to the internet and have a camera.

Modified Curriculum/Repeated Coursework Tuition Rate

Students enrolled in a modified MSMS curriculum or who are directed to repeat one or more courses but not the entire academic year are charged a per credit hour tuition rate. This rate is calculated by dividing the total credits required for a class year by the annual tuition. The per credit rate for 2023/2024 are shown below:

\$644.26	MSMS Repeated Coursework Per Credit Charge
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Students remediating a course will not be assessed a per credit charge for that course.

General Academic Policies and Procedures

Academic Advising

Students will be assigned a faculty advisor by the Department Chair upon matriculation. Advisement by faculty should be viewed by the student as a part of the academic process. The student or faculty advisor may seek a change of advisor. Such a request should be made to the Assistant Deans of Student Affairs or the Department Chair. It is the responsibility of the student to meet periodically with their advisor. A student on probation must meet with their advisor and the Assistant Deans of Student Affairs at least once a month, or as specified by the terms of probation.

Attendance and Participation

Students are expected to attend all scheduled classes and activities. Face-to-face learning is a valued part of the curriculum. Per the University catalog, class attendance is mandatory. The course instructor may drop a student for non-attendance at the first class meeting, in the event of habitual absenteeism, or non-participation in instructional activities. Many courses include participation as part of the overall grading of student performance. All students are also required to attend the following events:

- Orientation in early June of the first year of the program, usually spanning from Monday to Friday.
- Convocation and White Coat ceremonies on Saturday in August of the first year of the program.
- The first session of every course taken throughout the entire program.
- Attendance at announced mandatory student meetings; usually held once per semester.
- Commencement exercises usually held on a weekday in the month of May.
- Scheduled obligations including clinical experiences, events, and commitments.

In the event of an absence or tardiness, it is the student's professional responsibility to notify the Assistant Deans of Student Affairs, who will inform the appropriate faculty. If an absence, lateness, or early departure is anticipated, it is considered a professional courtesy to discuss this with the appropriate course instructor(s) and faculty advisor at the earliest possible date. It is expected that students will report unanticipated absences due to illness, accident, or unforeseen event/emergency immediately to the Assistant Dean of Student Affairs and to the appropriate faculty member. Unexpected lateness should be discussed with the course instructor as soon as possible.

Absence or tardiness from class for any reason does not relieve the student from the responsibility for the material covered during the instructional periods. The student is responsible for all course material covered during an absence. Should an absence, lateness, or early departure occur on the day of an examination or announced/unannounced quiz, any make-up exams or quizzes may or may not be allowed, at the discretion of the course instructor.

Three (3) or more unexcused absences will be viewed as violations of the Standards of Academic Integrity, Professionalism and Student Conduct, will be noted in the student's academic record, and will be grounds for a meeting with the Student Performance Committee (SPC). Consequences of this meeting may include placing the student on conduct probation or conduct suspension. If a student is reported as having arrived late to a class three (3) times without an excuse, a note will be made in the student's academic record indicating the lack of promptness. Additionally, students with more than six (6) unexcused late arrivals will be viewed in violation of the Standards of Academic Integrity, Professionalism and Student Conduct and will be called for a meeting with the SPC. Consequences of this meeting could include placing the student on conduct probation or conduct suspension.

In the case that there is a difference of opinion between the student and a faculty member of record for a course, the Chair is the final arbiter in determining if an absence is excused or unexcused.

Student Rights and Responsibilities

It is the responsibility of the student to be familiar with the contents of the catalog and to observe all policies and procedures relative to the completion of requirements for the graduate degree that were in effect at the time of initial enrollment in the College of Health Sciences. A student may opt to complete the program of study and degree requirements described in the catalog at the time of their graduation, provided all revised policies of the later catalog are followed.

Examination Policies

For most examinations, a student will sit in an assigned seat, unless prior arrangements have been made with the Department Chair. Examinations will be administered in the form of a computer-based examination, paper examination, and/or oral examination. During an examination, a student may not leave the room until they have completed the examination, except in an emergency or as excused by the proctor (e.g., restroom break). If a student is excused to leave the room temporarily, the proctor will accompany the student. No additional time will be granted for the student's time out of the examination room. In addition, students are allowed a maximum of one restroom break after two hours of testing.

Once a student completes their examination and leaves the examination room, they will not be permitted to re-enter the room until the examination is complete. All student belongings, except those required for the examination, will be kept in the front of the room. No food or drink (except bottled water) will be allowed during examinations.

Students who miss an examination may not be in or near the designated testing area during or immediately following the examination period. Students who violate this may be considered as demonstrating academic dishonesty and may be subject to referral to the Student Conduct Committee.

Zoom Policies and Procedures

When the campus is in remote status for lectures, the program has set forth a policy regarding student attendance and participation for lectures via Zoom. This policy is applicable to each student in every course unless otherwise stated by the instructor of record. This policy is subject to change and the students will be notified via email and/or Elentra announcements when a change is made.

Any noncompliance with this policy may result in a referral to the SCC as an alleged violation of University or College student conduct policies.

Students will be required to use a laptop to connect to their WesternU student Zoom account. Cell phones may not be normally used during class session. Students will log into the Zoom session from a stationary structure (i.e. house, apartment, condo, etc.) conducive to learning. This means that traveling in a car and using a cell phone to attend a Zoom session is not accepted nor approved behavior. Students must adhere to the following:

21. Student is required to attend class via Zoom using their WesternU account (please refer to course syllabi for attendance instructions).
22. First and last names MUST display on the student's Zoom account. If a student prefers to be called by a different name, they must display the name as such. Ex: John "Johnny" Doe

23. Student will be muted upon entry into the Zoom session but will always be required to have their video turned on.
24. Students must be in direct view of their camera throughout the ENTIRE class session excluding scheduled class breaks. During class breaks, video can be turned off, and the student must not exit the Zoom session. If a student's video is turned off for an extended period, the student will be removed from the session and may result in a loss of participation points or class materials.
25. Internet connectivity can sometimes be an issue. Students are to ensure that they have the speed and bandwidth necessary to participate in the curriculum without limited issues.
26. Students are encouraged to be aware of others in the same household who may be using the Internet simultaneously. In the case of an emergency such as the Internet being down, a student may use a cell phone for the Zoom session with consent of the instructor of record.
27. Students must wear appropriate school attire during the Zoom session. Not doing so is considered unprofessional. This may result in a loss of participation points in the course.
28. Private Zoom chats will be disabled by the Instructor of Record in the course.
29. If a student has a question during the lecture, they are to utilize the "raise hand" feature on Zoom (located at the bottom of the screen).
30. If selecting a virtual background, students must select a clean background that is not distracting and lecture appropriate.

Zoom Exam Protocol

During any remote learning period, students will be required to "re-create" the classroom setting required for exams. This means that students will be expected to have a secondary device, either a tablet or phone, which will remain functional for proctoring during the test-taking period. The following protocol will be followed by students until advised otherwise by either the Instructor of Record or Department Chair.

Preparation – Done the Day Prior to the Exam

15. Prepare a private, quiet, and un-cluttered setting where they will designate as their exam-taking space. The desk or table where they are taking the exam should be empty or draped. Students should not have any visuals directly in front of or sides of the test space.
16. Make sure they have reliable Wi-Fi connectivity in the area they will be testing in.
17. Any notes and other written documents should be removed from the computer or laptop in which the student uses for testing.
18. Test area will have the secondary device and ensure that the device can be plugged in and/or remain charged throughout the testing period.
19. The secondary device must be positioned so that the camera captures a clear view of the student's keyboard, screen, workspace, and face during the exam via a side/lateral view.
20. The student will need a portable/erasable white board with dry erase markers and eraser. This may only be used during testing when permitted by the Instructor of Record.
21. The student must put their secondary device in Do Not Disturb mode after connecting to the Zoom session. This will allow the student to concentrate without interruptions to the student or the video feed. Any disruptions to the video feed during the exam will be deemed "suspicious activity" which could be subject to review by the Instructor of Record and/or the program chair.

Day of the Exam

31. Students must remove any smartwatches and other electronic devices (if applicable) prior to the test.
32. Students are expected to log-on 15-30 minutes prior to the scheduled Zoom meeting using the meeting information provided by the Instructor of Record.

33. The student's set-up should be according to instructions from the section above titled "Preparation."
34. Students may have the erasable white board to write down notes after the start of the exam if permitted by the instructor of record.
35. Upon entering the test "environment" students will need to provide a 360-degree view with their phone/tablet of their testing area and white board (front/back).
36. If there is a question about a test question, the policy of the department is to not answer questions regarding exam questions or answers. If there is an operational question, students should DIRECTLY/PRIVATELY put their question in the Zoom meeting chat box.
37. Exam password will be available via Zoom shared screen just prior to the start of the exam.
38. Students are to log-on to ExamSoft within five (5) minutes of receiving the password. Any technical difficulty that may students experience, are to be sent to the proctor immediately using Zoom chat.
39. Exams are INDIVIDUAL and closed book. There should be NO NOTES or cues visible to the student during the exam. Students may NOT have someone else within their view throughout the exam.
40. Students are to have their Zoom profile on "mute audio."
41. The chat box on Zoom will be kept open during the exam and messages will be private and sent to the proctor only. The chat may be saved with the video to the Chair of the Department.
42. Students are NOT to leave the test setting under any circumstances during the exam – except when there is an emergency at which point the student must check with their proctor before leaving.
43. The student's test will need to be uploaded within five (5) minutes by the end of the testing period.
44. Once the student has submitted the exam, they will show their Green/Uploaded screen along with their cleaned white board to the Proctor for five seconds on Zoom to be excused.
45. Finally, the Zoom session may be video recorded during the exam period and any suspicious behavior will be reviewed by the instructor of record and/or the Chair of the department and result in a "0" on the exam.

The faculty place a high value on compliance with applicable standards of student conduct, including but not limited to the standards of professionalism and the honor code. Conduct such as taking screenshots, sharing portions of exam questions, or having reference material out during an exam would be considered a violation of the standards of professionalism and the honor code. Noncompliance with such policies may result in a referral to the SCC and result in adverse action, up to and including dismissal from the program.

Research Requirements

MSMS candidates will choose a topic for their research projects in consultation with the research course director. They will be expected to document their research proficiently via a poster and an oral presentation.

Children in the Classroom/ Labs

The classroom is an environment for enhanced learning and should be free from unnecessary distraction. For this reason, children are not permitted in the classroom during lectures or examinations, no exceptions.

Communication

All students will be assigned an email account by the Office of Student Affairs. The WesternU email address is the primary means of communication utilized by the University and the MSMS program. Students are to be advised that the use of personal email accounts may result in messages defaulting to the spam filter process. Students are required to check their WesternU email accounts at least twice daily. The WesternU

communication policy requires that all email messages receive a response within 48 hours (two business days). Students are required to keep the Office of the Registrar informed of their current address and telephone number by updating their information in the [Student Portal](#).

Each student is responsible for advising the Registrar and Assistant Deans of Student Affairs of telephone number changes as soon as they occur. Cell phones must be turned off during all class times and examinations.

Protocol for Input on Matters of Student Concern

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college's Student Affairs personnel, then the College Dean. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, then Dean, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility. Specific college policies regarding issue/dispute resolution are indicated in the appropriate sections of this catalog.

Standards of Academic Integrity, Professionalism and Student Conduct ("Standards of Student Conduct")

The University Standards of Academic Integrity, Professionalism, and Student Conduct can be located in the University Catalog. The standards outlined below are in addition to those outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

CHS Student Conduct Committee (CHS-SCC)

The College of Health Sciences (CHS) Student Conduct Committee (SCC) shall consist of three elected CHS faculty members and as an ex-officio non-voting member, the Assistant Deans of Student Affairs. The Chair of the committee is elected by the members and the Committee meets at the call of the Chair. The term of membership is three years with staggered terms. The committee is responsible for handling alleged violations of the Standards of Academic Integrity, Professionalism and Student Conduct. For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct", located in the General Section of the University Catalog.

Reporting Alleged Violations/CHS-SCC Investigation Procedure

1. Upon witnessing or becoming aware of violation(s) of professional conduct, a report will be generated and turned into the Department Chair. The report will include the following information:
 - a. Name and signature of the individual making the report, and date, time, and place of alleged violation(s)
 - b. Name of the accused student
 - c. Alleged violation(s)
2. If the conduct involves a particular course or field experience, the classroom Instructor, Clinical Instructor / Field Supervisor, or Field Coordinator will advise the Department Chair.
 - a. The Department Chair may resolve minor infractions or refer the matter to the Office of the Dean.
 - b. The Department Chair will meet with the student, the instructor or field coordinator, and/or the student's faculty advisor, individually or in a group, to discuss the nature of the alleged violation(s) that have been reported and the actions, if any that the Department Chair intends to take. The Chair sends written notification of the violation(s), including date, involved student's name, and resolution to the involved student, with copies to the CHS-SCC, Department Chair, and Faculty Advisor within five business days.
 - c. The Department Chair places a copy of the notification in the student's file, to be removed if no further incidents occur prior to graduation.
 - d. The student involved in the alleged violation(s) may request a hearing with CHS-SCC.
3. Matters that could not be resolved at the program level will be referred to the Office of the Dean for review and referral to the CHS-SCC. The Department Chair will render a written recommendation to the Office of the Dean of the College of Health Sciences. Professional and personal conduct issues include, but are not limited to, (a) attendance, (b) cooperation with faculty, (c) interest shown in assigned work, (d) attitude towards fellow students and associates or toward personnel of the University or its affiliate organizations, (e) approach to and interaction with patients, research subjects and all other colleagues, as well as (f) personal appearance appropriate to the circumstances. For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct", located in the General Section of the University Catalog.

Appeals Procedures

In accordance with the University catalog, the Dean shall have authority to make decisions regarding a student's status in matters of academic progression/promotion, suspension, student conduct, dismissal, and graduation. The decision will be based on input from appropriate sources that may include the following: individual instructors, faculty, and appropriate committees.

The Dean will issue a decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean's decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Standards of Academic Progress

Students whose performance falls below the minimum acceptable standards for any area of study will be notified of such deficiency by the instructor of the course, the Assistant Deans of Student Affairs, or the Department Chair as soon as evidence of such sub-standard performance is available. Students whose performance is considered unacceptable because of not meeting the minimum requirements, or who are not able to bring their performance to the minimum standard within the allotted time in the academic term, will be placed on probation. The duration and conditions of the probationary period will be determined by the Student Progress Committee (SPC). The SPC may recommend the appropriate action, which may include but is not limited to remedial study or repetition of a unit of study, resulting in extending the length of the program. (See section on Probation in the General Academic Policies and Procedures section in University Catalog). To be considered making satisfactory academic progress and to be considered in good academic standing, MSMS students:

- Will have an overall GPA of 2.50 or above.
- Will complete the coursework for degree in two semesters unless a leave of absence is granted, or remediation of a course is required. If remediation is required, a student may have up to six (6) months additional time to complete the degree and to be considered to be making satisfactory academic progress.

Student Progress Committee

The College of Health Sciences' Student Progress Committee (SPC) is charged with the following responsibilities: (a) to review at the end of each semester the academic achievement and comprehensive evidence of progress of all students who are pursuing the MSMS degree (particular attention will be given to students in academic difficulty as their grades are made available to the SPC by the Registrar and/or course faculty); and (b) to receive reports from the Assistant Deans of Student Affairs regarding any student whose professional or personal conduct is deemed unsatisfactory. Appropriate professional and personal conduct are defined by the University's and College's Standards of Academic Integrity, Professionalism and Student Conduct.

Students who exhibit deficient academic performance may be referred to the SPC, based upon the recommendation of the Department Chair. When a matter is referred to the Student Progress Committee, the Chairperson of the SPC will invite the student to address the Committee. After reviewing the student's achievement and performance records, SPC may recommend to the Dean or designee of the CHS Dean any of the following courses of action for a student: promotion, probation, remediation, suspension, dismissal, educational assessment and recommendation, or no action. The Dean has

the authority to accept the recommendations or may make such other decisions, as they deem appropriate under the circumstances. The Dean will issue a decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean's decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Thereafter, in the case of probation or remediation, the SPC will determine the course of action.

While the SPC addresses situations that cover academic performance, professionalism, and student conduct; there may be times where the hearing process in the University's catalog supersedes the College catalog. Generally, this occurs when a student is alleged to be in violation of the University's Standards of Student Conduct. In the event that the University Catalog applies, the College of Health Sciences will follow all University hearing policies and procedures as applicable. For further information regarding the University hearing process, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Student Conduct," located in University Catalog.

Graduation

A student will be recommended for the Master of Science in Medical Sciences degree provided the student:

1. Is not on probation or suspension, has completed all prescribed academic requirements with a cumulative grade point average of above 2.50 and has no outstanding grade of "I," "NCR," or "U."
2. Has demonstrated no serious deficiencies in ethical, professional, or personal conduct, as defined in University Catalog, "General Academic Policies and Procedures" section, which would make it inappropriate to award the degree of Master of Science in Medical Sciences.
3. Has complied with all the legal, immunization, and financial requirements of the University as stated in the University Catalog.
4. Has attended in person and participated in the Commencement ceremony at which time the Master of Science in Medical Sciences degree is conferred. Unless special permission has been granted by the Dean, each student must participate in his or her respective commencement ceremony. If the Dean grants special permission for excusal from commencement, the graduate may be required to present themselves to the Dean or their designee at another specified date to take their profession's oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31 of that calendar year. No student will receive their degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

Adverse Actions

Probation

The student who demonstrates unacceptable performance in any unit of study during any phase of the program is notified of such performance by the Instructor of the course, Faculty Advisor, the Assistant Deans of Student Affairs, or Program Chair as soon as it becomes evident.

Students whose performance is considered unacceptable because of not meeting the Standards of Academic Progress will be placed on probation. The duration and conditions of the probationary period will be determined by the CHS Student Progress Committee (SPC). The Committee may require remedial study and/or repetition of a unit of study in addition to the terms of probation recommended by the faculty.

Probation is defined as a period of time specified by the Dean of the College of Health Sciences during which the student's progress will be closely monitored by (a) the SPC, (b) program faculty, and c) the department chairperson. A student will be recommended for probation and may be asked to appear at a Student Progress Committee (SPC) meeting for any of the following reasons:

- A student earns a failing (“U”) grade in any course.
- A student’s cumulative GPA is below 2.50 at the end of any academic term in the MSMS program.
- Failure to perform in a professional manner.
- Serious deficiencies in ethical, professional, or academic conduct.

The terms of probation for ethical, professional, or personal misconduct will be specified at the time the student is placed on probation.

When a student is recommended for probation, they will be notified in writing by the program and the reasons will be stated. The written notification will be sent via mail, email or hand delivered. A copy of the notification will be placed in the student’s permanent file, and a copy sent to the Chairperson of the Student Progress Committee (SPC). SPC will determine the final terms and conditions of probation.

A student on probation may not serve as an officer of any official University club or organization and shall not engage in time-consuming extracurricular activities.

Students are removed from probation under the following conditions:

1. After one semester, provided they have regained both a semester and cumulative GPA of at least 2.50.
2. When all ‘U’ grades have been satisfactorily remediated.
3. When the specified terms of probation conduct are met. For information concerning the handling of infractions to the standards of student conduct, the function of the SPC, the status of a student with an action pending, academic suspension, conduct suspension, summary suspension, dismissal and the student appeals process, all students are referred to the General Academic Policies and Procedures section of the University catalog.

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on “Financial Aid Warning” status for the next payment period and continue to receive financial aid for that period. Financial

Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work- Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students will be recommended for this program by a faculty member, the Department Chair, or the Assistant Deans of Student Affairs. Students may self-identify to TAP to receive assistance. The tutors will be chosen on the recommendation of the faculty in each discipline. Group tutoring is the methodology most used by the TAP department. For assistance, contact the Learning Enhancement and Academic Development Office (LEAD).

Remediation

Every effort will be made to give each student an opportunity to demonstrate proficiency in each area of the academic program. Remediation is to be regarded as a privilege that must be earned through active participation in the educational program as demonstrated by regular attendance, individual initiative, and utilization of available resources.

If a student receives a “U” or “NCR” for any course, the student will be reviewed by the faculty who will make a recommendation for remediation to the SPC.

In reviewing the student’s academic deficiencies, the following guidelines shall be applied:

1. Educational objectives underlie remedial teaching, and evaluation should be the same as the educational objectives that underlie regular courses in the curriculum. Where deemed appropriate, the SPC, following consultation with the faculty, may recommend one or a combination of the following options:

- a. Take a comprehensive examination.
 - b. Complete special projects or studies in the deficient area(s)
 - c. Repeat the course (Students repeating a course(s) will be charged full tuition for the course).
 - d. Where remediation is not an option, the faculty may recommend dismissal from the university.
2. The score/grade achieved by remediation will be the grade recorded EXCEPT that the highest grade a student may earn on options (a) or (b) is a grade of C. If the student is directed to repeat a course, the grade for the repeated course will be recorded on the official transcript. Only the most recent grade received for a repeated course will be included in the student's GPA calculation. Students will be charged full tuition for repeated coursework.
 3. Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances in each case. The SPC will base its decision on the student's academic record, considerations based upon the faculty recommendation, and the student consultation. Course remediation by exam(s) will take place during the summer following the academic year in which the student failed the course. Remediation by repeating the course will take place at the time the course is offered during the following academic year. All summer remediation exams will take place no sooner than June 1 and no later than August 1 of the following summer after the student has failed a course. Students who require remediation but are unavailable on the designated examination date will not be allowed to progress in the curriculum and will be placed on academic suspension. The grade, either earned upon remediation of the course, by exam or repeating the course, will replace the original course grade in the final GPA calculation.
 4. Any student who is required to remediate a course or a portion of a course will be notified in writing at least two weeks prior to the date of remediation (or within two weeks of the close of the academic year, whichever comes first). Notification will be by certified mail, email, or hand-delivered to the student. The notification must be acknowledged with the signatures of the Dean and the student.

Only students who have failed a course, or otherwise earned a "U" or "NCR" will be allowed to remediate a course. At no time will a student with a passing grade (C or better) be allowed to remediate a course.

Academic Suspension

Students who are deemed unable to continue in the curriculum due to inadequate performance and are required to repeat a given academic year or portion thereof will be placed on academic suspension through such time as they can resume their studies by starting the courses the student is required to repeat. Throughout the time the student is academically suspended, he or she is also on academic probation, and remains on academic probation until all coursework has been satisfactorily remediated/repeated. A student may not receive financial aid during any time of suspension.

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies, as implemented through the procedures outlined in the University Catalog. A student may not receive financial aid during any time of suspension.

Summary Suspension

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, SVP/Provost, or Dean has the authority to summarily

suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal

The University may require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. A student may be permanently dismissed from the program if the student fails to accomplish course-learning objectives and/or fails to achieve academic expectations even after granted the opportunity to repeat coursework. Any student permanently dismissed from the program is not eligible for Title IV, HEA programs. A student may be permanently dismissed when:

- A student earns a failing grade (“U” or “NCR”) in any course that the student has remediated
- A student earns two or more failing grades (“U” or “NCR”) throughout the duration of the program.
- A student currently repeating coursework due to sub-standard academic performance is found in violation of University or College Standards of Academic Integrity, Professionalism and Student Conduct at a level that merits course failure or repeating the course.
- Failure to perform in a professional manner.
- Serious deficiencies in ethical or personal conduct.

Evaluation and Grading

Competency is expected of all program graduates upon completion of the degree curriculum as defined by the “Program Goals.” The curricular components of the program are designed so that students work toward achievement of these competencies. The following grading scale is applied to students enrolled in the Master of Science in Medical Sciences program:

Grading Scale

Final course grades are given based upon the traditional 4-point letter system, as follows:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
A	92-100%	4.00
A-	90-91.9%	3.70
B+	87-89.9%	3.30
B	84-86.9%	3.00
B-	80-83.9%	2.70
C+	76-79.9%	2.30
C	70-75.9%	2.00
U	Unsatisfactory	0.00
CR	Credit	N/A
NCR	No Credit	N/A

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A

Audit

An “AU” (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Missing Grades

A grade of ‘M’ for Missing will be input by the Office of the Registrar if a student’s grade is not available by the deadline for grade submission. An ‘M’ grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. ‘M’ grades should not be used by the program in place of an Incomplete (I) grade.

Incomplete Grades

An Incomplete grade "I" will only be assigned to students whose health and/or personal responsibilities prevent them from completing the requirements of the course. A student may remove an incomplete by completing course requirements within six (6) weeks after the end of the semester when the course took place, or the final grade will be permanently recorded as a “U.” The instructor must certify any grade

changes. The “I” grade will remain on the student’s transcript, along with the final grade assigned by the instructor.

Grade Reports

Official grades are turned in to the Registrar by the College of Health Sciences, at which time the online student records system, BanWeb, is updated. Official grade reports and unofficial transcripts will be available on the BanWeb student records system throughout the academic year. No course grade will be changed unless the instructor certifies in writing that an error in computing or recording the grade has occurred or that the student has completed course requirements for an incomplete grade or remediated grade. It should be noted that the GPA shown on BanWeb is not necessarily the same as that which would be calculated by a Centralized Application Service.

Appealing a Course Grade

No course grade will be changed unless the Instructor or Department Chair certifies in writing to the Registrar that an error in computing or recording the grade occurred. If the student believes there is just cause to dispute a grade for a course, the procedure is as follows:

1. Within three (3) business days of the date the course grade is posted to BanWeb, student must make an appointment to talk with the course Instructor(s) who issued the grade and submit written request for review. Upon receipt of written request from the student, the course Instructor(s) shall review the case with the student and a decision shall be made by the course Instructor(s) to affirm or modify the grade. Within five (5) business days of the student’s written request, the course instructor shall notify the student in writing of the decision. A copy of the letter shall be sent to the student and the Department Chair.
2. Within three (3) business days following written notification to the student regarding the Instructor’s decision, the student may appeal the decision in writing to the Department Chair. The appeal request must be accompanied by a narrative explaining the basis of the appeal. The narrative should fully explain the student’s situation and substantiate the reason(s) for advocating a reversal of the instructor’s prior decision. The Department Chair may grant an appeal only if a claim of (1) bias, (2) the appearance of new material and documentable evidence that was not available at the time of the Instructor’s decision, or (3) procedural error that unfairly affected the decision-making process is substantiated by the Department Chair. Upon written request from the student with a valid appeal rationale, the Department Chair shall review the case and within five (5) working days shall issue a decision in writing to the student, which may affirm, modify, or reverse the previous action. A copy of that decision will be provided to the instructor. The Chair’s decision is final in all course grade appeals (didactic and experiential), except when the Chair is also the official Instructor of the course in question. In such a case, the student will direct his or her appeal to the Dean of the College of Health Sciences, following the same guidelines for an appeal to the Department Chair. In addition, in such a case, the decision of the Dean is final and not subject to appeal.

Credit Hour Calculation

Courses are rated at one credit hour for each 15.0 hours of lecture or 30.0 hours of laboratory practicum, directed independent study, or small group sessions.

Curriculum Organization

To graduate, students must complete a minimum of 46.50 credit hours.

Fall Semester		
Subject/Course #	Course Title	Credit Hours
CHS 5020	Critical Learning & Communication Skills in the Health Prof. I	2.00
CHS 5030	MSMS Intensive Summer Anatomy Course	8.50
CHS 5042	Physical and Biochemical Systems	5.00
CHS 5043	Molecular and Cellular Basis of Life	5.00
CHS 5061	Intro to Clinical Research & Evidence-Based Decision Making	2.00
CHS 5070	Research I	4.00
CHS 5082	Clinician and Society	3.00
Fall Total Credit Hours:		29.50
Spring Semester		
Subject/Course #	Course Title	Credit Hours
CHS 5021	Critical Learning & Communication Skills in the Health Prof. II	2.00
CHS 5071	Research - Capstone	4.00
CHS 5075	Physiology of Human Visceral Systems	4.00
CHS 5079	Microbiology: Biological Systems in Human Disease	4.00
CHS 5083	Clinical Environments in Health Care	3.00
Spring Total Credit Hours:		17.00
Program Total Credit Hours:		46.50

Course Descriptions

All courses are awarded letter grades, except when indicated otherwise.

CHS 5020 Critical Learning and Communication Skills in the Health Professions I (2.0 credit hours)

The first part of a two-semester sequence intended to expose students to techniques and approaches for being a successful graduate student and for becoming a life-long learner. Students will have the opportunity to study and apply practical techniques to maximize comprehension, retention of material, critical and abstract thinking, interpersonal communication, and team-based learning. In addition, students will explore multiple aspects of group learning and performance. The course will also emphasize additional aspects of graduate-level education including retention of information; the management of time and stress; increasing focus, concentration, motivation, and memory; study skills and strategies; learning assessment; and approaches to test taking. The course will emphasize effective longitudinal learning and mastery of material using cumulative subject assessments.

CHS 5021 Critical Learning and Communication Skills in the Health Professions II (2.0 credit hours)

The second semester of a two-semester sequence intended to expose students to techniques and approaches for being a successful graduate student and for becoming a life-long learner. Students will have the opportunity to study and apply practical techniques to maximize professional development. Students will explore aspects of group performance; including peer reviews, learning assessments, situational judgement, critical analysis, inter-professional education, and special group projects. The course will emphasize effective longitudinal learning and mastery of material using cumulative subject assessments.

CHS 5030 Master of Science in Medical Sciences - Intensive Summer Anatomy Course (MSMS-ISAC) (8.5 credit hours)

The Master of Science in Medical Sciences (MSMS) Intensive Summer Anatomy Course (ISAC) is an accelerated equivalent of DO5030, given in 7 weeks. Material covered in this regional approach includes the shoulder and upper limb, thorax and its viscera, abdomen and its viscera, the pelvis and its viscera, the male and female perineum, the lower limb, the neck, and the head. The objectives include the mastery of nomenclature and spatial relationships of human anatomical systems. The course consists of didactic and practical components and includes dissection of human cadavers. Assessment is by means of written and laboratory practical examinations, as well as regular quizzes.

CHS 5042 Physical and Biochemical Systems (5.0 credit hours)

The overall goal of this course is to introduce students to the most important concepts and principles of biological chemistry. Topics previously covered in earlier chemistry and biology courses will be expanded and placed in the context of the living organism. The key objective is to understand and be able to apply concepts rather than merely memorize information. Subject areas covered include macromolecular structure, reactivity and function, thermodynamics, carbohydrate, lipid, amino acid metabolism and nucleotide metabolism, and metabolic interrelationships between organs and pathways. Students attending this course will develop an understanding of the principles of biological chemistry, including thermodynamics, kinetics and macromolecular structure, function, and reactivity. They will learn the basic concepts of metabolism in human systems, in both health and disease and demonstrate skills in the interpretation of contemporary biochemical data on each of the major classes of biological macromolecules, as well as in the interpretation of clinical data relating to the understanding of the roles of biomolecules and the integration of metabolism.

CHS 5043 Molecular and Cellular Basis of Life (5.0 credit hours)

This course builds on CHS 5042 and presents an integration of molecular biology, cellular physiology, and metabolism in prokaryotes and eukaryotes as well as an introduction to host defense responses within the context of their clinical applications of basic biomedical sciences. Students will develop an understanding of the principles of molecular biology, including DNA replication and expression of genetic information. They will learn the basic concepts of cellular physiology and metabolism in both prokaryotes and eukaryotes and understand the major types of tissues/cells of the human body as well as the basic function of each tissue/cell type.

CHS 5061 Introduction to Clinical Research & Evidence-Based Decision-Making (2.0 credit hours)

This course aims to introduce students to the conduct of basic, translational, and clinical biomedical scientific research. In addition, participants will gain a broader understanding of research in the community and how to develop a research agenda from existing community-based programs. This is an introduction to several key concepts, and students are not expected to have a deep mastery of statistics, research methodology, or online bibliographic databases prior to taking the course. Students attending this course will be introduced to research methods including key statistical concepts, the IRB process, ethics in research, lab safety, HIPPA and oral and written presentations. Students will be linked with mentors appropriate to their research interests and will develop a precise question in the research context.

CHS 5070 Research I (4.0 credit hours)

This course aims to enhance student confidence and understanding of the research underpinning that informs their future clinical practice. Additionally, it increases student capacity and confidence to utilize that understanding in the conduct of creative, problem solving. Students will be placed with a faculty advisor to participate in the process of original inquiry. Learning through faculty-mentored investigation allows students to put in practice the scientific concepts they are learning in their didactic courses, deepening their understanding of the basic medical sciences necessary for the practice of health care. Students are expected to devote at least 10 hours of their week in this process and should be expected to proficiently document their research via an interim report, annotated bibliography of the key research articles, and to be able discuss in an oral presentation proficiently the research topic as well as the reasoning behind the inquiry and methodologies utilized in the research.

CHS 5071 Research - Capstone (4.0 credit hours)

Building on CHS 5070, emphasis will be placed on training students to appropriately utilize and evaluate the biomedical literature across health professions. Students are expected to devote at least 10 hours of their week in this process and should be expected to document, proficiently, their research via a final presentation.

CHS 5075 Physiology of Human Visceral Systems (4.0 credit hours)

This course builds on CHS 5042 and 5043 and will examine human physiology of the nervous, musculoskeletal, integumentary, cardiovascular, respiratory, endocrine, renal, digestive, and reproductive systems in an integrated fashion. The course will focus on the physiological interrelationships of organ systems in the maintenance of homeostasis. The students will be introduced to pathophysiology, clinical correlations, medical screening, differential diagnostics and treatment of selected disease states and conditions.

CHS 5079 Microbiology: Biological Systems in Human Disease (4.0 credit hours)

This course builds on CHS 5042 and 5043 and introduces graduate students to basic concepts of medical microbiology including microbial structure, physiology, genetics, metabolism, and the relationship of microbes with the host and host-defense mechanisms. Additionally, major pathogenic microbes (bacteria, viruses, fungi, and parasites) and the diseases they cause will be discussed. The course is based on lectures, laboratory exercises and case- based learning.

CHS 5082 Clinician and Society (3.0 credit hours)

The Clinician and Society course will provide the pre-health care professional student with the opportunity to experience and begin to understand the multi-faceted and complex nature of the health care professions as they relate to society. The student will gain insight into the many social components that both influence and shape health care practice and the societal perspectives that influence how the health care practitioner is perceived by society. At the end of this course, students will be able to describe the historical development of modern health care practice and the contributions of health care practitioners from antiquity to the present who made key contributions to the evolution of medicine and medical practice. During the course students will explore ethical concepts and theories which apply to current as well as inform future medical practice. Students will also explore ethical issues related to social justice and inequity as it pertains to access to healthcare for vulnerable populations. Throughout the course students will have been encouraged to reflect deeply on their personal call to the profession of medicine and the role they will play in society as practitioners of healing.

CHS 5083 Clinical Environments in Health Care (3.0 credit hours)

This course provides a critical experiential learning opportunity for the Master of Science in Medical Sciences specifically placing the clinical provision of care in its broader context, integrating both theory and practice. The learner constructs knowledge, attitudes, skills, competencies, and understanding through direct experience.

Honors and Awards

The following awards are considered for presentation to MSMS students annually:

Dean's List

Dean's Scholarship

Research Presentation Honors

Academic Calendar

Fall 2023	
June 5, 2023	Orientation/Fall Classes Begin
June 19, 2023	Juneteenth – No Classes
July 4, 2023	Independence Day Observed – No Classes
August 7-11, 2023	WesternU Welcome Week
August 19, 2023	Convocation/White Coat Ceremony
September 4, 2023	Labor Day – No Classes
October 9, 2023	Indigenous Peoples Day – No Classes
November 10, 2023	Veterans Day Observed – No Classes
November 22, 2023	Last Day of Classes - Thanksgiving Recess Begins @ 5:00 p.m.
November 27, 2023	Fall Classes Resume
December 8, 2023	Fall Classes End
December 22, 2023	Winter Recess Begins
Spring 2024	
January 8, 2024	Spring Classes Begin
January 15, 2024	Martin Luther King Day – No Classes
February 19, 2024	President’s Day – No Classes
March 11, 2024	Spring Break Begins
March 18, 2024	Spring Classes Resume
May 3, 2024	Spring Classes End
May 15, 2024	CHS Commencement Ceremony

Western University of Health Sciences

College of Health Sciences

2023/2024 Academic Year

College of Health Sciences

Mission

The mission of the College of Health Sciences parallels the humanistic traditions of Western University of Health Sciences. We are a team of educators, clinicians, and researchers who prepare graduates to improve the health and well-being of all populations.

Goals

7. To educate an allied health workforce that helps to meet the healthcare and educational needs of the State of California and the west.
8. To achieve an environment and culture that supports all members of the College.
9. To ensure an environment and culture that empowers all persons in the College to maximize their potential as contributing members in the education of students, in research and clinical activities, and in service to the community.

Master of Science in Physician Assistant Studies

Department of Physician Assistant Education

Accreditation

At its **March 2023** meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the **Western University of Health Sciences Physician Assistant Program** sponsored by **Western University of Health Sciences** on **Accreditation-Probation** status until its next review in **March 2025**.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the *Standards* or when the capability of the program to provide an acceptable educational experience for its students is threatened. Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/wp-content/uploads/2021/04/Accreditation-History-Western-U-of-HS.pdf>

To file a complaint or concern with ARC-PA regarding the PA Program please use the following link: <https://www.arc-pa.org/wp-content/uploads/2021/07/Policy-for-inclusion-in-letters-2021-.pdf>

General Information

Mission Statement

The Department of Physician Assistant Education supports the University's mission by educating Physician Assistants to deliver high quality, competent, and compassionate health care as team members within the health care delivery system.

Vision

The Western University of Health Sciences Department of Physician Assistant Education will be nationally respected and recognized as an innovative leader in Physician Assistant education. Our faculty will continue to be leaders in our profession as educators and clinicians. Our faculty will continue to educate a diverse student body, who will provide compassionate and comprehensive primary care medicine.

The program will continue to foster student attributes that will enhance their role as effective health care professionals.

Our students, graduates, and faculty will continue to serve in key leadership positions on a local, state, and national level, to influence the future of the physician assistant profession, while striving to continue personal and professional development. Physicians and health care delivery teams will seek our graduates. Through these partnerships, comprehensive patient care will be accessible for all populations.

The Physician Assistant Role

Physician Assistants (PA) are health care professionals who are authorized by a state to practice medicine in collaboration with physicians and other healthcare providers. PAs are certified by the National Commission of Certification of Physician Assistants and are licensed, certified, or registered in the state in which they practice. PAs deliver a broad range of medical and surgical services including conducting physical exams, obtaining medical histories, diagnosing, and treating illness, ordering, and interpreting tests, counseling on preventive health care, assisting in surgery, and prescribing medications.

The role of the PA demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare are essential attributes.

The specific tasks performed by an individual PA cannot be delineated precisely because of variations in practice requirements mandated by geographic, political, economic, and social factors. At a minimum, however, PAs are educated in biomedical science, critical clinical reasoning, and patient education. PA practice is characterized by clinical knowledge and skills in the areas traditionally defined as family medicine, internal medicine, pediatrics, obstetrics, gynecology, surgery, and psychiatry/behavioral medicine.

PAs practice in inpatient, outpatient, and long-term settings. They provide health care services to diverse patient populations of all ages with a range from acute to chronic medical and surgical conditions. PAs acquire knowledge and skills, which allow them to function effectively in an ever-changing health care environment.

Services performed by physician assistants include, but are not limited to the following:

1. **Evaluations:** eliciting a detailed and accurate history, performing an appropriate physical examination, ordering appropriate diagnostic studies, delineating problems, developing management plans, and recording and presenting data.
2. **Diagnostics:** ordering, performing, and/or interpreting diagnostic studies to identify and follow pathophysiology process.
3. **Monitoring:** implementing patient management plans, recording progress notes, and participating in the process of the continuity of care.
4. **Therapeutic:** performing therapeutic procedures and managing or assisting in the management of medical and surgical conditions, which may include assisting in surgery and taking initiative in performing evaluations and therapeutic procedures in life-threatening procedures.
5. **Patient Evaluation:** counseling patients regarding issues of health care management to include compliance with prescribed therapeutic regimens, normal growth and development, family planning, and emotional problems of daily living.

6. **Referral:** facilitating the referral of patients to other health care providers or agencies as appropriate.

Certification/Licensure

The written examination for certification as a physician assistant is administered by the National Commission on Certification of Physician Assistants (NCCPA). Successful completion requires that the applicant achieve the passing score established by the NCCPA for that examination. It is the responsibility of the applicant to ensure that certification of their examination score is received by the Physician Assistant Board (PAB). The NCCPA phone number 678-417-8100 and their website address is <http://www.nccpa.net/>. The PAB phone number is 916-561-8780 and their website is <http://www.pab.ca.gov>.

To practice as a physician assistant in California, one must apply for and receive licensure from the Physician Assistant Board (PAB) and pass the Physician Assistant National Certification Exam (PANCE). The PAB does not issue interim permits to practice as a PA.

Program Competencies

Western University's PA Program Competencies represent the required medical knowledge, clinical reasoning and problem-solving abilities, interpersonal skills, clinical and technical skills, and professional behaviors that each graduate must achieve to practice as a PA. Each graduate must demonstrate these skills in order to complete their PA education.

The competencies were developed through integration of the PAEA *Core Competencies for New Physician Graduates*, and the AAPA *Competencies for the PA Profession* (amended in 2021). The competencies align with the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) definition of program competencies.

PA students and graduates are educated to provide health care to all patient populations. PAs work collaboratively with physicians and other healthcare providers as outlined by the law. The education provided by the program will prepare the entry-level graduate with the knowledge, skills, and attitudes to perform in a primary care setting and function in a variety of roles within numerous clinical settings. Educating individuals to serve as PAs in primary care medicine is founded on the understanding that the broad-based education needed to prepare an individual to serve in a primary care setting is the most effective form of initial preparation. Primary Care education also permits the development of attributes that will serve the graduate in the greatest spectrum of potential employment opportunities.

1. Medical Knowledge (MK):

Graduates of the WesternU PA program will be able to apply comprehensive knowledge of biologic and clinical sciences to provide acute, chronic, urgent, and emergent, patient-centered care to include women's health, prenatal care, and care across the life span (infants, children, adolescents, adult, and the elderly).

2. Interpersonal and Communication Skills (ICS):

Graduates of the WesternU PA program will be able to communicate effectively with patients, families, and health team members, incorporating cultural humility and compassion to build meaningful therapeutic and interprofessional relationships.

3. Clinical and Technical Skills (CTS):

Graduates of the WesternU PA program will be able to demonstrate the clinical and technical skills required to provide age-appropriate assessment, evaluation, and management of patients.

4. Clinical Reasoning and Problem-Solving Skills (CRPS):

Graduates of the WesternU PA program will be able to analyze and synthesize relevant clinical, diagnostic, cultural, and contextual information in order to diagnose and manage patients across the lifespan (prenatal, infant, children, adolescents, adult, and the elderly).

5. Professional Behaviors (PB):

Graduates of the WesternU PA program will be able to demonstrate integrity, deep understanding of the practice environment, and a commitment to lifelong learning that enables them to provide high quality, equitable care for individuals and communities.

The program has also incorporated elements of osteopathic philosophy into PA education. These elements include:

1. Caring for, and appreciation of, the patient as a whole person.
2. Emphasis on those aspects of health education that stress health promotion and disease prevention.
3. An appreciation of the role of physical assessment in the diagnosis and management of illness.

The curriculum is designed to accomplish the preceding goals. Students attain these goals as they progress through the curriculum.

Functions and Tasks of PA Graduates

General Entry-Level Competencies Expected of a Graduate

The PA graduate will be able to:

- Elicit a comprehensive history and perform a complete routine physical examination on patients of any age group; elicit a pertinent and accurate history and perform a problem-oriented physical examination in situations requiring an interval evaluation.
- Select, perform, and/or interpret the appropriate routine patient laboratory and diagnostic studies/procedures.
- Identify patient problems, organize, and integrate data, and record patient findings.
- Accurately present an oral case.
- Implement a management plan.
- Instruct and counsel patients regarding physical and mental health to include diet, health maintenance, therapy, normal growth and development, family planning, referral, and follow-up services.

- Provide life support and emergency evaluation/care in response to life-threatening situations in the absence of a physician and/or other appropriate health professionals.
- Initiate and follow up on appropriate referrals to specialists.

Personal Competencies for Admission and Matriculation

A candidate for admission to the PA program must possess, or be able to achieve through a reasonable accommodation, certain sensory and motor functions, that would enable the individual to carry out the activities described in the sections that follow. Upon matriculation to the program, the student must continue to possess, or be able to achieve through reasonable accommodation, the personal competencies outlined below throughout their progression in the PA program. Graduation from the program signifies that the individual is prepared for entry into clinical practice or into postgraduate training programs. Therefore, it follows that graduates must have the knowledge and skills needed to function in a broad variety of clinical situations and to render a wide spectrum of diagnostic and therapeutic care. The candidate must be able to integrate - consistently, quickly, and accurately - all information received by whatever sense(s) are employed. In addition, they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

This program requires the performance of specific essential functions, which include, but are not limited to, the following: observation; communication; motor; intellectual, conceptual, integrative, and quantitative; and behavioral and social.

For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (^{HF}CDHP) at [Disability Accommodations \(e-mail\)](#) or (909) 469-5297 or visit the [^{HF}CDHP web site](#).

Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without reasonable accommodation:

Observation

Candidates and students ordinarily must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises. They must be able to observe a patient accurately at a distance and close at hand.

Communication

Candidates and students must be able to communicate sensitively in English, orally and in writing, with patients, family members, and colleagues. Candidates and students must be able to interpret communication of others effectively. They must possess functional hearing. Candidates and students must also be able to recognize and respond to soft voices or voices under protective garb, auditory timers, equipment/emergency alarms, joint noises, and to use devices for the measurement of vital signs, cardiac, and breathe sounds effectively. Candidates and students must be able to read, write, and speak English.

Motor

Candidates and students should have sufficient motor function such that they are able to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of PAs are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds, performance of simple obstetrical maneuvers, and movement of patients. These actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch, hearing, and vision.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical intellectual skill demanded of a physician assistant, requires all these intellectual abilities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

Behavioral and Social Abilities

Candidates and students must possess the emotional health required for full utilization of the intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the assessment and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, and interest, motivation, and professionalism are all personal qualities to be assessed during the admissions and educational processes.

Ethical Standards

Candidates and students must demonstrate the ability to reason morally and practice as a PA in a professional and ethical manner with patients, families, and other health care workers as well as with faculty, staff, and peers.

Admissions Policies and Procedures

Admission to the PA program is on a competitive basis and is open to citizens and permanent residents of the United States and international students. WesternU is committed to admitting competitive, qualified individuals with a disability. All applicants are expected to fulfill the same requirements. For technical guidelines, please see Personal Competencies for Admission and Matriculation.

Non-Discrimination, Anti-Harassment and Non-Retaliation Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community, and applicants, in accordance with all applicable laws.

WesternU also prohibits any form of retaliation against a person, who under good faith, reported a violation under the policy or who participated in any investigation or proceeding under the policy. Violations of the policy will lead to prompt and appropriate administrative action, including and up to termination of employment or expulsion from the University.

Reasonable Accommodation for Disabilities

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodation. A student who discloses a disability and requests accommodation will be referred to the Harris Family Center for Disability and Health Policy (^{HF}CDHP). The student will be asked to provide documentation of the disability for the purpose of determining appropriate accommodations. The Department of Physician Assistant Studies will provide reasonable accommodations; however, the Department is not required to make modifications that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation may contact the ^{HF}CDHP office by phone, (909) 469-5441.

Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2022/2023 academic year. Current admission and application requirements for the MSPA program, including prerequisite coursework requirements, can be located on the [Prospective Student website](#).

The admissions committee will consider applicants with a minimum of a bachelor's degree from a regionally accredited institution or who will complete their bachelor's degree before matriculation. The minimum overall GPA required is 3.0, the minimum science GPA is 3.0, and the minimum prerequisite GPA is 3.0, all on a 4.00 scale. As the applicant pool GPA is very competitive, those meeting minimal GPAs may not be invited for interviews. Grades of "C-" in any of the prerequisite courses are not accepted. Candidates should possess the oral and written communication skills necessary to interact with patients and colleagues.

1. Prerequisite Courses

Course	Credit Hours
College English and English Composition*	6 semester credit hours, a full year sequence
College Algebra	3 semester credit hours
Human Anatomy with Lab**	3 semester credit hours
Human Physiology with Lab**	3 semester credit hours
Microbiology with Lab	3 semester credit hours
General or Inorganic Chemistry with Lab	6 semester credit hours, a full year sequence
Psychology (General or Introductory only)	3 semester credit hours
Sociology (General or Introductory only)	3 semester credit hours
Humanities	9 semester credit hours
Introductory Statistics***	3 semester credit hours
Genetics	3 semester credit hours
Spanish	Encouraged, but not required

* English prerequisites must be taken from the English department. English as a Second Language (ESL) courses are not accepted for the English prerequisites.

** Anatomy and physiology must be taken out of the anatomy, physiology, A&P, biology, or zoology departments. If anatomy and physiology are combined, a minimum of five semester credit hours is required.

***Preferably from math or statistics department.

A seven (7) year time limit is enforced for all science prerequisites and labs (anatomy, physiology, chemistry, microbiology, and genetics). The courses must be completed within seven years of the application deadline to be accepted.

All science laboratories are to be completed on campus. Virtual/online laboratories are not accepted for science prerequisites requiring a laboratory. In response to the COVID-19 challenges experienced by institutions from 2020 to 2022, the program will accept online laboratories if taken during Spring 2020, Summer 2020, Fall 2020, Spring 2021, Summer 2021, Fall 2021, and Spring 2022. Labs taken prior to and after 2020 or Spring 2022 must be taken on campus/in person.

Advanced placement, transfer of credit, CLEP examination, or credit for experiential learning is not recognized by the program as meeting these prerequisites.

Introductory level courses in the sciences are not acceptable (i.e., courses taken in the sciences for non-science majors).

Prerequisite courses must be transferable. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses.

2. Community Service

Competitive applicants should be able to demonstrate ongoing community service.

This may include volunteering and all trends of community service and may include the following:

- Homeless Shelters / Soup kitchens / Food Banks
- Community Outreach

- Veteran Programs
- Clinical (emergency assistant, patient visitor/escort, etc.)
- Tutoring
- Youth Mentoring
- Senior Citizen Home
- Church (missionary trips/outreach)

Although we do not have a minimum requirement, applicants tend to accumulate and continue to accumulate approximately 500 hours over the course of one to two years. Our more competitive applicants have accumulated well over 500 total hours within the same length of time and continue ongoing community service up until the time they matriculate.

Application Procedures and Deadlines

The Central Application Service for Physician Assistants (CASPA) was created by the Physician Assistant Education Association (PAEA) as a service to applicants and member programs. CASPA will collect one set of materials from each applicant. CASPA will then authenticate, photocopy, and distribute them to each member school an applicant designates. WesternU's application deadline for all admission materials to be received by CASPA is November 1 of the year prior to beginning the PA program. Applicants are considered without discrimination on the basis of race, color, national origin, age, or gender. Decisions regarding the admission of applicants are final and not subject to appeal.

To request an informational brochure and/or information about the CASPA application, contact the Office of Admissions or the CASPA office at:

Office of Admissions

Western University of Health Sciences
309 E. Second Street
Pomona, CA 91766-1854
(909) 469-5335

<https://prospective.westernu.edu/health-sciences/mspa/apply/>

CASPA

<https://caspa.liaisoncas.com/applicant-ux/#/login>
(617) 612-2080

Applicants who have undertaken any coursework outside of the United States, including French Canadian institutions, must submit their transcripts for evaluation to World Education Services (WES). In preparation for CASPA, a course-by-course evaluation is required, and all course work must be designated as undergraduate, graduate, or professional. Western University of Health Sciences will only honor evaluations from the above service. The evaluation must be submitted to CASPA and include a calculation of the cumulative/overall GPA.

Once the applicant's file is reviewed, the applicant may be granted an on-campus interview. NOTE: While COVID-19 restrictions are in place, interviews will take place virtually. During the interview process, the applicant meets individually with interview teams, which may consist of the PA Program Director, PA faculty, University faculty, University administration, students, PA alumni, and community PAs. Each interview team will ask the applicant questions regarding academics, personal preparedness, self-awareness, integrity, and

commitment to the PA program and the PA profession. Interviewees are rated on a standard evaluation form relative to each of these variables. At the conclusion of the interviews, the evaluation forms are reviewed by the PA Admissions Committee representatives, which decides to admit, deny admission, or place the applicant in an alternate pool. An applicant previously in the alternate pool must reapply for admission into the PA Program. The WesternU PA program does not accept transfer students. The PA Program generally does not allow a candidate to defer their initial enrollment to a later term. Notwithstanding, in extenuating circumstances, the PA Program may offer the option of deferment to an entire admitted cohort. Decisions of the PA Admissions Committee regarding the admission of applicants to the Master of Science in Physician Assistant Studies program are final. Candidates accepted to WesternU must submit updated official transcripts by mail or email to the Admissions Office no later than July 1 of the year of matriculation in the PA program. For your information, CASPA retains the original set of transcripts it receives from applicants.

To meet state regulations and hospital accreditation requirements, health care facilities are requiring students to complete criminal background checks and urine drug screenings prior to beginning rotations/clinical experiences. Because of these requirements, designed to assure patient safety, students admitted to the PA program will be required to complete a criminal background check upon program acceptance and again prior to clinical rotations. Certain convictions may prevent students from entering hospital facilities, which may hinder a student's ability to complete the PA program successfully. If a criminal conviction or other relevant sanction is shown on the background check, hospital facilities have discretion as to whether the individual may enter the clinical facility as a student.

Certain convictions may also prevent students from obtaining licensure as a PA in the State of California or other states. Applicants and current students are advised to check with the appropriate State licensing board to determine whether their backgrounds may be a barrier to future licensing. Procedures for obtaining a background investigation and the costs to the student are available from the PA Clinical Education staff.

Acceptance Deposit

Applicants accepted to the PA program must pay a non-refundable "acceptance" deposit of \$1,000.00 by the due dates provided by the Admissions Office.

Linkage Program(s)

The PA program has developed a special linkage program with California State Polytechnic University, Pomona (Cal Poly Pomona) in which Cal Poly Pomona students meeting requirements mandated by the Pre-Professional advisor from Cal Poly Pomona and the PA program at WesternU, are given special consideration for admission. This is not an early admissions process. Those interested in applying to the linkage program are encouraged to visit Cal Poly, Pomona's linkage website.

International Applicants

International applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. For detailed information, please visit our web page for [International Students](#).

Transfers from Other Schools

The Department of Physician Assistant Education does not accept transfer PA students.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please see the [Registration Late Fees](#) page on the Registrar's Office website.

Student Health Insurance Requirement

All full-time students at Western University of Health Sciences are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) page on the Registrar's Office website.

Required COVID Vaccines and Booster

WesternU requires all students, faculty, and staff to have received the COVID-19 primary immunization series and at least one booster to be on campus, unless the student has an approved exemption on file with Student-Employee Health Office (SEHO). Students with exemptions will follow the University Policy for the requirements for campus attendance. More information on the policy and exemptions can be found here: [COVID-19 Vaccine Policy](#)

Clinical preceptors or sites may not allow a student with a valid COVID exemption to undertake rotations at their site. This may result in a delay in the PA student's program completion date or not completing the program if exceeding the three-year time frame limit for program completion resulting in a summary dismissal.

New Student Orientation/Welcome Week

Attendance at all Welcome Week activities is mandatory for all incoming first-year students. Failure to attend any required part of Orientation/Welcome Week without prior approval from the Assistant Dean of Student Affairs may result in the rescindment of the offer of acceptance.

Student Initiated Changes in Enrollment Status

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. Students must be in good academic standing to be

eligible for a Leave of Absence. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on withdrawing from the University, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies, and Procedures section.

Full-Time/Part-Time Status

All MSPA students enrolled in at least one class/rotation are considered full-time students.

Time Limits

The Master of Science in Physician Assistant Studies program is designed to be completed in two (2) years of full-time study. The requirements for the degree must be fulfilled within 3 years from the date of matriculation to the program. Students who are unable to meet the 3-year time limit for the MSPA program will be referred to the Student Progress Committee and may be subject to administrative withdrawal.

Tuition and Fees

By action of the Board of Trustees, MSPA tuition and fees for the 2023/2024 academic year (subject to change) are as follows:

\$48,891.00	Annual Tuition
\$40.00	Student Body Fee, Year 1
\$20.00	Student Body Fee, Year 2
\$1,189.00	Medical Equipment, Year 1
\$61.00	Required Exam Soft Fee, Years 1 and 2
\$350.00	Required Graduation Fee, Year 2

Other Fees and Expenses

\$1,945.00	Books and Supplies, Year 1
\$60.00	Criminal Background Investigation (Approx.), Year 1 & 2
\$1,000.00	Laptop Computer
\$50.00	Computer privacy screen
\$3,010.00 - \$3,054.00	Loan Fees
\$40.00	Drug Screen (Approx.)
\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (per month)
\$235.00	Annual Parking Permit (Automobile)
\$40.00	Locker Key Replacement Fee
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee
TBD	Breakage Fee (Replacement Cost)

Additional PA Program Education Requirements

All students are required to have a laptop computer with internet access. Course assignments and examinations will be given that necessitate access to a computer and the Internet. Minimum specifications required by the PA program can be found at: <https://support.westernu.edu/LaptopRequirements>

Classroom Audience Response System

The Department of PA Education requires that each PA student participate in a classroom audience response system that will be identified during the first week of school. Classroom responders are electronic devices or applications, such as smart phones or laptops that will be used to enhance interactive learning in classrooms. The device or application will enable faculty to gauge student understanding of concepts, introduce more innovative teaching and assessment methods, improve student involvement in learning, and facilitate classroom learning to become more dynamic. The system may also be used to administer and score assessments.

Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified curriculum or who are directed to repeat one or more courses but not the entire academic year are charged a per credit hour tuition rate. This rate is calculated by dividing the total credit hours required for a class year by the annual tuition. The per credit hour rates for 2023/2024 are shown below:

\$897.08	MSPA Year 1 per credit hour charge
\$1,074.53	MSPA Year 2 per credit hour charge

General Academic Policies and Procedures

Academic Advisement

Students will be assigned a faculty advisor by the PA Department Chair upon matriculation. Advisement by faculty should be viewed by the student as a part of the academic process. Advising is a collaborative relationship for which advisor and students share responsibility and through which students create academic, career, and personal goals. Advisors are responsible for being accessible and responsive to students and for providing accurate, timely information. Students are responsible for being prepared for advising sessions and for understanding University and Department requirements. The student or faculty member may seek a change of advisor/advisee. This request should be made to the Assistant Dean of Student Affairs or the Department Chair. It is the student's responsibility to meet periodically with their advisor or as directed for a low test score. A student on probation must meet with their faculty advisor and the Assistant Dean of Student Affairs at least once a month.

Student Employment

As the rigors of PA education are challenging, students are not permitted to work while in the PA program. Student employment may jeopardize a student's ability to remain in satisfactory academic standing and/or complete the program. Further, PA students are prohibited from working for the PA Program as instructional faculty or administrative staff. Although PA students may assist preceptors or administrative staff with various duties as a function of their participation in clinical experiences, students do not substitute for instructional faculty or administrative staff during supervised clinical experiences.

Attendance/Absences

On campus attendance is expected for all lectures, classes, and academic-related activities, unless directed otherwise by the upper administration for reasons of student health, such as a pandemic. The individual faculty members will make their own policy about attendance in their syllabus. In the case that there is a difference of opinion between the student and a faculty member of record for a course, the PA Program director is the final arbiter in determining if an absence is excused or unexcused. It is required that students observe the following policy:

1. Absences

- All unanticipated absences due to illness, accident, or other unexpected events must be reported to the program and clinical site, if applicable, at the time the unanticipated absence occurs. A phone call or an email to the department will serve as acceptable notification formats. If ill, and absent for three or more days, a note from a medical provider is expected to be submitted to the Assistant Dean of Student Affairs when returning to the program or rotation site.
- Absences requested for physician/dentist appointments for student or dependents will be considered only if requested in advance of the appointment. Due to the intense nature of the curriculum, students are strongly encouraged to schedule appointments for evening and Saturday hours to avoid class conflicts.
- All anticipated absences for any reason, including religious holidays, regardless of length, must have the prior approval by the faculty. All requests for anticipated absences must be submitted in writing to the instructor and Assistant Dean of Student Affairs at least two weeks prior to the proposed absence. Requests will be considered on an individual basis and written notification of approval or

disapproval will be provided to the student within one week of receipt of request. Missing didactic or clinic time will result in an unexcused absence(s).

- Students in clinical education are responsible for notifying both their preceptors, and the PA department, regarding all absences whether anticipated or unanticipated. Prolonged absences require notification each day to preceptors and the program. All time missed on a rotation due to an anticipated or unanticipated absence must be made up. Any medical absence requires a note from a medical provider and is expected to be submitted to PA Clinical Rotation (for second years) and to the Assistant Dean of Student Affairs when returning to the rotation site.
- When an absence is the result of a sudden unavoidable circumstance, the Assistant Dean of Student Affairs and the PA program should be notified as soon as possible and be provided with documentation explaining the absence.
- Clinical rotation education/preceptorship absences and tardiness will be made up at the convenience of the preceptor or the program.
- Three or more excused or unexcused absences from a clinical rotation education will result in repeating the entire rotation. Special circumstances will be considered by the clinical education coordinator or the PA Department Chair.

Student Behavior during Examinations

- Students are not to communicate in any way during the examination and are to face the front of the classroom at all times.
- All students are to focus on their own exam materials at all times.
- During scheduled examination hours, students are highly discouraged from going to the restroom, but will be allowed to go one at a time. No extra time will be granted for using the restrooms.
- When exams are remotely provided, an electronic proctoring system may be used. All the tenets of student academic integrity, professionalism, conduct, and honor code apply in the remote exam setting.
- Once a student finishes an exam, the student will turn in the exam and the Scantron form to the proctor, or in the case of electronic testing, show the log off/upload page to the proctor and shows the clean portable student white board. After the student leaves the examination room, they will not be permitted to re-enter the room until the exam is declared over.
- All students' belongings (i.e., electronic smart watches, notebooks, calculators, headsets, and backpacks, etc.) will be kept in front of the classroom.
- No questions will be permitted during the examination period.
- Alternate seating shall be utilized for all examinations unless precluded by space availability.
- All electronic devices are to be turned to silent mode or "off."

Any violation of these examination policies and/or Standards of Academic Integrity, Professionalism, and Student Conduct or the witnessing of any suspicious behavior(s) can result in the invalidation of the test and initiate follow up with the instructor of record and/or the Department Chair who may initiate the Student Conduct Committee protocol for further review and follow up.

The course instructor sets the date of assignments, midterms, and final examination. All tests and assignments are to be taken as indicated in the course syllabus. Examination dates can only be changed by the instructor after reviewed and approved by the PA Department Chair.

Zoom Policies and Procedures

Zoom Lecture and Lab Policy and Procedure

During a distant learning period, the PA department has set forth a policy regarding student attendance for lecture and lab sessions via Zoom. This policy is applicable to each student in every course unless otherwise stated by the instructor of record. This policy is subject to change and the students will be notified via email and/or Elentra announcements.

Any noncompliance with this policy may result in a referral to the SCC as an alleged violation of applicable University or College student conduct policies.

Students will be required to use a laptop to connect to Zoom and cellphones may not be normally used during class sessions. Students will Zoom from a stationary structure, i.e., house, apartment, condo, etc., conducive to learning, meaning traveling in a car and using your cell phone to Zoom is not an acceptable behavior.

1. Student is required to attend class via Zoom using their WesternU accounts (please refer to course syllabi for attendance instruction).
2. First and Last name MUST display on the student's Zoom account, if the student prefers to be called by a different name, please display that as such: John "Johnny" Doe.
3. Student will be muted upon entry of the Zoom session but will always be required to have their video turned on.
4. Student must be in **direct view of the camera** throughout the ENTIRE class session, with the exception of class breaks – video can be muted, but the Zoom session must not be exited. Please note that if the video is turned off for an extended period, the student will be removed from the session and may result in loss of participation points or class materials. Internet connectivity can sometimes be an issue. Students are to check with their internet service provider to be sure they have the speed and bandwidth to access Zoom. Students are encouraged to be aware of others in the same household who may be using the internet simultaneously. In the event of an emergency, such as the internet being down, a student can use a cell phone for Zoom with consent of the professor.
5. Student must wear **appropriate school attire** during the Zoom session, as not doing so is considered unprofessional. This may result in a loss of participation points in the course.
6. Private Zoom chat feature will be disabled by Instructor of Record.
7. If a student has a question during lecture, they are to utilize the "raise hand" feature on Zoom, located at the bottom of the screen.
8. If selecting a virtual background, please select a clean background that is non-distracting and lecture appropriate.

Zoom Exam Proctoring Protocol

During any remote periods, we will need to ensure that students “re-create” the classroom setting for exams. Students will be expected to have a secondary device, either a tablet or a phone, which will remain functional for *proctoring* during the test-taking period. The following protocol will be followed by students until advised otherwise by either the Instructor of Record or Department Chair.

Preparation (day prior to the exam):

1. Prepare a private, quiet, and un-cluttered setting where they will designate as their exam-taking area. The desk where they are taking their exam should be empty or draped. Students should not have any visuals directly in front or sides of the test space.
2. Make sure that they have *reliable* Wi-Fi connection in that area.
3. Any notes and other written documents should be removed from the computer or laptop in which the student uses for test-taking.
4. Test out the area where the student will have their secondary device and ensure that it could be plugged-in and/or *remain charged* throughout the test-taking period.
5. The secondary device will need to be positioned so that the camera captures a clear view of the student’s *keyboard, screen, workspace, and face* during the exam via a side/lateral view.
6. The student will need to have a portable whiteboard with markers and an eraser.
7. The student will have to put their secondary device on *Do Not Disturb* after they connect to Zoom. This should enable the student to concentrate without interruptions to the student or the student’s video feed. Any disruptions to the student’s video feed will be deemed “suspicious activity” which could be subject to review by the instructor of record and/or the PA Department Chair.

Day of the exam:

1. Students will need to remove their smartwatch watch (if applicable) prior to the test.
2. Students are expected to log-on 15-30 min. prior to the scheduled Zoom meeting using the meeting information provided by the instructor of record.
3. The student’s set-up should be according to instructions from the section above titled “Preparation.”
4. Students may have the erasable white board to write down notes after the start of the exam.
5. Upon entering the test “environment” students will need to provide a 360-degree view with their phone/tablet of their testing area and white board (front/back).
6. If there is a question about a test question, the policy of the department is to not answer questions regarding exam questions or answers. If there is an operational question, students should DIRECTLY/PRIVATELY put their question in the Zoom meeting chat box.
7. Stretch, relax, take a deep breath, and do their best!
8. A password will be available via Zoom shared screen just prior to the start of the exam.
9. Students are to log-on to Examsoft within five (5) minutes of receiving the password. Any technical difficulty that may students experience, are to be sent to the proctor *immediately* using Zoom chat.
10. Exams are INDIVIDUAL and closed book. There should be NO NOTES or cues visible to the student during the exam. Students may NOT have someone else within their view throughout the exam.
11. Students are to have their Zoom profile on “*mute audio*.”
12. The chat box on Zoom will be kept open during the exam and messages will be private and sent to the *proctor only*. *The chat may be saved with the video to the Chair of the Department.*

13. Students are NOT to leave the test setting *under any circumstances* during the exam – except when there is an emergency at which point the student must check with their proctor before leaving.
14. The student’s test will need to be uploaded within five (5) minutes by the end of the testing period.
15. Once the student has submitted the exam, they will show their *Green/Uploaded* screen along with their cleaned white board to the Proctor for five seconds on Zoom to be excused.
16. Finally, the Zoom session may be video *recorded during the exam* period and any suspicious behavior will be reviewed by the instructor of record and/or the *Chair of the department* and result in a “0” on the exam.

The faculty place a high value on compliance with applicable standards of student conduct, including but not limited to the standards of professionalism and the honor code. Conduct such as taking screenshots, sharing portions of exam questions, or having reference material out during an exam would be considered a violation of the standards of professionalism and the honor code. Noncompliance with such policies may result in a referral to the SCC and result in adverse action, up to and including dismissal from the program.

Children in the Classroom/Labs

The PA classroom is an environment for enhanced learning and should be free from unnecessary distraction. For this reason, children are not permitted in the classroom during examinations, no exceptions.

Communications: Lockers, Email, Mail, Telephone

To improve the communication network and to foster student-staff and student-student interchanges, a WesternU email is provided to each student. The WesternU email account is the only account used for official communication between the program and students. Assignments, inquiries, and communications must use WesternU email accounts as other accounts may go to junk mail. In the event that time constraints necessitate quick dispersal of information, the program will disseminate this information via e-mail or through telephone communication.

- Email should be checked twice daily. It is suggested to check in the morning and in the evening.
- Correspondence from the program will occur as either traditional mail or e-mail, with e-mail being the preferred delivery choice.
- During any portion of the program for which the student is out of town (e.g., remote clinical site, holidays) correspondence from the program will be mailed or electronically mailed to the student.
- Lockers are available to students, if desired. Please inquire in the PA Department.
- Each student is responsible for advising the Registrar, Assistant Dean of Student Affairs, and the PA program’s department staff of telephone number or address changes as soon as they occur.
- Cell phones and other electronic devices must be in silent/vibrate mode during all class times and examinations.

Practice Partners

All students are required to participate as practice partners in physical examinations and clinical skills activities. This role necessitates the modest exposure of certain body parts such as the head, face, neck,

torso, and extremities. At no time will breasts or genitalia be exposed or examined. Students are expected to practice exams on other students. Similarly, students are expected to be mock patients receiving physical examinations. The course instructor will randomly assign practice partners. Female/male pairing as practice partners is expected, and such pairings can only be changed in special circumstances as deemed appropriate by the PA Department Chair.

Returning from Leave of Absence While in Phase II or Phase III

A student returning from a leave of absence of three (3) months, or more is required to complete one ½-day review session (arranged by the Clinical Education Department). The review session must be completed successfully before continuing with clinical education.

1. Student must:
 - Demonstrate proficiency performing:
 - i. Complete Physical Exam
 - ii. POP with a SOAP Note
2. Review the following topics:
 - Universal Precautions
 - Sterile Techniques

A second session may be scheduled if deficiencies are noted by the faculty.

Protocol for Input on Matters of Student Concern

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college's Student Affairs personnel, then the College Dean. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, then Dean, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility. Specific college policies regarding issue/dispute resolution are indicated in the appropriate sections of this catalog.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students will be recommended for this program by a faculty advisor, course instructor, or the Assistant Dean of Student Affairs, or the PA Department Chair. Students may self-identify to TAP to receive assistance.

Group tutoring is the methodology most used by the TAP department. For assistance, contact the Learning Enhancement and Academic Development Office (LEAD).

Student Injuries and Illnesses in Clinical Settings

If a student is injured or is exposed to potentially infectious (includes blood borne pathogens) or hazardous substances during a clinical rotation the student is required to notify the clinical instructor immediately and seek assessment and/or treatment per facility policy. Follow-up care should be continued at the contracted clinical facility as needed and ordered by the evaluating health care professional. Expenses incurred are to be submitted to the student's personal insurance as the primary coverage and to the university as the secondary insurance, for the reported incident only. The Incident Report Form can be found on the university website and must be completed by the student and/or faculty and submitted electronically. There may also be a requirement to fill out a more detailed report within the student's program of study (please refer to specific program clinical handbook).

Standards of Academic Integrity, Professionalism and Student Conduct ("Standards of Student Conduct")

The University Standards of Academic Integrity, Professionalism and Student Conduct can be located in the University Catalog. The standards outlined below are in addition to those outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

CHS Student Conduct Committee (CHS-SCC)

The College of Health Sciences (CHS) Student Conduct Committee (SCC) shall consist of three elected CHS faculty members and as an ex-officio non-voting member, the Assistant Dean of Student Affairs. The Chair of the committee is elected by the members and the Committee meets at the call of the Chair. The term of membership is three years with staggered terms. The committee is responsible for handling alleged violations of the Standards of Academic Integrity, Professionalism and Student Conduct. For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct", located in the General Section of the University Catalog.

Reporting Alleged Violations/CHS-SCC Investigation Procedure

7. Upon witnessing or becoming aware of violation(s) of professional conduct, a report will be generated and turned into the Department Chair. The report will include the following information:
 - a. Name and signature of the individual making the report, and date, time, and place of alleged violation(s)
 - b. Name of the accused student
 - c. Alleged violation(s)
8. If the conduct involves a particular course or field experience, the classroom Instructor, Clinical Instructor/Field Supervisor, or Field Coordinator will advise the Department Chair.
 - a. The Department Chair may resolve minor infractions or refer the matter to the Office of the Dean.
 - b. The Department Chair will meet with the student, the instructor or field coordinator, and/or the student's faculty advisor, individually or in a group, to discuss the nature of the alleged violation(s) that have been reported. After the investigation, another meeting will be held to discuss the investigation findings and any disciplinary actions, if indicated. The Chair sends written notification of the violation(s), including date, involved student's name, and resolution to the involved student, with copies to the CHS-SCC (if the committee was involved), Department Chair, and Faculty Advisor within five business days of the completion of the investigation.
 - c. The Department Chair places a copy of the notification in the student's file, to be removed if no further incidents occur prior to graduation.
 - d. The student involved in the alleged violation(s) may request a hearing with CHS-SCC.

9. Matters that could not be resolved at the program level will be referred to the Office of the Dean for review and referral to the CHS-SCC. The Department Chair will render a written recommendation to the Office of the Dean of the College of Health Sciences. Professional and personal conduct issues include, but are not limited to, (a) attendance, (b) cooperation with faculty, (c) interest shown in assigned work, (d) attitude towards fellow students and associates or toward personnel of the University or its affiliate organizations, (e) approach to and interaction with patients, research subjects and all other colleagues, as well as (f) personal appearance appropriate to the circumstances. For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to “Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct”, located in the General Section of the University Catalog.

Appeals Procedures

In accordance with the University catalog, the Dean shall have authority to make decisions regarding a student’s status in matters of academic progression/promotion, suspension, student conduct, dismissal, and graduation. The decision will be based on input from appropriate sources that may include the following: individual instructors, faculty, and appropriate committees.

The Dean will issue a decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean’s decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Standards of Academic Progress

The PA curriculum is designed to be taught face-to-face, but certain issues may force a change in the usual curriculum delivery, such as the presence of a pandemic. In the event of a change in the curriculum delivery, it is expected that the students exercise flexibility to embrace the new change. The standards of academic progress will guide the curriculum whether it be face-to-face or remote. Good academic standing implies that a student has not been requested to withdraw and is not under academic or professional probation/suspension.

Academic performance encompasses those areas of knowledge and skills outlined in the section entitled "Program Goals." Students are expected to attain these goals as they progress through the Program.

All grading and evaluation are based on the student's ability to attain the competencies within the objectives outlined for each area of study.

The following academic standards apply to students enrolled in the PA Program. Academic performance is considered sub-standard and unacceptable if any one or more of these standards are not met:

Phase I

During Phase I (Didactic Phase), students must earn a minimum grade of "C" or "CR" in each course. All "U's" and "NCR's" will be remediated (see Remediation Section). If a remediated grade of "C" or "CR" is not earned, the student may be dismissed.

Students must maintain a GPA of greater than or equal to 3.0. In addition, the following applies regarding cumulative and/or semester GPAs:

1. Students whose GPA is less than 3.0 must meet with their mentor at least monthly.
2. Students whose GPA is less than 3.0 are not eligible for further registration unless probationary status is granted by the PA Department Chair.
3. Students will not be allowed to advance to Phase II (clinical education) until all deficient grades are remediated.
4. First year students who receive a "U" or "NCR" in any course may only advance from one semester to the next with special consent from the Chair of the Department of Physician Assistant Education.
5. Follow up, at least monthly, with the LEAD Office for additional academic and study assistance.
6. Follow up, at least monthly with the CHS Assistant Dean of Student Affairs.

Phase II (Didactic and Clinical)

Didactic: Senior Seminar I, II and III and Applied Clinical Project Courses

1. In Senior Seminar I and II, a grade of "C" or better must be earned. Clinical rotations may be reassigned by the Clinical Education Department to assist the student academically if the student receives a grade of "C" or less. Students must maintain a GPA of 3.0 or higher.
2. If a student receives a "U" in Senior Seminar I, they must repeat or remediate the course; however, the student is allowed to progress to Senior Seminar II. If the Student receives a "U" in Senior

Seminar II, they must repeat or remediate the course, and the student will not be able to advance to Phase III.

3. If a student receives a “U” in Senior Seminar III, they must remediate the grade.
4. If a student receives a “NCR” in Applied Clinical Project I, II, or III, the grade must be remediated.

Phase II and Phase III (Clinical)

Students’ progress through the program is based upon successful completion of expected competencies and demonstration of expected professional behaviors and attitudes. If students fail to meet the pre-designated clinical objectives, their academic achievements will be reviewed by the PA faculty. The faculty determines if students have demonstrated the knowledge, skills, and attitudes necessary to be eligible for progress to the next phase. If a student receives a grade of “C” or lower in any clinical rotation, the remaining rotations may be re-assigned at the discretion of the Clinical Department to assist the student’s educational or professional needs.

If a student receives a grade of “U” in Phase II clinicals, they must repeat the rotation before advancing to Phase III. Remaining clinical rotations may be reassigned by the Clinical Education Coordinator.

If a student is dismissed from a rotation for academic and/or professional issues, an investigation will be conducted by the Clinical Education Department. If the investigation determines the dismissal to be valid, then a “U” grade will be assigned to that rotation and must be remediated. A “U” grade will result in an extended date of program completion and additional tuition will be assessed to complete the remediation rotation.

The College of Health Sciences Student Progress Committee and/or the Student Conduct Committee may be convened to consider cases relating to unusual circumstances.

Student Progress Committee

The Student Progress Committee is comprised of department chairs, faculty members, and the Assistant Dean of Student Affairs of the College of Health Sciences.

The Student Progress Committee may periodically review the academic achievements and the performance of students. The names and grades of students in academic difficulty shall be made available to the Student Progress Committee by the Department Chairs along with recommendations and/or actions. After reviewing the student's achievement, performance records, and faculty recommendations regarding student achievement and performance, the Student Progress Committee may uphold or modify the faculty recommendations.

When a matter is referred to the Student Progress Committee, the Chairperson of the SPC will invite the student to address the Committee. After reviewing the student's achievement, performance records and faculty recommendations, SPC may uphold the faculty recommendations in areas of probation, remediation, no action and other academic matters that do not impede a student in their academic progression OR if the recommendation can result in prolonging a student's academic progression, the SPC will review the situation and if there is a recommendation like suspension or dismissal (any action that will prolong or change the student enrollment status) the SPC provides their recommendation to the Dean or designee of the CHS Dean for consideration. The Dean will issue a decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean’s decisions related to grades or related

to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Changes that include dismissal or suspension must be referred to the Dean of the College of Health Sciences or Designee. All other recommendations are referred back to the Department Chair.

The Student Progress Committee also has the responsibility of recommending to the Dean of the College of Health Sciences the candidates to receive the Master of Science in Physician Assistant Studies degree upon satisfactory completion of all requirements for graduation as stated in the University Catalog.

All recommendations from the Student Progress Committee regarding dismissal or suspension shall be made in writing and submitted to the Dean or designee of the College of Health Sciences. All other recommendations from the SPC will be made in writing and submitted to the Department Chair.

Promotion

A student's progress through the program is based upon successful completion of expected competencies and demonstration of expected professional behaviors and attitudes. At the completion of each phase of the program, before the student is allowed to progress to the next phase, the student's record of achievement is reviewed by the Program Chair and faculty.

The faculty determines if the student has demonstrated the knowledge, skills, and attitudes necessary to be eligible to progress to the next phase.

Promotion is defined as progression from one academic phase to the next.

1. A student may not be recommended for progression from one phase to the next with any outstanding grades of "I," "U" or "NCR" on their academic record. Grades of "U" or "NCR" must be appropriately remediated before progression to the next semester or phase (see section entitled Remediation).
2. When considering a student for promotion, professional, ethical, and personal conduct may also be taken into consideration (as described in section entitled Probation, 5).
3. A student will be promoted if all legal and financial requirements of the University as stated in the University Catalog have been satisfied.

Graduation

A student will be recommended for the Master of Science in Physician Assistant Studies Degree provided they:

1. Have completed the requisite two-year curriculum in the WesternU MSPA program.
2. Have been enrolled in the WesternU MSPA program during their final academic year.
3. Are not on probation, has completed all prescribed academic and clinical requirements with a cumulative grade point average of 3.0 or higher, and has no outstanding grade of "I," NCR, or "U."

4. Have demonstrated no serious deficiencies in ethical, professional, or personal conduct, as defined in Probation guidelines, which would make it inappropriate to award the degree of Master of Science in Physician Assistant Studies.
5. Have complied with all the legal and financial requirements of the University as stated in the University Catalog.
6. Have attended in person and participated in the Commencement ceremony at which time the Master of Science in Physician Assistant Studies degree is conferred. Unless special permission has been granted by the Dean, each student must participate in their respective commencement ceremony. If the Dean grants special permission for excusal from commencement, the graduate may be required to present themselves to the Dean or their designee at another specified date to take their profession's oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31 of that calendar year. No student will receive their degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

Adverse Actions

Warning

The student who demonstrates unacceptable performance in any unit of study during any phase of the program is notified of such performance by the Instructor of the course, faculty advisor, the Assistant Dean of Student Affairs, or Program Chair as soon as it becomes evident. They are notified that continued poor academic performance can lead to academic probation and dismissal.

Probation

Students whose performance is considered unacceptable because of not meeting the Standards of Academic Progress will be placed on probation. The duration and conditions of the probationary period will be set by the Dean, the designee, or the Department Chair of the College of Health Sciences on an individual basis and may be modified by the College of Health Sciences Student Progress Committee. The Committee may recommend remedial study and/or repetition of a unit of study. This may result in extending the length of the program beyond 24 months consistent with the guidelines outlined in the PA portion of the catalog.

Probation is defined as a period specified by the Dean of the College of Health Sciences (or their designee) or the Department Chair, during which the student's progress will be closely monitored by their faculty advisor, the Assistant Dean of Student Affairs, and the Department Chair. In order to monitor closely 2nd year students on probation, the PA program reserves the right to re-assign their clinical rotations.

A student will be placed on probation and may be asked to appear at a Student Progress Committee (SPC) meeting for any of the following reasons:

1. For first year students, achieving a cumulative score of less than 70% in two (2) or more courses at the end of the first nine weeks of the curriculum.
2. Immediately upon receiving a course grade of "U" or "NCR" in any course.

3. A semester and/or cumulative grade point average of less than 3.0. A SPC meeting can be requested by the Department Chair or the student, otherwise no SPC meeting is required for a semester or cumulative GPA below the minimum.
4. When directed to repeat a year for academic reasons.
5. Seriously deficient ethical, professional, or personal conduct.

The Department of PA Education Program Chair may render a written recommendation to the Dean of the College of Health Sciences to invoke the CHS Conduct Committee regarding any student whose professional or personal conduct is deemed unsatisfactory. Professional and personal conduct issues include, but are not limited to, attendance, cooperation with faculty, interest shown in assigned work, attitude toward fellow students and associates and toward personnel of hospitals, approach to, and interaction with patients, as well as personal appearance appropriate to the circumstances.

The terms of probation for ethical, professional, or personal conduct will be specified at the time the student is placed on probation.

When a student is placed on probation, they will be notified in writing by the Dean of the College of Health Sciences, or their designee, or the PA Department Chair and the reasons will be stated. The written notification will be sent via email, or hand delivered. Copies of the letter will be placed in the student's permanent file. The Department Chair will ascertain when the terms of the probation have been satisfied and probation can be rescinded.

1. A student on probation may not serve as an officer of any official University club or organization and shall not engage in time-consuming extracurricular activities.
2. A 1st year student on probation must meet with their faculty advisor at least once a month. A 2nd year student on probation must contact their faculty advisor once a month.
3. A 1st year student on probation must visit the LEAD office for an Adult Learner's Assessment and obtain a tutor for the necessary areas of study to help ensure program success.
4. A student on probation must meet with the CHS Assistant Dean of Student Affairs at least once a month.

Students are removed from probation when the following occur:

1. At the end of the first semester of the first year provided that they have attained a grade point average of 3.0 or higher.
2. After one semester, provided they have regained both a semester and cumulative grade point average of 3.0 or higher.
3. When all "U" or "NCR" grades have been satisfactorily remediated according to the Remediation section of the Catalog (below).
4. When the specified terms of probation for ethical, professional, or personal conduct are met.

5. When 2nd year students are on probation for a clinical rotation grade of “U,” they will be removed from probation when they have met the terms of their probation.

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on “Financial Aid Warning” status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work- Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Remediation

Every effort will be made to give each student many opportunities to demonstrate competency in each area of the academic program. However, remediation is to be regarded as a privilege that must be earned by a student through an active participation in the educational program as demonstrated by regular attendance, individual initiative, and utilization of resources available to them.

If a student receives a “U” or “NCR” grade in a course, that student will be reviewed by the Physician Assistant Faculty who will make a recommendation regarding the student. The Department Chair will either:

1. Implement the remediation process and place the student on academic probation.
 - a. This option is only for students who have not demonstrated previous academic difficulties, have not remediated classes prior, and have not been recommended to the Student Progress Committee (SPC) in the past.

- b. The Department Chair, the Assistant Dean of Student Affairs, or designee will inform the student of the remediation and probation in writing. The student will acknowledge the remediation by signing and returning the document to the Department Chair, the Assistant Dean of Student Affairs, or designee.
 - c. A student who needs to remediate two or more courses throughout the 24-month curriculum may be recommended for dismissal (See Dismissal Section).
 2. Submit the PA Faculty recommendation for remediation in writing to the SPC, who in turn provides a confirmation upholding the PA Faculty Recommendation to the Department Chair. If faculty recommendation is for dismissal or suspension, the recommendation will be sent in writing to the SPC, who in turn provides a confirmation recommendation to the Dean of the College of Health Sciences or their designee. All other decisions regarding the faculty recommendation go to the Department Chair.
 - a. In reviewing the student's academic deficiencies, the following guidelines shall be used:

Educational objectives underlie remedial teaching and evaluation should be the same as the educational objectives that underlie regular courses in the curriculum. Where deemed appropriate, the CHS Student Progress Committee, after consultation with the course instructor and/or Physician Assistant Faculty, may recommend one or a combination of the following options:

 - i. Take a comprehensive examination (this option is not available if the student's final point score for a course is below 65%).
 - ii. Repeat the course, typically in the following academic year. The PA Department Chair in consensus with the PA faculty will determine if the student should or should not be promoted into the subsequent semester. The student cannot start Phase II (clinical) or Phase III until the grade of "U" has been remediated. Students repeating a course will be charged full tuition for the course.
 - iii. Repeat the academic year.
 - iv. Dismissal from the University (see *Dismissal* section for criteria for this option).
3. Students receiving a "U" grade for a clinical rotation education/preceptorship will repeat the entire rotation/preceptorship. The above i-iv options do not apply to clinical education. Remediation will delay the student's progress to preceptorship and extend the program completion date. Additional tuition may be charged for the remediation.
4. The grade achieved by remediation will be the grade recorded EXCEPT that the highest grade a student may earn by option (i) is a grade of "C" or "CR." The grade achieved by remediation will be recorded on the transcript next to the original grade.
5. Grades earned during an attempted remediation of a course will be reviewed critically by the PA Department faculty and Department Chair. Failure to earn at least a "C" or "CR" grade may result in dismissal from the University or repeating the course.

6. Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances in each case. The decision will be made by the Department Chair in accordance with the college/program catalog and based upon the recommendation of the PA faculty and review, if indicated, by the CHS Student Progress Committee.

Any student who is required to remediate a course will be notified in writing by the Dean of the College of Health Sciences, or their designee, or the Department Chair at least two weeks prior to the remediation date (or within four weeks after the close of the academic year in which the student is presently enrolled, whichever comes first). Notification must be by certified mail, email, or hand-delivered to the student and must be acknowledged with the student signature. Students who have been required by the Dean of the College of Health Sciences or their designee to repeat a course(s) due to unsatisfactory grades (GPA); or in cases where there is a satisfactory GPA, but deficiencies are noted which impede promotion; the following criteria must be met to be eligible for financial aid:

1. Full-time attendance recorded.
2. Placed on at least one semester probation.
3. Must be tested and graded.
4. Close monitoring

It is the student's choice if they have made satisfactory progress such as GPA, but wants to audit only to strengthen skills, as long as they are fully aware, they will not be eligible to apply for any financial aid. Students will be financially responsible for themselves until promoted by the Dean of the College of Health Sciences or designee.

Academic Suspension

As per University and College guidelines PA students who are deemed unable to continue in the curriculum due to inadequate performance and are required to repeat a given academic year , will be placed on academic suspension through such time as they can resume their studies by starting the courses the student is required to repeat. A student may not receive financial aid during any time of a suspension.

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies, as implemented through the procedures outlined in the University Catalog. A student may not receive financial aid during any time of suspension.

Summary Suspension

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, SVP/Provost, or Dean has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal

A student may be subject to dismissal from the program for substandard academic or professional performance, as follows:

1. Students who earn two or more unacceptable grades (“U’s” or “NCR’s”) throughout the 24-month program may be dismissed from the program.
2. Failure to pass a repeated course or course remediation exam as directed.
3. Attaining a semester or cumulative GPA of less than 3.0 for 2 or more semesters.
4. Lack of professional attributes considered appropriate for continuance in the program and profession.
5. Any event that could result in either academic or professional probation for a student currently on academic or professional probation.
6. Violation of the terms of probation.
7. Presenting themselves as a physician.

Clinical Education

Required Clinical Education Rotations

1. PA 7010 Family Practice/Common Psychiatry
2. PA 7030 Internal Medicine
3. PA 7040 Emergency Medicine
4. PA 7050 Pediatrics
5. PA 7070 Obstetrics and Gynecology
6. PA 7080 General Surgery
7. PC I (Family Practice, Internal Medicine, Pediatrics, Geriatrics, Psychiatry, or OB/Gyn)
8. PC II (Family Practice, Pediatrics, OB/Gyn, Internal Medicine, Psychiatry, Geriatrics, Emergency Medicine, Urgent Care, Community Health, or Internal Medicine subspecialties)
9. PCIII (Family Practice, Internal Medicine, Community Health, Psychiatry, Pediatrics, Geriatrics, Emergency Medicine, OB/Gyn, or Urgent Care)
10. Selective 1
11. Selective 2

Out-of-Area Clinical Education

Clinical Education that is greater than a 70-mile radius in any direction from WesternU, Pomona Campus, is considered an out-of-area rotation clinical education with the exception of the San Diego area, which will be considered an in-area rotation. An out-of-area rotation is considered a privilege, and optional. The Clinical Education Department (CED) will grant or rescind out-of-area rotations based on the criteria listed below.

To participate in out-of-area rotations, students must:

- Exemplify ethical and professional behavior throughout their didactic and clinical rotations phase.
- Have a GPA of 3.00 at the time of rotation scheduling and maintain a semester and cumulative GPA of 3.00 for the entire program.
- Receive a “B” or better on all clinical rotation grades and maintain a “B” or better in Senior Seminars I, II, and III.
- Have a 3.20 cumulative/semester GPA at the time of clinical education scheduling to participate in out of area rotations during the first and second months of clinical rotations and the student will be returning to within the 70-mile radius by the third month of rotations.
- Have confirmation of housing and travel arrangements available to the clinical education coordinator(s) at the time of scheduling.

- Be able to provide the clinical education coordinator(s) with transportation and room and board for out-of-area site visits as warranted.
- Have a computer with internet access.

The Clinical Education Department has the right to reassign rotations if the preceding criteria are not met or violated.

Clinical Rotation Education Assignment

Clinical rotations will be assigned by the CED for students with semester or cumulative GPAs less than 3.00. The CED may seek input regarding rotation assignments from the PA faculty and/or Department Chair. The student will meet with the CED for their scheduling appointment to discuss the rotation assignments.

Clinical Rotation Education Assignment Appeal

A change in clinical rotation education assignment may be requested in writing by the student for the following reasons:

- After completing one week in the rotation, the student deems the rotation is not of high quality. (To be investigated and verified by the clinical education coordinator)
- The student is requesting a change in a clinical rotation assignment for a specific month under a preceptor or medical group not affiliated with the PA Program.
- The student is being used to substitute for regular clinical or administrative staff.

Completed paperwork requesting an upcoming rotation change must be submitted to the Clinical Education Department 90 days before the rotation is scheduled to begin. The student will be notified of the request status within 48 hours.

Reassignment of Clinical Rotation Education

Any student who receives one or more "Cs" in a clinical rotation or receives a "C" grade in any Senior Seminar Course, may have the remainder of their clinical rotations reassigned by the CED to more closely monitor clinical development and academic performance.

Rotational Clinical Education Observation

Any student who has been "deemed unsafe" may be placed in an observational mode for the remainder of their rotation. A student may be placed in observation mode for one month only, and then a summary suspension may occur. Nothing within this Catalog restricts the College or University's ability to implement a summary suspension in lieu of observation mode. For further information, please review the Summary Suspension section in the University Catalog.

Personal Appearance

Personal appearance is extremely important in facilitating acceptance by other health professionals and patients. The poor appearance of one individual is often generalized to the entire profession. Adherence to the following dress code is, therefore, the responsibility of each student while in clinical training.

Physician Assistant Program name tags/badges are to be worn at all times while on campus, and at clinical rotation education sites.

1. Short white "intern" type jackets are required at all times, beginning with Phase II of the curriculum.

Students may wear slacks (minimum length is at the ankle), or other appropriate dress or skirt. Modesty must be a consideration for necklines and hemlines (minimum knee length). Shirt and tie are also considered appropriate dress for students when they are present in a setting where patient contact can be expected. Students must receive the approval of the supervising practitioner to wear “scrubs” during the rotation. The white coat must be worn over scrubs except while in the surgical suite.

2. “Blue jeans” are NOT appropriate dress for any students during the clinical phases.
3. “Tennis Shoes,” “Joggers” and other forms of athletic shoes are NOT considered appropriate attire.
4. Students should consider the image projected to the patient and others with regard to hairstyle and length, beards, mustaches and jewelry. Long hair should be worn up.

Professional Conduct During Clinical Education

- Professional and personal conduct includes, but is not limited to timely attendance, cooperation with preceptors, interest shown in assigned work, attitude toward fellow students, associates and personnel of hospitals, and approach to and interaction with patients.
- Students will contact the preceptor/contact person 30 days prior to the start of the rotation to confirm rotation and 7 days prior for meeting time and place for the first day at the site.
- Students will dress in appropriate business attire and wear their short intern jackets while providing health care.
- Students will introduce themselves as physician assistant students or PA students to staff and patients.
- Students will always wear their WesternU identifying nametags when in a clinical setting.
- Students will be able to explain what a PA is concisely and confidently to patient(s) and staff.
- Students who introduce themselves as a physician are subject to dismissal from the program.
- Students will not engage in any activity that may be construed as being unethical, immoral, or inconsistent with the practice of medicine.
- On each clinical education rotation, it is the student's responsibility to ensure that ALL patients seen by the student are also reviewed by the supervising preceptor.
- If a student is dismissed from a rotation for academic and/or professional issues, an investigation will be conducted by the Clinical Education Department. If the investigation determines the dismissal to be valid, then a “U” grade will be assigned to that rotation and must be remediated. A “U” grade will result in an extended date of program completion and additional tuition will be assessed to complete the remediation rotation. A student conduct hearing may be convened, if appropriate.

Clinical students breaching the Professional Conduct Policy will go through the following process:

- The student will be required to have a student conference with the Department Chair, Assistant Dean of Student Affairs, and/or clinical education coordinator(s).
- The breach of conduct will be investigated, and the student will be notified of the results of the investigation.
- A verbal warning may be issued and/or a letter of unprofessional conduct may be placed in the student's file after an investigation is complete.
- A 5% decrease in the overall rotation grade for the month in which the rotation/violation occurs or in which mandatory documents are not submitted in the required timeframe.

Failure to correct the breach of conduct or repeated breaches may lead to the student being placed on probation for lack of professional attributes or removed rotations. The student may have their rotation sites changed by the clinical education coordinators. The rotation for which the student has been removed will need to be completed at the end of their clinical rotation year. Program dismissal may be recommended to the Student Conduct or Student Progress Committee. A student may be placed in observation mode by the Department Chair during the investigation or may request that the student be summarily suspended during the investigation.

Confidentiality of Medical Record and Health History Information

All data gathered about the patient and their illness, including all items within a patient's medical history is privileged information.

- Students should not in person or electronically discuss a patient's records in a manner or a situation that would reveal any information about that patient or their records to persons not involved in their health care.
- Charts or contents, e.g., lab reports, etc., are not to be removed from the hospital or clinical setting.

Patient Records - Physician Review and Countersignature

On each clinical rotation education, it is the student's responsibility to ensure that ALL patients seen by the student are also reviewed by the supervising practitioner. The supervising practitioner should also review all student notes written in medical records and countersign these documents. Countersignatures should be obtained before the patient is released on outpatient and inpatient rotations.

If using electronic health records, students are expected to use their own login and password provided to them by the appropriate individuals at the rotation site. Students cannot use the preceptor's personal login or password to enter patient information into the electronic record.

Under no circumstances should a student initiate orders for any patient on any clinical educational rotation without immediate preceptor consultation and countersignature. In addition, under no circumstances should a student sign medical drug orders.

Under no circumstances should a student accept medicine samples from pharmaceutical representatives on behalf of the preceptor or themselves.

These guidelines must be strictly adhered to for the student's protection and the protection of the patients seen by students. Violations of these policies are viewed as transgressions in professional and/or academic standards.

Falsifying a patient's exam findings or record is considered a breach of professional conduct.

Title Identification/Representation

Role and title confusion are common problems encountered in dealing with patients, e.g., some patients identify all those wearing short white coats as physicians. Students should be aware of this problem and avoid misrepresentation by politely explaining their role and position.

- In professional interactions with patients and others, a student should introduce themselves as a "physician assistant student" or "PA Student" using the title of Mr., Miss, Mrs., Ms., or PA Student along with the surname.
- Students should use the designation, "PA-Student" (PA-S), following all notations in charts, records, and other medical forms. PA Associate Student is not legally permitted by California Law.
- All PA students on clinical rotations must wear a name badge that identifies them as a PA Student at all times with the exception of being in an operating room.

Evaluation and Grading

Competency is expected of all program graduates upon completion of the professional curriculum as defined by the "Program Goals." The curricular components of the program are designed so that students' work toward achievement of these competencies is measured via written and practical examinations and by evaluations of clinical performance and professional development. Specific behavioral objectives have been defined for each curricular component to assist the student and the program faculty in evaluating the degree of attainment of these expected competencies throughout the 24-month curriculum.

Evaluation Methods

Overall student performance is evaluated using one or a combination of the following methods:

1. **Written examinations:** Written examinations will vary based on the content of the individual course. A combination of single answers, multiple choice, matching, short answer, essay, and patient management type questions are used. Exams can be interval or comprehensive based on the course syllabus.
2. **Practical or Laboratory Examinations:** In selected courses, students will be observed obtaining histories or performing physical exam components on simulated patients. They may also be asked to "problem solve" based on a patient database. At times, they will be evaluated on their ability to perform laboratory tests.
3. **Student Presentations:** Students may be asked to orally present individual or group projects, patient cases, research papers, etc. These oral presentations may or may not be accompanied by a written report.
4. **Written reports:** At various times, students will be evaluated on written reports of assigned topics, written histories, physicals, discharge summaries, research papers, etc.
5. **Professional Development Assessments:** Assessments of each student's academic, professional, and interpersonal growth and development will be used as formative and summative evaluations.
6. **Clinical Evaluations:** Supervising preceptors are asked to assess the student's level of attainment of competencies related to selected parameters within the domains of knowledge, skills, and attitudes, and to evaluate the student's overall performance while on clerkship. Evaluation forms, which incorporate these areas to be evaluated, are utilized.
 - a. Students are responsible for securing these evaluations from the supervising preceptor(s) on each rotation and ensuring that they are completed and returned to the program office in a timely fashion. Preceptors are encouraged to discuss the student's performance and progress throughout the rotation with him/her and to discuss the final evaluation prior to completion of the rotation.
 - b. Since the clinical evaluation is an essential part of the overall assessment of the student's performance on a given rotation, course grades will not be computed without it. Students who fail to obtain clinical evaluations prior to the end of the respective clinical rotation will be given a grade of missing "M" for that clinical course. Clinical evaluations for courses with missing grades must be completed prior to advancing to preceptorship (Phase III).

- c. Clinical evaluation forms become a part of the student's academic profile record. Students are urged to sign each evaluation and are encouraged to sign at the time the evaluation is discussed with the supervising preceptor. Students are provided copies of all their clinical evaluations when these are submitted by the preceptor to the program.
7. **Patient Write-ups:** Students on clinical rotations are required to submit a minimum of one patient write-up each month in the S.O.A.P. format. The chosen case must represent conditions listed in the objectives for each module. The write-ups are due in the PA Program Office on or before the last day of the clinical rotation.
8. **Literature Review:** Students can be requested to review current literature and complete a critique. The critique will be evaluated on content, validity, clarity, and clinical relevance.
9. **Final Comprehensive Examination:** A comprehensive examination is administered during the Senior Seminar III and serves as a summative examination. This examination evaluates the student's accumulated knowledge, skills, and attitudes needed for PA practice while familiarizing him/her with the format of the certification examination. Like the NCCPA certification examination, this examination consists of a written multiple-choice exam including questions on clinical skills competency.
10. **Grade Reports:** Official grades are turned in to the Registrar from Department of PA Education, at which time the online student records system, Self-Service (BanWeb), is updated. Unofficial transcripts will be available on the BanWeb student records system throughout the academic year. For more information on how to access the BanWeb student records system, visit the [Registrar's website](#).
 - a. Due to the nature of the clinical curriculum, i.e., variable duration and sequencing of clinical education courses, course completion dates rarely coincide with traditional grading periods.
 - b. In these cases when final grades are not available at grade reporting time beyond the control of the student and/or program, a grade of "M" is submitted to the Registrar in lieu of the course clinical education grade. "M" grades are entered on the grade reports and are converted to student-achieved grades at the earliest possible opportunity.
 - c. An up-to-date summary of student performance is maintained in the Program Office Files and is available to each student for their review.
11. **Grading of Examinations:** Multiple choice examinations are graded no later than one working week after the exam and ten (10) working days for written essay-type examinations. Exams are reviewed in class at the discretion of the instructor of record for each course.

Grading Scale

Final course grades are given based upon the traditional 4-point letter system, as follows:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
A	90-100%	4.00
B	80-89%	3.00
C	70-79%	2.00
U	Less than 70%	0.00
CR	Credit	N/A
NCR	No Credit	N/A

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A

The grade point average is calculated at the end of each semester as the sum of earned grade points divided by the sum of semester hours passed and failed. A cumulative grade point average will be calculated and posted on the transcript.

Clinical Rotation Education Grading Criteria

The Clinical Education grade is based on the student's performance as assessed by the preceptor, the student's participation, and rotation exam.

Advanced Placement within the PA Curriculum

Advanced Placement is not offered or allowed in the PA program.

Audit

An "AU" (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Missing Grades

A grade of 'M' for Missing will be input by the Office of the Registrar if a student's grade is not available by the deadline for grade submission. An 'M' grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. 'M' grades should not be used by the program in place of an Incomplete (I) grade.

Incomplete Grades

An Incomplete grade ("I") will only be assigned to students whose professional commitments and/or personal responsibilities prevent him or her from completing the requirements of the course where not less than 80% of the course requirements have been completed. The student must petition the instructor for an incomplete grade not less than two (2) weeks prior to the close of the semester and specify the elements of a learning contract. The student must complete the remaining coursework in compliance with the learning contract, no

later than the close of the following semester. The instructor must certify any grade changes. In the event a student does not complete the coursework by the end of the semester following the term for which the Incomplete was given, the course grade will revert to a U or —NCR and the student must register for and complete the entire course at another time.

Appealing a Course Grade

No course grade will be changed unless the instructor or department chair certifies in writing to the Registrar that an error in computing or recording the grade occurred. If the student believes there is just cause to dispute a grade for a course, the procedure is as follows:

3. Within three (3) business days of the date the course grade is posted to BanWeb, student must make an appointment to talk with the course instructor(s) who issued the grade and submit a written request for review. Upon receipt of the written request from the student, the course instructor(s) shall review the case and a decision shall be made by the course instructor(s) to affirm or modify the grade. Within five (5) business days of the student's written request, the course instructor shall notify the student in writing of the decision. A copy of the letter shall be sent to the student and the Department Chair.
4. Within three (3) business days following written notification to the student regarding the instructor's decision, the student may appeal the decision in writing to the Department Chair. The written appeal request must be accompanied by a narrative explaining the basis of the appeal. The narratives should fully explain the student's situation and substantiate the reason(s) for advocating a reversal of the instructor's prior decision. The Department Chair may grant an appeal only if a claim of (1) bias, (2) the appearance of new material and documentable evidence that was not available at the time of the instructor's decision, or (3) procedural error that unfairly affected the decision-making process as substantiated by the Department Chair. Upon written request from the student with a valid appeal rationale, the Department Chair shall review the case and within five (5) working days shall issue a decision in writing to the student, which may affirm, modify, or reverse the previous action. A copy of that decision will be provided to the instructor. The Chair's decision is final in all course grade appeals (didactic and clinical), except when the Chair is also the official instructor of the course in question. In such a case, the student will direct their appeal to the Dean or designee of the College of Health Sciences, following the same guidelines for an appeal to the Department Chair. In addition, in such a case, the decision of the Dean or designee is final and not subject to appeal.

Appealing a Clinical Education Grade

Any student, who has a dispute with a grade that was assigned by their clinical preceptor, will utilize the following appeal process:

1. Contact the Clinical Education Coordinator(s) and notify them in writing of their concerns in reference to their clinical performance grade within five days of their grade being posted.
2. The Clinical Education Coordinator(s) will contact the preceptor to schedule a meeting to discuss the student's grade. The grade may or may not be re-assigned contingent upon the information that is gathered by the Clinical Education Coordinator(s). The Clinical Education Coordinator(s) will provide the student with a written decision of the outcome of this review within fourteen (14) working days of the student request. The decision of the Clinical Education Coordinator(s) may be appealed following the procedure for Grade Appeals as described previously.

Credit Hour Calculation

Courses are rated at one credit hour for each 15.0 hours of lecture or 30.0 hours of laboratory practicum, directed independent study, or small group sessions.

Curriculum Organization

Year 1

Phase I, First Year, Fall Semester		
Course	Title	Credit Hours
IPE 5000	Patient Centered Cases I	1.00
PA 5005	Medical Terminology	1.00
PA 5010	Structure & Function I	3.00
PA 5020	Clinical Skills I	1.50
PA 5030	Physical Assessment I	2.50
PA 5040	Health Promotion/Disease Prevention I	2.50
PA 5050	Introduction to Adult Medicine	3.50
PA 5060	Pharmacology and Therapeutics I	2.50
PA 5100	Pediatrics I	1.50
PA 5170	Pathophysiology I	1.50
Semester Total:		20.50
Phase I, First Year, Spring Semester		
Course	Title	Credit Hours
IPE 5100	Patient Centered Cases	1.00
PA 5011	Structure & Function II	3.00
PA 5021	Clinical Skills II	2.50
PA 5031	Physical Assessment II	2.50
PA 5041	Health Promotion/Disease Prevention II	1.50
PA 5051	Introduction to Adult Medicine II	3.50
PA 5061	Pharmacology and Therapeutics II	2.50
PA 5070A	Psychosocial Dynamics	0.00
PA 5101	Pediatrics II	1.50
PA 5110A	OB/GYN	0.00
PA 5171	Pathophysiology II	1.50
HSCI 5206	Research Methods II	2.50
Semester Total:		22.00
Phase I, First Year, Summer Semester		
Course	Title	Credit Hours
PA 5070B	Psychosocial Dynamics	2.50
PA 5110B	OB/GYN	2.50
PA 5120	Geriatrics	2.50
PA 5130	Emergency Medicine	2.50
PA 5140	Professional Roles & Responsibilities	1.50
PA 5160	Health Care Delivery System	1.50
PA 5180	Introduction to Clinical Education	1.00
Semester Total:		14.00
First Year Total:		56.50

Year 2

Phase II, Second Year, Fall Semester		
Course	Title	Credit Hours
PA 6020	Senior Seminar I	2.50
###	Clinical Rotations (4 rotations)	12.00
PA 6970	Applied Clinical Project I	1.00
Semester Total:		15.50
Phase II, Second Year, Spring Semester		
Course	Title	Credit Hours
PA 6030	Senior Seminar II	2.50
###	Clinical Rotations (4 rotations)	12.00
PA 6980	Applied Clinical Project II	1.00
Semester Total:		15.50
Phase III, Second Year, Summer Semester		
Course	Title	Credit Hours
PA 6040	Senior Seminar III	1.50
###	Clinical Rotations (3 rotations)	9.00
PA 6990	Applied Clinical Project III	4.00
Semester Total:		14.50
Second Year Total:		45.50
Program Total:		102.00

Course Descriptions

HSCI 5206 Research Methods II (2.5 credit hours)

The purpose of this course is to introduce students to a variety of research methodologies. Included will be historical studies, case studies, observational studies, surveys, quasi-experimental designs, and experimental designs. Generalizability issues and validity/reliability issues related to research are presented.

IPE 5000 Patient Centered Cases – An Interprofessional Approach I (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

IPE 5100 Patient Centered Cases – An Interprofessional Approach II (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

OM 5001 Summer Preparedness and Readiness Course (SPaRC) (0.0 credit hours, CR/NCR)

In an interprofessional environment, SPaRC prepares incoming students for the rigors of their program with an introduction to various curriculum topics including the skeletal system, gross anatomy, and pharmacology. The anatomy component focuses on the skeletal, muscular, cardiovascular, nervous, and other body systems. Additional lecture overviews to program-specific content are also provided. Academic skills presentations focus on enhancing study, test taking, and the development of EQ skills. Acceptance into this program is at the discretion of the coordinating office. The course is elective and does not meet any specific requirements of the program curriculum. A separate tuition is charged. For additional information, contact the Office of Learning Enhancement and Academic Development (LEAD).

PA 5005 Medical Terminology (1.0 credit hour, CR/NCR)

This course is designed to provide a framework for building a comprehensive medical vocabulary. The basic techniques of medical word building will be used to enhance appropriate use and spelling of medical terms in oral and written presentations.

PA 5010 Structure and Function I (3.0 credit hours)

This course is designed to elucidate the characteristics of human anatomy and physiology as a basis for understanding normal homeostasis and the abnormalities associated with disease. Course content includes biochemical homeostasis, microbiology, and the anatomy and physiology of the body including special senses (eyes, ears), blood and lymphatic systems, respiratory system, the cardiovascular system, and the integumentary.

PA 5011 Structure and Function II (3.0 credit hours)

Continuation of PA 5010. Course content includes the anatomy and physiology of the gastrointestinal system, musculoskeletal system, neurological system, the endocrine system, the immune system, and the role of genetics and molecular mechanisms in health and disease.

PA 5020 Clinical Skills I (1.5 credit hours)

This practical course exposes the physician assistant student to basic clinical skills used in the primary care office. Skills include, but are not limited to, universal precautions, sterile procedures, venipuncture, wound closure procedures, radiograph interpretation, musculoskeletal immobilization, dermatologic procedures, EKG interpretation, Ultrasound principles, and documentation and communication skills.

PA 5021 Clinical Skills II (2.5 credit hours)

Continuation of PA 5020.

PA 5030 Physical Assessment I (2.5 credit hours)

This course is designed to provide students with fundamental cognitive knowledge of interviewing, formulating write-ups and physical assessment techniques. Students also learn how to analysis data and the formulation of a therapeutic plan based on the health history, and physical examination. This course is correlated with the Introduction to Adult Medicine.

PA 5031 Physical Assessment II (2.5 credit hours)

Continuation of PA 5030.

PA 5040 Health Promotion and Disease Prevention I (2.5 credit hours)

This course stresses the principles of wellness including detailed discussions of nutrition, exercise, alcohol, and tobacco as they relate to culturally diverse patient populations.

PA 5041 Health Promotion and Disease Prevention II (1.5 credit hours)

Continuation of PA 5040.

PA 5050 Introduction to Adult Medicine I (3.5 credit hours)

This course represents an introduction to clinical adult medical and surgical disorders as well as pathophysiology from a primary health care perspective. This course is correlated with structure and function, pharmacology, and physical assessment. It also incorporates signs, symptoms, differential diagnosis, and laboratory diagnosis and treatment modalities for selected disciplines.

PA 5051 Introduction of Adult Medicine II (3.5 credit hours)

Continuation of PA 5050.

PA 5060 Pharmacology and Therapeutics I (2.5 credit hours)

This course stresses the principles of drug action and is correlated with the system orientation of the "Introduction to Adult Medicine". Current aspects of drug therapy are studied with particular emphasis on the activity.

PA 5061 Pharmacology and Therapeutics II (2.5 credit hours)

Continuation of PA 5060.

PA 5070A Psychosocial Dynamics (0 credit hours)

This course provides students with the necessary skills to diagnose and treat common mental health disorders seen in an ambulatory family practice population. It also provides the students with information that enable them to factor "humanity" into their assessment, diagnosis, and intervention strategies. The course also includes modules on family structure and functioning, the dynamics of aging, death, and dying, and human sexuality.

PA 5070B Psychosocial Dynamics (2.5 credit hours)

Continuation of PA 5070A.

PA 5100 Pediatrics I (1.5 credit hours)

This course will provide the primary care physician assistant student with an introduction to the basic principles of pediatrics. This pediatric course will provide the students with the basic cognitive skills required to obtain and perform an appropriate newborn, pediatric, and adolescent history, and physical.

PA 5101 Pediatrics II (1.5 credit hours)

Continuation of PA 5100.

PA 5110A Obstetrics/Gynecology (0 credit hours)

This course is designed to introduce the PA student to the fundamental principles and practice of obstetrics and gynecology and the unique physical and emotional health care needs of female patients. Emphasis will be placed on the pathophysiology, etiology, and management and prevention of clinical problems that transpire in a woman's life cycle from infancy through menopause. Students will also learn the essential details of the OB-GYN clinical evaluation and strategies in the diagnosis and treatment of common OB-GYN medical, surgical, and obstetric disorders of women.

PA 5110B Obstetrics/Gynecology (2.5 credit hours)

Continuation of PA 5110A.

PA 5120 Geriatrics (2.5 credit hours)

This course introduces the students to various aspects of geriatrics in the primary care setting. The course provides a framework for the normal geriatric aging process as well as pathological processes. The students will learn geriatric assessment including cognitive function and impairment. Students will be able to discuss palliative care and decision-making skills as they relate to legal and ethical issues for end-of-life care.

PA 5130 Emergency Medicine (2.5 credit hours)

This course emphasizes assessment skills in emergency medicine. It would provide students with an overview of emergency medicine and history and physical examinations. The course will introduce current diagnosis and treatment for commonly encountered medical emergencies. The student should be able to develop a working knowledge and framework for the evaluation and treatment of common medical and surgical procedures.

PA 5140 Professional Roles and Responsibilities (1.5 credit hours)

This course examines the different professional roles that can be assumed by a physician assistant. Also included are discussions of the laws in which PA's are required to follow to practice medicine and the health care delivery system.

PA 5160 Health Care Delivery Systems (1.5 credit hours)

This course will introduce the student to the current models of health care delivery systems utilized within healthcare. It will also identify the roles of a PA within the current health care delivery systems.

PA 5170 Pathophysiology I (1.5 credit hours)

This course is designed to enhance student knowledge in recognizing and identifying pathophysiology states for specific disease processes. This course is correlated with the Introduction to Adult Medicine course.

PA 5171 Pathophysiology II (1.5 credit hours)

Continuation of PA 5170.

PA 5180 Introduction to Clinical Education (1.0 credit hour)

This course assists the PA students' transition from the classroom to a clinical environment. Students will refine the skills necessary to complete clinical education rotations successfully.

PA 6020 Senior Seminar I (2.5 credit hours)

Senior Seminar consists of a series of examinations and discussions. Clinical skill problems, case presentations, and problem oriented physical examinations are used as teaching tools to help the physician assistant student understand their role as a practicing PA.

PA 6030 Senior Seminar II (2.5 credit hours)

Senior Seminar II consists of a series of examinations and discussions. The purpose of the course is to develop further the physician assistant student's clinical skills and test-taking abilities.

PA 6040 Senior Seminar III (1.5 credit hours)

Senior Seminar III consists of a comprehensive examination and a problem oriented physical. The purpose of the course is to further develop the physician assistant students' clinical skills and prepare for the National Certification examination.

PA 6970 Applied Clinical Project I (1.0 Credit Hour, CR/NCR)

Preparation of a clinical project, under the supervision of a member of the PA faculty, which will be completed and presented in PA 6990.

PA 6980 Applied Clinical Project II (1.0 Credit Hour, CR/NCR)

Continuation of PA 6970.

PA 6990 Applied Clinical Project III (4.0 credit hours, CR/NCR)

In this course, the student presents the Clinical Project in partial fulfillment of requirements for the degree of Master of Science in Physician Assistant Studies.

PA 7010 Family Practice /Common Psychiatry (3.0 credit hours)

A clinical rotation that provides students with experience in a primary health care setting and will focus on medical and behavioral/psychiatric problems most commonly encountered by a family practitioner and certified physician assistant. Repeatable to a maximum of 15 credit hours.

PA 7030 Internal Medicine (3.0 credit hours)

A clinical rotation that provides students with the opportunity to diagnose, manage, and treat patients in an in/outpatient setting. The student will participate in the direct care of patients including initial interview, physical examination, hospital rounds, clinical conferences, and management decision sessions. Repeatable to a maximum of 12 credit hours.

PA 7040 Emergency Medicine (3.0 credit hours)

Students obtain experience in the management of acute medical and surgical care with an emphasis on the development of skills required to treat life-threatening illness and injury. Repeatable to a maximum of nine credit hours.

PA 7060 Pediatrics (3.0 credit hours)

Students gain knowledge in the care of infants and children, including an understanding of normal development, and the recognition and management of common childhood illness, immunization updates, and patient education opportunities. Repeatable to a maximum of six credit hours.

PA 7070 Obstetrics and Gynecology (3.0 credit hours)

Students learn about women's health issues: preventive care, prenatal care and post-natal care, current contraceptive technology, and medical therapeutics, which aid in the well-being of the female patient. Repeatable to a maximum of six credit hours.

PA 7080 General Surgery I (3.0 credit hours)

Students are involved in the direct care of patients undergoing surgery including both pre-surgical evaluation and post-surgical maintenance. Students may select either in-patient or outpatient surgical settings. Repeatable to a maximum of six credit hours.

PA 7130 Geriatrics (3.0 credit hours)

Students develop the ability to recognize, diagnose, and treat the most commonly encountered health conditions of a geriatric population. The students will be able to assess and treat chronic medical conditions in various stages of progression.

PA 7500 Extended Core Selectives (3.0 credit hours)

Students can pursue additional experience in a variety of clinical specialties and sub-specialties, or they can extend their knowledge by repeating one of the required clinical rotations up to the maximum limits permitted per lettered course. PA 7500 Extended Core Selectives that do not indicate that the course is repeatable can only be repeated with special approval of the Clinical Education Coordinator. PA 7500 Selectives are listed below.

Course	Title	Repeatable?
PA 7500A	Orthopedics	Yes, 6 credit hour maximum
PA 7500B	Oncology	No
PA 7500D	Infectious Disease	No
PA 7500E	Cardiology	Yes, 6 credit hour maximum
PA 7500F	Cardiothoracic Surgery	No
PA 7500G	Urgent Care	Yes, 6 credit hour maximum
PA 7500J	Rheumatology	No
PA 7500K	Endocrinology	No
PA 7500L	Dermatology	Yes, 6 credit hour maximum
PA 7500M	Occupational Medicine	No
PA 7500N	Trauma Surgery	No
PA 7500P	Psychiatry	Yes, 6 credit hour maximum
PA 7500R	Community Medicine	Yes, 6 credit hour maximum
PA 7500S	Neurology	No
PA 7500T	Critical Care	No
PA 7500Z	Other	Yes, only upon approval of PA department.

Honors and Awards

The following are presented at the Graduation Awards Ceremony:

- Alpha Eta Honor Society
- Andrea J. Reina Memorial Award
- Blake Award of Academic Excellence
- Class Award
- Class Morale Award
- Dean's Award
- Linda Fox Memorial Endowment Fund Award
- St. Martin Award
- The Clymer Award for Academic and Professional Excellence
- The National Dean's List Nominations
- The President's Society Award
- Western University of Health Sciences Physician Assistant Service Award

Academic Calendar

Fall 2023	
August 7-12, 2023	Orientation/Welcome Week
August 12, 2023	White Coat Ceremony
August 14, 2023	Fall Classes Begin (Year 1)
September 1, 2023	Fall Rotations Begin (Year 2)
September 4, 2023	Labor Day – No Classes*
October 9, 2023	Indigenous People’s Day – No Classes*
November 10, 2023	Veterans Day – No Classes*
November 22, 2023	Thanksgiving Recess Begins @ 5:00 p.m.*
November 27, 2023	Classes Resume
December 15, 2023	Last day of Lectures for Fall Semester (Year 1)
December 18-22, 2023	Finals Week
December 22, 2023	End of Fall Semester Classes (Year 1)
December 25, 2023	Winter Recess Begins (Year 1)
December 31, 2023	End of Fall Semester Rotations (Year 2)
Spring 2024	
January 2, 2024	Spring Rotations Begin (Year 2)
January 8, 2024	Spring Classes Begin (Year 1)
January 15, 2024	Martin Luther King Day – No Classes*
February 19, 2024	President’s Day – No Classes*
March 18, 2024	Spring Break Begins (Year 1)
March 25, 2024	Spring Classes Resume (Year 1)
April 30, 2024	Spring Rotations End (Year 2)
May 3, 2024	Last Day of Lectures for Spring Semester (Year 1)
May 6-10, 2024	Finals Week
May 15, 2024	College of Health Sciences Commencement Ceremony
May 10, 2024	End of Spring Semester Classes (Year 1)
Summer 2024	
May 1, 2024	Summer Rotations Begin (Year 2)
May 27, 2024	Memorial Day – No Classes*
May 28, 2024	Summer Classes Begin (Year 1)
June 19, 2024	Juneteenth – No Classes*
July 4, 2024	Independence Day – No Classes*
July 22-26, 2024	Finals Week
July 26, 2024	End of Summer Semester Classes (Year 1)
July 31, 2024	End of Summer Semester Rotations (Year 2)

**Students in clinical rotations observe their preceptors’ hours, which may include working on federal holidays.*

The Physician Assistant Oath

I pledge to perform the following duties with honesty, integrity, and dedication, remembering always that my primary responsibility is to the health, safety, welfare, and dignity of all human beings:

I recognize and promote the value of diversity and I will treat equally all persons who seek my care.

I will uphold the tenets of patient autonomy, beneficence, non-maleficence, justice, and the principle of informed consent.

I will hold in confidence the information shared with me in the course of practicing medicine, except where I am authorized to impart such knowledge.

I will be diligent in understanding both my personal capabilities and my limitations, striving always to improve my practice of medicine.

I will actively seek to expand my intellectual knowledge and skills, keeping abreast of advances in medical art and science.

I will work with members of the health care team to assure compassionate and effective care of patients.

I will uphold and enhance community values and use the knowledge and experience acquired as a PA to contribute to an improved community.

I will respect my professional relationship with the physician and always act collaboratively, except where to do so would cause harm.

I recognize my duty to perpetuate knowledge within the profession.

These duties are pledged with sincerity and on my honor.

Western University of Health Sciences

College of Optometry

Doctor of Optometry (OD)

2023/2024 Catalog

College of Optometry

Accreditation

The Doctor of Optometry program at Western University of Health Sciences is fully accredited by The Accreditation Council on Optometric Education (ACOE). The ACOE (243 North Lindbergh Avenue, St. Louis, Missouri: telephone number 800-365-2219) is the accrediting body for professional degree programs offered by all optometric institutions in the United States. To file a complaint with ACOE, please visit <https://theacoe.org/upcoming-site-visits-complaints-and-comments?sso=y>.

General Information

Vision

Our vision is to be a progressive leader in optometric education and to improve the way health care is delivered worldwide.

Mission

The mission of the Western University of Health Sciences College of Optometry is to graduate caring, comprehensive health care professionals who will serve the needs of a diverse global society. The College emphasizes rehabilitation of the visual system, neuro-optometry, and interprofessional education. We advance the profession of optometry through innovation in health care education, research, and patient care.

Core Values

We value a rich, humanistic tradition and are committed to professional collaboration, community involvement, accountability, integrity, and respect.

The OD Degree

The Doctor of Optometry degree (OD) is awarded in recognition of the highest level of professional education in optometry in the United States. To earn the OD degree, students must successfully complete four years of professional study subsequent to completion of their undergraduate, pre-professional prerequisites at an accredited college or university. Students who successfully complete this program are eligible to take state optometric licensing examinations. Most states have replaced the written examination with the National Board of Examiners in Optometry (NBEO) examinations, which the student takes during their academic career. Information on the NBEO licensing examination is available at <http://www.optometry.org>. After passing this examination, graduates are eligible to be licensed to perform all the duties and responsibilities of a practicing optometrist.

Goals and Objectives

The College goals include teaching and learning, research and scholarly activity, and community and public service.

1. Matriculates will complete the educational and clinical programs successfully.
2. Graduates will interact with patients and other health care professionals in a competent, caring, and humanistic way.

3. Graduates will be prepared for diverse cultures, experiences, and practice settings.
4. The curriculum will emphasize the distinctive elements of the program.
5. The expertise of the faculty will be aligned with the program emphases as part of a comprehensive educational program.
6. Research conducted will align with the program emphases as part of a comprehensive educational program.
7. High quality patient care will be provided in the program emphases as part of a comprehensive educational program.
8. The College will develop, implement, and evaluate improved aspects of health care education, research, and patient care and disseminate best practices and innovations.
9. Interprofessional, collaborative, and community-based projects in health care education, research, and patient care will be conducted.

Program Learning Outcomes

A graduating Doctor of Optometry from Western University of Health Sciences' College of Optometry must demonstrate ethical and professional standards appropriate to a health care professional, as well as demonstrating the biomedical knowledge required to enhance and extend the quality of life in our communities by enhancing visual function.

The graduate shall be Professional & Ethical: To serve the public and the profession well, new graduates must embrace and demonstrate the highest standards of ethical and professional care appropriate to being recognized as a health care provider.

The graduate shall be Professional & Ethical: The new graduate must also recognize that the completion of the Doctor of Optometry degree program is only the first step in a life-long commitment to self-directed learning and continual professional improvement.

The graduate will have demonstrated the following Personal Attribute: problem-solving and critical-thinking skills that integrate current knowledge, scientific advances, and the human/social dimensions of patient care to assure the highest quality of care for each patient.

The graduate will have demonstrated the following Personal Attribute: the ability to recognize personal limitations regarding optimal patient care and to work with the broader health care community in providing the best care possible.

The graduate will have demonstrated the following Professional Attribute: a respect for the dignity of every patient and a commitment to empathetic and confidential care.

The graduate will have demonstrated the following Professional Attribute: a commitment to work as an integral member of the larger interprofessional health care team to improve patient care outcomes.

The graduate will have demonstrated the following Professional Attribute: a commitment to be actively involved in organized optometry and the community.

The graduate will have demonstrated that they are knowledgeable of basic organ systems, with special emphasis on the ocular and visual system, and their inter-relationships to the body as a whole.

The graduate will have demonstrated that they are knowledgeable of the cellular, molecular, and genetic basis of the development, physiology, pathology, and treatment of eye disease.

The graduate will have demonstrated that they are knowledgeable of the structures and processes contributing to the development of refractive error and other optical and perceptual abnormalities of the visual system (This includes vision function with respect to deviation and enhancement such as, but not limited to, strabismus, amblyopia, oculomotor function, accommodation, and visual perception.)

The graduate will have demonstrated that they are knowledgeable of the optics of the eye and ophthalmic lens systems (including spectacles, contact lenses, and low vision devices) used to correct refractive, oculomotor, and other vision disorders.

The graduate will have demonstrated that they are knowledgeable of the various processes and causes that lead to dysfunction and disease, and the effect that these processes can have on the body and its major organ systems, with special emphasis on the ocular and visual systems.

The graduate will have demonstrated that they are knowledgeable of mechanisms of action of the various classes of pharmaceutical agents, their interactions, and their safe and effective use for the treatment of diseases and conditions affecting the eye and visual system.

The graduate will have demonstrated that they are knowledgeable of vision therapy and other rehabilitative methods used for the management of common visual disorders and special patient populations.

The graduate will have demonstrated that they are knowledgeable of the psychosocial dynamics of the doctor/patient relationship and understanding of the social, psychological, and economic forces affecting diverse patient populations.

The graduate will have demonstrated that they are knowledgeable of community health care resources and delivery systems to improve care.

The graduate will have demonstrated that they are knowledgeable of practice management structures and strategies as they pertain to the various practice settings.

The graduate will have demonstrated that they are knowledgeable of an understanding of nutritional influences on ocular physiology and systemic health and disease.

Capable: the graduate will have demonstrated all the skills required to the diagnosis, triage, management, and/or treatment of common visual conditions, including or resulting from refractive anomalies, abnormalities of accommodation, monocular or binocular vision skills, oculomotor and sensory/perceptual dysfunctions, ocular disease and trauma, prior ocular surgery and/or laser intervention, systemic disease, and environmental or occupational conditions.

Capable: the graduate will have demonstrated all the skills required to order and interpret frequently needed laboratory and diagnostic procedures

Capable: the graduate will have demonstrated all the skills required to understand, evaluate, and apply the use of contemporary imaging technologies in the provision of eye and vision care

Capable: the graduate will have demonstrated all the skills required to recognize and initiate the coordination of patient care requiring advanced medical, systemic, inter-professional or specialty care

Capable: the graduate will have demonstrated all the skills required to recognize life-threatening conditions and to initiate immediate intervention

Capable: the graduate will have demonstrated all the skills required to communicate both orally and in writing, as appropriate for maximizing successful patient care outcomes

Capable: the graduate will have demonstrated all the skills required to access evidence-based knowledge (including through information technology) and manage information, and to apply that information in making decisions about patient care and health care delivery

Capable: the graduate will have demonstrated all the skills required to embrace the cultural diversity and individual differences that characterize patients, populations and the health care team

Capable: the graduate will have demonstrated all the skills required to work in cooperation with those who receive care, those who provide care and others who contribute to or support the delivery of prevention and health services.

Personal Competencies for Admission and Matriculation

A candidate for admission to the Doctor of Optometry program must possess, or be able to achieve through a reasonable accommodation, certain technical, sensory, and motor function, that would enable the individual to carry out the activities described in the sections that follow. Upon matriculation to the program, the student must continue to possess, or be able to achieve through a reasonable accommodation, the personal competencies outlined below throughout their progression in the Doctor of Optometry program.

To provide guidance to those considering optometry as a profession, the Association of Schools and Colleges of Optometry (ASCO) has established functional guidelines for optometric education. The ability to meet these guidelines, along with other criteria established by Western University of Health Sciences, College of Optometry, is necessary for graduation from an optometric professional degree program.

Western University of Health Sciences, College of Optometry's mission is to produce graduates fully qualified to provide quality comprehensive eye care services to the public. To fulfill this mission, Western University of Health Sciences, College of Optometry must ensure that students demonstrate satisfactory knowledge and skill in the provision of optometric care.

The functional guidelines in optometric education require that the candidate/student possess appropriate abilities in the following areas which include but are not limited to 1) observation; 2) communication; 3) sensory and motor coordination; 4) intellectual –conceptual, integrative, and quantitative abilities; and 5) behavioral and social attributes.

Candidates or students who require a reasonable accommodation to meet the competencies outlined below should contact the Harris Family Center for Disability and Health Policy (HFCDHP) at (909) 469-5297.

Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation:

Observation

The student must be able to acquire a defined level of required knowledge as presented through lectures, laboratories, demonstrations, patient interaction, and self-study. Acquiring this body of information necessitates the functional use of visual, auditory, and somatic sensation enhanced by the functional use of other sensory modalities. Examples of these observational skills in which accurate information needs to be extracted in an efficient manner include:

- Visual Abilities (as they relate to such things as visual acuity, color vision and binocularity):
 - Visualizing and reading information from papers, films, slides, video, and computer displays.
 - Observing optical, anatomic, physiologic, and pharmacologic demonstrations and experiments.
 - Discriminating microscopic images of tissue and microorganisms.
 - Observing a patient and noting non-verbal signs.

- Discriminating numbers, images and patterns associated with diagnostic tests and instruments.
- Visualizing specific ocular tissues to discern three-dimensional relationships, depth and color changes.
- Auditory Abilities:
 - Understanding verbal presentations in lecture, laboratory, and patient settings.
 - Recognizing and interpreting various sounds associated with laboratory experiments as well as diagnostic and therapeutic procedures.
- Tactile Abilities:
 - Palpating the eye and related areas to determine the integrity of the underlying structures.
 - Palpating and feeling certain cardiovascular pulses.

Communication

The student must be able to communicate effectively, efficiently, and sensitively with patients and their families, peers, staff, instructors, and other members of the health care team. The student must be able to demonstrate established communication skills. Examples of required communications skills include:

- Relating effectively and sensitively to patients, conveying compassion and empathy.
- Perceiving verbal and non-verbal communication such as sadness, worry, agitation, and lack of comprehension from patients.
- Eliciting information from patients and observing changes in mood and activity.
- Communicating quickly, effectively, and efficiently in oral and written English with patients and other members of the health care team.
- Reading and legibly recording observations, test results and management plans accurately.
- Completing assignments, patient records and correspondence accurately and in a timely manner.

Sensory and Motor Coordination

Students must possess the sensory and motor skills necessary to perform an eye examination, including emergency care. In general, this requires sufficient exteroception sense (touch, pain, temperature), proprioceptive sense (position, pressure, movement, stereognosis and vibratory) and fine motor function (significant coordination and manual dexterity using arms, wrists, hands and fingers).

Examples of skill required include but are not limited to:

- Instillation of ocular pharmaceutical agents
- Insertion, removal, and manipulation of contact lenses

- Assessment of blood pressure and pulse
- Removal of foreign objects from the cornea
- Simultaneous manipulation of lenses, instruments and therapeutic agents and devices
- Reasonable facility of movement
- Injections into the eye, lids, or limbs

Intellectual-Conceptual, Integrative, and Quantitative

Problem solving, a most critical skill, is essential for optometric students and must be performed quickly, especially in emergency situations. To be an effective problem solver, the student must be able to accurately and efficiently utilize such abilities as measurement, calculation, reasoning, analysis, judgment, investigation, memory, numerical recognition, and synthesis. Examples of these abilities include being able to:

- Determine appropriate questions to be asked and clinical tests to be performed
- Identify and analyze significant findings from history, examination, and other test data
- Demonstrate good judgment and provide a reasonable assessment, diagnosis, and management of patients
- Retain, recall, and obtain information in an efficient manner
- Identify and communicate the limits of one's knowledge and skill

Behavioral and Social

The student must possess the necessary behavioral and social attributes for the study and practice of optometry. Examples of such attributes include:

- Satisfactory emotional health required for full utilization of one's intellectual ability
- High ethical standards and integrity
- An empathy with patients and concern for their welfare
- Commitment to the optometric profession and its standards
- Effective interpersonal relationships with patients, peers and instructors
- Professional demeanor
- Effective functioning under varying degrees of stress and workload
- Adaptability to changing environments and uncertainties
- Positive acceptance of suggestions and constructive criticism

Admissions Policies and Procedures

Non-Discrimination, Anti-Harassment and Non-Retaliation Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community, and applicants, in accordance with all applicable laws.

WesternU also prohibits any form of retaliation against a person who under good faith, reported a violation under the policy or who participated in any investigation or proceeding under the policy. Violations of the policy will lead to prompt and appropriate administrative action, including and up to termination of employment or expulsion from the University.

Reasonable Accommodation for Disabilities

Candidates and students must be able to perform all the personal competencies of the program with or without reasonable accommodation. A student who discloses a disability and requests accommodation will be referred to the Harris Family Center for Disability and Health Policy (^{HF}CDHP). The student will be asked to provide documentation of the disability for the purposes of determining appropriate accommodations. The College of Optometry will provide reasonable accommodation but is not required to make modifications that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation can contact the ^{HF}CDHP office.

Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2023-2024 academic year. Current admission and application requirements for the Doctor of Optometry (OD) program, including prerequisite coursework requirements, can be located on the [Prospective Student website](#). An application to the College of Optometry includes the following items:

1. Primary Application
 - a. Submit primary application online through OptomCAS (Optometry Centralized Application Service). Applicants must pay a fee of \$180 to apply to one school or college of optometry. An additional \$70 fee will be charged for each additional school or college.
2. Letters of Recommendation
 - a. Letters of Recommendation should be submitted through OptomCAS. We require two (2) recommendation letters. Letters of recommendations cannot be from a family member or immediate relative. It is suggested that one letter be from an optometrist,

and one be from a faculty member or pre-health advisor who is familiar with the applicant's academic work.

3. Standardized Test Scores

- a. Official OAT scores should be submitted through OptomCAS and must be received before application will be considered.
- b. GRE scores may be considered at the discretion of the Admissions Committee if the candidate's prerequisite and science GPAs are at least 3.0. Please explain on your application why you are submitting alternate test scores.
 - **IMPORTANT:** When submitting GRE scores, you must list WesternU's specific GRE Designated Institution (DI) Code of 4578 for your scores to match your application.
- c. DAT, MCAT or PCAT scores may be considered at the discretion of the Admissions Committee. Please explain in your application why you are submitting alternate test scores.
- d. Only scores after June 30, 2022, will be considered for the 2024 entering class.

4. Re-Applicants

- a. Re-applicants will need to submit a new set of official transcripts directly to OptomCAS. If the applicant submitted the two required letters of recommendation in their previous application, they will need to submit one new letter of recommendation. The additional letter should provide insight into the activities they have participated in since their last application submission. If at least two letters of recommendation were not submitted during the previous application cycle, re-applicants will need to provide additional letters to meet our two-letter requirement. At least one letter should provide insight into the activities the applicant has participated in since the last application submission. New letters should be submitted through OptomCAS. If the applicant has re-taken a standardized admissions test since the last application, they should ensure that a new official score report be released to WesternU.

Academic Requirements

Academic requirements for admission include:

1. Completion of prerequisite courses as outlined below
2. Minimum 90 semester or 135 quarter credit hours of undergraduate coursework. An earned bachelor's degree is not required for admission to the program
3. Standardized Test Scores (see Application Requirements)
4. Letters of Recommendation (see Application Requirements)
5. Proof of legal US residency, if required
6. Test of English as a Foreign Language (TOEFL) results, if required

7. Access to a portable personal computer meeting the minimum requirements located at <https://www.westernu.edu/computing/new-students>

Prerequisite Courses

The following courses must be completed prior to enrollment at an accredited institution, in the United States or Canada, with a grade of "C" or better, and are the minimum requirements for all applicants:

Required Courses: 8 Semester or 12 Quarter Credit hours

- General Biology or Zoology (with lab) – may not be an introductory course
- General (Inorganic) Chemistry (with lab) – may not be an introductory course
- General Physics (with lab) – may not be an introductory course

Required Courses: 6 Semester or 8 Quarter Credit hours

- English
 - May be an English Composition, English Literature, Writing, or Critical Thinking course
 - May not be an English as a Second Language (ESL) course
 - May not be a Speech or Communication course

Required Courses: 3 Semester or 4 Quarter Credit hours

- Organic Chemistry (with lab) – may not be an introductory course
- General Microbiology or Bacteriology (with lab)
- Human Anatomy
 - If Anatomy and Physiology are a combined course, must be a minimum of 4 semester or 6 quarter credit hours
 - Must be taken out of the Anatomy, Physiology, Biology, or Zoology department
 - Human Anatomy and Physiology are preferred but a Vertebrate Anatomy and Physiology course that **also** includes Human Anatomy and Physiology will be accepted
 - A lab is not required
- Human Physiology
 - If Anatomy and Physiology are a combined course, must be a minimum of 4 semester or 6 quarter credit hours
 - Must be taken out of the Anatomy, Physiology, Biology, or Zoology department

- Human Anatomy and Physiology are preferred but a Vertebrate Anatomy and Physiology course that **also** includes Human Anatomy and Physiology will be accepted
- A lab is not required
- Biochemistry
- Statistics
- Calculus
- Psychology – may be an introductory, general, or human development course

Notes Regarding Prerequisite Coursework

1. All prerequisite courses must be completed by June 30th of the matriculating year. No summer courses completed after June 30th will be accepted.
2. Online labs are NOT accepted. Exception: online prerequisite labs will be accepted for labs completed during spring 2020 through fall 2021 terms.
3. Pass/No Pass grades are not accepted for prerequisite coursework. Exception: Pass/No Pass will be accepted for courses completed during spring 2020, summer 2020, fall 2020 and spring 2021 terms.
4. One course cannot be used to satisfy more than one prerequisite.
5. English and Calculus may be taken on an advanced-placement basis. All other AP courses will be considered on a case-by-case basis.

Pre-Matriculation Health Standards

A complete health history, physical examination, serum blood titers, Tuberculosis clearance, immunization records (since childhood), a Tdap vaccine and completion of all student health forms are required prior to registration at Western University of Health Sciences (WesternU). NOTE: All colleges at WesternU have the same final submission of documents deadline of June 1st. The Student-Employee Health Office highly recommends you submit your completed health clearance documents as early as March. If you wait until the deadline to submit your documents to the Student-Employee Health Office, it can take at least 10- business days or more to process your documents and to release the hold allowing you to register for classes.

Applicants with Foreign Coursework

Applicants who wish to use coursework completed outside the United States and Canada must submit their transcripts for evaluation to a [Western University of Health Sciences Approved Service](#) at the candidate's expense. A course-by-course evaluation is required, and all coursework must be designated as

undergraduate, graduate, or professional. WesternU only honors evaluations from one of the above services. The official evaluation must be submitted to OptomCAS.

International Students

International applicants, or any other applicants who are not U.S. citizens and who are living in the U.S. must provide proof of legal residency prior to matriculation. For detailed information, please visit our [webpage](#). It is the responsibility of the applicant/matriculant to ensure that they are legally qualified to attend an educational program in the United States for the duration of the program.

Student Selection Process

The WesternU Admissions Office assists the College in preparation, distribution, and handling of all admissions-related materials, as well as in application processing. Applications for admission will be accepted each year from July 1 to May 1 for classes beginning in August of the next academic year. The College of Optometry will begin scheduling interviews as academically qualified applications are received.

After the applicant's file is complete, the College of Optometry Admissions Committee will review it to determine whether the minimum academic qualifications have been met, and whether the candidate will be granted an interview. If the candidate is deemed suitable, the individual will be invited to an in person or virtual interview at the discretion of the committee. It is highly encouraged that applicants interview on campus. The candidate should plan to spend a full day on campus for orientation and the interview. Orientation will consist of information on the curriculum, financial aid, student services, a tour of the campus and time to meet with current WesternU students.

The interview team conducting the interview will complete a standardized assessment form. The Admissions Committee will review the report from the interview and the applicant file again to determine whether the candidate will be accepted. The options for a decision could include an offer of acceptance, placing a candidate on hold, placing a candidate on an alternate list, or denial of admission. The applicant will be notified of the committee's decision within three weeks of the interview. Decisions of the Admissions Committee regarding the admission of applicants are final and not subject to appeal.

The College of Optometry uses a rolling admissions process, which means that qualified candidates will be accepted on a first-applied basis throughout the open admissions period (July through May). Candidates who apply early have the best chance at acceptance.

All accepted applicants must complete a matriculation agreement form and submit a non-refundable enrollment deposit of \$500.00, which applies to the first-year tuition, to confirm their space in the class. If an applicant fails to register, the enrollment deposit is forfeited.

Transfers from Other Optometry Schools

Eligibility

To be eligible for admission as a transfer student, applicants must be currently enrolled or have previously attended an accredited United States (US) or Canadian Optometry school.

Transfer Application Process

Transfer applications are considered based on space availability. To initiate the process, applicants must contact the Office of Admissions to request transfer consideration. The Office of Admissions will provide applicants with a link to complete a transfer application.

Applicants may contact the Office of Admissions via e-mail or postal mail.

E-mail address: admissions@westernu.edu

Postal address: Office of Admissions

Attn: OD Admissions

Western University of Health Sciences

309 E. Second Street

Pomona, CA 91766-1854

Once the transfer application is completed, applicants must upload the following documents via a securelink provided by the Office of Admissions:

1. Detailed letter describing compelling reasons for the transfer request.
2. Optometry school course descriptions for all courses completed in optometry school.
3. Copy of previous OptomCAS application.

Applicants must also request the following documents to be sent to the Office of Admissions from their respective parties:

1. Official standardized exam scores (OAT, DAT, PCAT, MCAT, or GRE)
2. Official NBEO score report (if applicable)
3. Official transcript reports, including undergraduate and optometry school transcripts.

The deadline to submit all required transfer application materials is March 1 for classes beginning in August of the next academic year.

Preliminary Review

Once the required documents have been submitted, the College of Optometry's Admissions Committee will review the transfer applicant's completed file. If a transfer applicant is granted an interview, they will be interviewed by members of the Committee. The Admissions Committee will make the final decision regarding admission based on the outcome of the interview and review of all submitted documents.

Transfer Credit and Placement Decisions

Transfer credit for previous coursework completed at a college or school of optometry will be reviewed and approved on a case-by-case basis. Based upon review of the documentation provided, and in consultation with course instructors of record as needed, the Associate Dean of Academic Affairs will make all transfer credit and placement decisions.

Applicants that meet all admission requirements and are eligible to be enrolled into Western University of Health Sciences College of Optometry may be placed into the 1st, 2nd, 3rd, or 4th year curriculum. The Office of Admissions and the Office of Academic Affairs coordinate final placement arrangements.

International Advanced Standing

Eligibility

To be eligible for admission with advanced standing candidates must be currently enrolled, have previously attended an Optometry Program other than in the United States or Canada, or have earned a terminal medical degree (such as Bachelor's in Medicine or Doctor of Medicine) or Optometry degree from outside the United States or Canada.

To request an informational brochure and/or information about the OD application process, contact the Office of Admissions or visit our website at:

Office of Admissions
Western University of Health Sciences

309 E. Second Street
Pomona, CA 91766-1854

(909) 469-5335

[https://prospective.westernu.edu/optometry/od/
advanced-standing/](https://prospective.westernu.edu/optometry/od/advanced-standing/)

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office website](#). Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of a final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please see 'Registration Late Fee Appeals' in the University Catalog, General Academic Policies and Procedures section.

Student Health Insurance Requirement

All full-time students at Western University of Health Sciences are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see 'Student Health Insurance Requirement' in the University Catalog, General Academic Policies and Procedures section.

New Student Orientation/Welcome Week

Attendance at all Welcome Week activities is mandatory for all incoming first year and repeating students. Failure to attend any part of Orientation/Welcome Week without prior approval from the Office of Student Affairs may result in the rescindment of a student's acceptance offer. For additional information on Welcome Week activities for the College of Optometry, please visit:

<http://www.westernu.edu/students/welcome-week/>

Student Initiated Changes in Enrollment Status

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on withdrawing from the OD program, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Full-Time/Part-Time Status

All Doctor of Optometry (OD) students enrolled in at least one course are considered full-time students.

Time Limits

The Doctor of Optometry (OD) program is designed for completion in four (4) years of full-time study. The requirements for the degree must be fulfilled within six (6) years from the date of matriculation to the program. Students who are unable to complete the program within the maximum time allotted may be referred to the Student Performance Committee which may result in the Administrative Withdrawal of the student .

Tuition and Fees

By action of the Board of Trustees, OD tuition and fees for the 2023/2024 academic year (subject to change) are as follows:

\$45,058.00	Annual Tuition
\$40.00	Student Body Fee, Years 1-3
\$20.00	Student Body Fee, Year 4

Other Fees and Expenses

\$1,773.00	Required Textbooks- Vital Source (Year 1, Estimate)
\$440	Required Textbooks- Vital Source (Year 2, Estimate)
\$380	Required Textbooks- Vital Source (Year 3, Estimate)
\$406	Required Textbooks- Vital Source (Year 4, Estimate)
\$4,1282.00	Required Equipment (Year 1 Spring, Estimate)
\$5,000.00	Required Equipment (Year 2, Estimate)
\$1,975	Board Review Course Materials (Year 3, Estimate)
\$1,380.00	Board Examination Part 1 (Year 3)
\$1,380.00	Board Examination Part 2 (Year 4)
\$1,380.00	Board Examination Part 3 (Year 4)
\$65.00	CPR Certification (Year 2, Estimate)
\$75.00	Vision Therapy Equipment Kit (Year 2, Estimate)
\$30.00	N-95 Respirator Fit Testing (Year 3, Estimate)
\$105.00	Live Scan Fingerprinting (Year 1, Estimate)
\$2,500.00	Personal Computer (Estimate)
\$27.00	Classroom Engagement Software (Year 1, 2, & 3)
\$55.00	AOSA Annual Dues (Required)
\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (per month)
\$350.00	Graduation Fee
\$235.00	Annual Parking Permit (Auto)
\$40.00	Locker Key Replacement Charge
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee
TBD	Breakage Fee (Replacement Cost)
TBD	Externship Documentation (As Needed)

Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified OD curriculum or who are directed to repeat one or more courses but not the entire academic year are charged a per credit hour tuition rate. This rate is calculated by dividing the total credit hours required for a class year by the annual tuition. The per credit hour rates for 2023/2024 are shown below:

\$1,035.82	OD Year 1 Modified Curriculum Per Credit Hour Charge
\$968.99	OD Year 2 Modified Curriculum Per Credit Hour Charge
\$1,453.48	OD Year 3 Modified Curriculum Per Credit Hour Charge
\$1,001.29	OD Year 4 Modified Curriculum Per Credit Hour Charge

Additional OD Program Education Requirements

Classroom Engagement/Top Hat

The College of Optometry uses Top Hat, a teaching and learning cloud-based interactive platform that turns students' web-enabled devices into virtual clickers. Top Hat provides faculty with a comprehensive way to track student engagement and participation, more options in creating interactive lectures, and other opportunities to enrich student learning experiences. All College of Optometry students are assessed a Top Hat software license fee during fall registration.

Personal Computers

Students are required to have a personal computer for use beginning the first day of classes. Personal computers must meet pre-determined [technical specifications](#) that are updated annually. The personal computers will be used for e-mail communication with classmates and faculty, for accessing computer and server-based course information and instructional software, for searching online bibliographic databases and creating electronic bibliographies, assessments administered through ExamSoft and for participating in exercises in clinical education and pre-clinical laboratory assignments. Personal computers are required to run Electronic Health Records software and must meet exact specifications to support these needs. In addition, it is recommended that each student have access to a printer.

Computers will be needed by students on campus as well as at their pre-clinical laboratories, clinical assignments, and community-based screening programs; therefore, portable computers are required instead of desktop models. Vendors of software used by students at the College of Optometry have stated that their products cannot be guaranteed to work on Apple products.

National Board Fees (NBEO)

Most states require passage of the National Board of Examiners in Optometry (NBEO) examinations for licensure. Fees are subject to change by NBEO and are updated regularly. These fees can be found online at <http://www.optometry.org/fees.cfm>. Fees and application requirements are the responsibility of the student.

Clinical Rotations Expenses

During the first, second, third and fourth years of the curriculum, students may be required to rotate through off-campus clinical experiences away from the Pomona area. In addition, students may be required to return to campus several times during the clinical years for various educational experiences, conferences, etc. Any travel, food, housing, or other expenses incurred by participating in these activities are the responsibility of the student. Scheduling of these clinical activities may involve assignments on weekdays, evenings, and weekends.

Financial Assistance

All Optometry students are eligible to apply for need-based financial aid. For more information, please call the Financial Aid Office at 800-346-1610 or visit the [Financial Aid](#) website.

General Academic Policies and Procedures

Academic Support

The faculty and administration of the College of Optometry are committed to providing support for academic success in the program. Students are encouraged to take an active role in monitoring their own academic progress to ensure adequate performance in all assignments. Student academic performance is monitored on an ongoing basis by faculty members, the Director of Student Affairs and the Associate Dean of Academic Affairs. Student performance information may be shared across courses and among instructors of record within the curriculum to ensure students' academic success. The College of Optometry's Director of Student Affairs serves as the primary contact for students seeking support.

Counseling

All Western University of Health Sciences full-time students have direct access to an Employee Assistance Program (EAP) for Students through OptumHealth. Under this Employee Assistance Program for Students, you and any member of your immediate household are eligible for up to five (5) free counseling sessions for each "incident" or situation. Counseling services may be accessed by telephone, via the web, or face-to-face. These confidential services consist of a series of tools and resources designed to help WesternU students learn new and useful techniques for dealing with stress, anxiety, depression, and other common challenges.

Attendance and Absences

Students' attendance is expected in didactic class sessions and attendance is required at all scheduled instructional periods, including but not limited to orientations, group meetings with tutors, examinations, scheduled educational laboratories, workshops, and all clinical assignments. Additional instructional attendance requirements are published in each course syllabus. Absence from instructional periods for any reason, whether excused or unexcused, does not relieve the student from responsibility for the material covered during these periods.

Students may request an excused absence from scheduled required instructional periods. Requests for excused absences (with appropriate documentation) must be made to the Office of Academic Affairs at OPTMAcademicAffairs@westernu.edu. Only Academic Affairs can grant an excused absence.

If the absence is excused, the student will be permitted to make-up, without penalty, missed assignments, assessments, etc. The nature and time of the make-up will be determined at the discretion of the course instructor.

If the absence is unexcused, the course instructor may grant a score of zero or may offer the student the option of completing an alternate assignment or alternate test for partial credit at their discretion. Decisions related to absences are final and not subject to appeal.

Examinations

Examination schedules will be provided at the beginning of every course and included in each course syllabus. In addition, unannounced examinations may occur during any portion of the curriculum at the discretion of the course instructor. Students are required to be present for all scheduled examinations and cannot begin an examination more than 15 minutes after the scheduled start time. Generally, students that arrive less than 15 minutes late will be allowed to take the examination but will not receive additional time.

Protocol for Input on Matters of Student Concern

Consistent with the University catalog policy, please find the college specific information below.

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college's Student Affairs personnel, then the College Dean. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, then the appropriate Dean, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor followed by the appropriate Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility.

Student Injuries and Illnesses in Clinical Settings

If a student is injured or is exposed to potentially infectious (includes blood borne pathogens) or hazardous substances during a clinical rotation the student is required to notify the clinical instructor immediately and seek assessment and/or treatment per facility policy. Follow-up care should be continued at the contracted clinical facility as needed and ordered by the evaluating health care professional. Expenses incurred are to be submitted to the student's personal insurance as the primary coverage and to the university as the secondary insurance, for the reported incident only. The Incident Report Form can be found on the university website and must be completed by the student and/or faculty and submitted electronically. There may also be a requirement to fill out a more detailed report within the student's program of study (please refer to specific program clinical handbook)

Standards of Academic Integrity, Professionalism and Student Conduct (“Standards of Student Conduct”)

The University Standards of Academic Integrity, Professionalism and Student Conduct can be found in the General section of the University catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

The College of Optometry adheres to all policies and procedures pertaining to violations of the “Standards of Academic Integrity, Professionalism, and Student Conduct” as outlined in the General Section of the University Catalog. A student who allegedly violates either the University or College’s conduct policies will be subject to the University guidelines on the conduct process.

Student Honor Code

All students will sign a copy of the Student Honor Code. By signing this document, students acknowledge that their entry into the study of optometry joins them to a profession that conducts itself according to a long-standing moral and ethical code. Furthermore, students affirm that they will strive in all efforts to meet these standards for the betterment of the profession and the patients it serves. As future healthcare providers, students of CO will conduct themselves with honesty, integrity, professionalism, and pride. Students may not cheat, deceive, steal, or tolerate anyone who does.

The following Student Honor Code serves as a statement of policy for the College of Optometry and will be adopted by every CO student.

As a student of Western University of Health Sciences–College of Optometry, and as a future health care professional, I do hereby agree to uphold the principles and provisions of this Policy as an acknowledgement of the need to preserve the integrity of my school and my profession. I will not breach the honor of my chosen profession through misrepresentation, harassment, or discrimination. I will always maintain respect and compassion for others and conduct myself in a manner befitting a health care professional. I will never take unfair advantage of others. I understand that this Policy is supplemental to the existing University and College policies, including but not limited to Non-Discrimination, Anti-Harassment and Non-Retaliation, Sexual Harassment and Sexual Misconduct (Title IX), Drug Free Workplace, and the Standards of Student Conduct.

I will never knowingly or willfully obtain or utilize an unfair advantage in the taking of any examination or other assignment. This includes but is not limited to the following:

1. Plagiarizing of test answers, assignments, or information
2. Using unauthorized notes, tests, aids, or materials during, or in relation to, an exam; including those exams taken outside the campus setting
3. Obtaining exam information or answers prior to/after or during an examination
4. Excusing myself from, or obtaining postponement of, an exam under false pretenses
5. Unauthorized sharing of individually assigned projects or exams (electronic or otherwise)

I will never:

1. Falsify or misrepresent clinical hours, examination findings, laboratory data, or patient history.
2. Falsify or misrepresent my skills, experience, or exposure to optometric procedures
3. Compromise confidentiality of patients or others

4. Engage in inappropriate or unprofessional conduct towards a patient, colleague, instructor, or other member of the community
5. Behave in a way that disrupts or obstructs the learning environment for others
6. Show disrespect, unprofessionalism, or of lack of compassion for patients, colleagues, instructors or other members of the community

I will:

1. Exhibit respectful, professional, productive, and polite interactions and/or communications with patients, colleagues, faculty, staff, or other members of the WesternU community
2. Maintain a drug-free environment in accordance with the University and College policy
3. Respect the rights and privacy of patients in accordance with HIPAA regulations

If I believe there has been a violation of this Policy, I will immediately report the incident to a College Administrator or other appropriate University official. These designated authorities will follow protocol to determine the appropriate course of action. I understand that it is my obligation to report a possible violation of this Policy and I recognize that failure to do so may be considered a violation of the Standards of Student Conduct and this Policy.

Standards of Academic Progress

Students in the Doctor of Optometry program must maintain a semester and cumulative grade point average of 2.60 or above on a yearly basis during all four years of the curriculum to be considered making satisfactory academic and professional progress. All grades of Incomplete (I) must be successfully completed, and “U,” “NP,” or “NCR” grades in any course or clinical assignment must be satisfactorily remediated prior to graduation.

Students who are on academic probation, academic suspension or who are eligible for academic dismissal are not considered to be in satisfactory academic standing.

Student Performance Committee

The Student Performance Committee is responsible for the following non-exhaustive items:

1. Maintaining the academic and conduct standards within the College of Optometry
2. Developing and proposing standards for dismissal, probation, satisfactory academic standing, based on grade-point average, clinical performance, professional behavior, etc.
3. Recommending students for academic promotion, probation, remediation, or dismissal from the College
4. Recommending students for academic or conduct suspension, medical and/or educational assessment
5. Determining students' eligibility for NBEO Part 1 Examinations for all who satisfactorily complete the eligibility requirements, as determined by the faculty.
6. Recommending to the Faculty the awarding of the degree of Doctor of Optometry to all students who satisfactorily complete all requirements for graduation as stated in the University Catalog.

Evaluation of Student Academic Performance (Academic Hearing Process)

Student performance is reviewed on an ongoing basis by the Associate Dean of Academic Affairs. Determination of eligibility for probation, suspension, or dismissal will be assessed at the conclusion of each course as well as at the end of each semester. Since courses may conclude prior to the end of the semester, a student may be placed on probation or suspension or become eligible for dismissal prior to the end of an academic term.

The Student Performance Committee makes recommendations to the Dean or Associate Dean of Academic Affairs regarding actions to be taken in cases of poor student performance. Students are provided an opportunity to be heard before the Student Performance Committee on such academic matters, whether in person or in writing. The Committee Chair will provide recommendations which may include but are not limited to remediation, probation, suspension, or dismissal to the Dean or Associate Dean of Academic Affairs. Guidelines for committee actions are included in the following section. A range of options may be recommended, including, but not limited to:

1. Remediation of an individual course or activity
2. A modified program
3. Repetition of an entire year of the program
4. Dismissal from the program

In determining the appropriate recommendation, the Committee may consider any information that is pertinent and/or relevant to academic performance. The Dean has the authority to accept the recommendations or may make such other decisions, as they deem appropriate under the circumstances. The Dean will issue a decision, in writing, to the student. For matters relating to a student's first probationary status, the Dean designates the Associate Dean as decision maker on behalf of the Dean.

A student may appeal the decision of the Dean to the Provost. Dean's decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Evaluation of Student Conduct (Student Conduct Hearing Process)

For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct", located in the General Section of the University Catalog.

Promotion

Promotion is defined as academic and professional progression from one academic year to the next. The Student Performance Committee will recommend students to the faculty for promotion.

Students will not be allowed to progress to the course OPTM 7008 Patient Care Services VIII, or any subsequent Patient Care Services course, if they have any outstanding grade of "I," "NP," "NCR," or "U" on their transcript.

Students may not be recommended for progression from one academic year to the next with a semester GPA of less than 2.60 for two consecutive semesters or a cumulative GPA of less than 2.60. A student on a remediation plan will have their cumulative GPA calculated after the resolution of the remediation. When considering a student for promotion, the Student Performance Committee will consider ethical, professional, and personal conduct as well as academic performance.

Progression into any Patient Care Services courses may be delayed due to having an outstanding grade of "I," "NP," "NCR," or "U" in a didactic course.

Graduation

A student will be recommended for the Doctor of Optometry degree provided the student:

1. Has no outstanding grade of "I," "NCR," "NP," "R," or "U"; is not on suspension; and has completed all prescribed academic and clinical requirements with a cumulative grade point average of a 2.60 or above.
2. Has completed all service requirements as noted in the "Graduation Service Requirement" section of the catalog.
3. Has demonstrated no serious deficiencies in ethical, professional, or personal conduct, as defined in the University Catalog's, "Standards of Academic Integrity, Professionalism, and Student Conduct" section, which would make it inappropriate to award the degree of Doctor of Optometry.

4. Has complied with all the legal and financial requirements of the University as stated in the University Catalog.
5. Attends in person and participated in the Commencement ceremony at which time the Doctor of Optometry degree is conferred. Unless special permission has been granted by the Dean, each student must participate in their respective commencement ceremony. If the Dean grants special permission for excusal from commencement, the graduate may be required to present himself or herself to the Dean or their designee at another specified date to take their profession's oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Students may participate in commencement activities provided they complete all requirements of the program by December 31 of that calendar year. No student will receive their degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

Adverse Actions

Probation

In addition to the reasons listed in the General Academic Policies and Procedures section of the University Catalog, students may be placed on academic probation for the following reasons:

1. Semester/term grade point average is below 2.60 in two consecutive semesters/terms.
2. Cumulative grade point average is below 2.60, after two or more semesters/terms have been completed.
 - a. If applicable, for students on a remediation plan, the cumulative GPA will be calculated upon resolution of the remediation plan.
3. Student earns a final course grade of U (Fail), NP (No Pass), or NCR (No Credit).
4. Student earns a first-time course grade of R (Remedial) in any Patient Care Services course.
5. Failure to complete the "Graduate Service Requirement".

Students will be placed on conduct probation if any of the following occur:

1. A pattern of unexcused absences from scheduled learning activities is demonstrated.
2. When a student demonstrates ethical, professional, or personal misconduct, as defined in the WesternU and/or College Standards of Student Conduct or other relevant policies.

When it is determined that a student is placed on probation according to the conditions listed above, the Associate Dean of Academic Affairs will call for a Probation Hearing, and so inform the affected student, the Director of Student Affairs, and the Chair of the Student Performance Committee. Students placed on academic probation for the first time are recommended to meet with the Director of Student Affairs.

Students on academic probation who are not eligible for dismissal must bring their cumulative GPA to a 2.60 or greater average and satisfactorily remediate every failed course within two semesters/terms of the imposition of academic probation in order to be removed from probation. If the cumulative GPA requirement is not met, the student will incur another instance of academic probation.

Students on academic probation for any reason are not permitted to hold leadership positions in extra-curricular activities associated with the University and/or with professional associations and/or federal work study nor be excused from any academic or clinical activity to attend any professional meeting. A student on academic probation will be removed from probation when the student resolves the issue that caused him or her to be placed on probation.

A student who earns a final course grade of "R" (Remedial) for the first time in any Patient Care Services course will be placed on academic probation. All consequences of being on academic probation will apply. The student will be allowed to progress in the program, including advancing to and earning credit for their ensuing Patient Care Services assignment, while their status and pathway to remediation are being reviewed by the Student Performance Committee and the Associate Dean of Academic Affairs or her/his designee. If the "R" grade is successfully remediated within the stipulated time limit, then the Remedial grade will be changed to "P" (Pass). If the "R" grade is NOT successfully remediated within the stipulated time limit, then the "R" grade will be changed to "NP" (No Pass) and the consequences described in the next paragraphs will be implemented.

If a student leaves a clinical assignment before it is finished without the permission of the Associate Dean of Academic Affairs or is asked to leave a clinical rotation by the Clinical Preceptor, a grade of "NP" will be assigned.

A student who earns a final course grade of "NP," "U," a second grade of "R," or a second grade of "NP" in any course within the Patient Care Services track will be placed on academic probation and will be immediately eligible for dismissal. All consequences of being eligible for dismissal will apply. While their status and pathway to remediation, if applicable, is being reviewed by the Student Performance Committee and the Dean of the College, the student will be allowed to progress in the didactic portion in the program but will NOT be allowed to advance to the ensuing Patient Care Services assignment. All Patient Care Services hours missed due to the student's inability to continue in Patient Care Services track will have to be made up hour for hour, prior to the student's advancement to the ensuing clinical course. Dean's decisions (or their designees) related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on "Financial Aid Warning" status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal

Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work- Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty or desiring content support. It is free to all students. Students can be recommended for this program by any faculty member or may self-identify to TAP to receive assistance. Tutors are experienced students who are in good academic standing and are identified through an on-line application process as well as faculty/staff recommendation. Group tutoring is the methodology most used by the TAP. To receive TAP services during a semester, students first must have a LEAD counseling appointment during the semester. For more information on academic counseling and the TAP program, contact the Office of Learning Enhancement and Academic Development (LEAD).

Remediation

The educational objectives that underlie remedial teaching and evaluation are the same as the educational objectives that underlie regular courses in the curriculum. Students who are placed on probation, suspension or who are eligible for dismissal may be given the opportunity to remediate their weaknesses when deemed appropriate. After consultation with the course instructor, the Student Performance Committee may recommend one of the following means for remediation:

1. Passing examination(s)

2. Completion of special projects or studies in the deficient area(s)
3. Repeating of the course or clinical assignment
4. Completion of remediation course
5. Repeating of the academic year

The Associate Dean of Academic Affairs or Dean will decide the means for remediation. The grade(s) achieved in the remediation will be the grade(s) recorded on the student's transcript, except that the highest grade a student may earn by options 1 or 2 (above) is the lowest passing grade offered in the course on record at the Registrar's Office. The grade achieved by remediation will be re-recorded on the transcript next to the original grade. Grades earned during remediation of a course or clinical assignment will be reviewed critically by the Student Performance Committee.

A student who is required to repeat a course must be notified in writing by the Associate Dean of Academic Affairs or Dean at least fifteen (15) working days prior to the start date, or within fifteen (15) working days after the close of the academic year (June 30) in which the student is presently enrolled, whichever comes first. Notification must be either sent by email or hand-delivered to the student and must be acknowledged with the signatures of the Associate Dean of Academic Affairs or Dean and the student.

If a student is directed to repeat a course, the grade for the repeated course will be recorded on the official transcript. Only the most recent grade received for a repeated course will be included in the student's GPA calculation. Students will be charged full tuition for repeated coursework.

If a student is required to take a remediation course, the student will be charged and will be responsible for paying 100% of the tuition for the course. If special assessments, diagnostic procedures, or therapy are required as part of a remediation plan, or if such activities are recommended and the student elects to partake of them, then in either case the student is responsible for 100% of all associated costs.

If a student fails to achieve remediation within the designated period for any reason, then that student will automatically become eligible for dismissal. The student will be referred to the Student Performance Committee by the Associate Dean of Academic Affairs, as described above.

Modified Program

Under special circumstances, a student may be offered the opportunity to take a modified curriculum or program, such that the time to complete the program could be extended beyond four years, but not to exceed six years. A modified program may consist of a reduced course load, alternative course sequencing, the addition of OPTM 8122, and/or other modifications in support of the college's learning outcomes. The particular sequence and timing of courses in the modified program is to be arrived at through consultation among the student, the Director of Student Affairs, and the Dean or her/his designee. The student will have the right to accept or to reject the modified program as offered. A student who has failed to remediate a course in which they have earned a grade of "U" may be offered the opportunity to remediate the course by repeating it as part of a modified program. Students enrolled in OPTM 8122 are required to adhere to the above-mentioned academic standards.

Academic Suspension

Students who are directed to discontinue enrollment and return to repeat course(s) or an entire year will be placed on academic suspension. Students on academic suspension are not registered as active matriculants. Students placed on academic suspension should use the time to remediate the deficiency for which the academic suspension was levied.

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies, as implemented through the procedures outlined in the University Catalog. A student may not receive financial aid during any time of suspension.

Summary Suspension

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, SVP/Provost, or Dean has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal from the Program

The Faculty of the College of Optometry may require dismissal of a student from the optometry curriculum for failure to meet standards of scholarship, attendance, or conduct. A student will become eligible for dismissal under at least one of the following conditions:

1. Cumulative grade point average at the end of the first academic year of less than 2.60.
2. Cumulative grade point average below 2.60 after having been on probation in any previous semester (see conditions for Probation above).
3. Student earns more than one grade of "U", "NP," or "NCR" in an academic term.
4. Student earns a grade of "NP" in any Patient Care Services course.
5. Student earns a second grade of "R" in any Patient Care Services course.
6. Student is placed on academic probation for two or more times.
7. Student fails to successfully remediate any required course or clinical assignment.

8. Student fails to achieve remediation within the designated time frame.
9. Student demonstrates a pattern of unexcused absences from scheduled learning activities.
10. Student demonstrates deficient ethical, professional or personal conduct.

A student who earns a final course grade of “NP” or a second grade of “R” or a second grade of “NP” in a Patient Care Services course will be placed on academic probation and will be immediately eligible for dismissal. All consequences of being eligible for dismissal will apply. While their status and pathway to remediation, if applicable, are being reviewed by the Student Performance Committee and the Dean of the College, the student will be allowed to progress in the didactic portion in their program but will NOT be allowed to advance to their ensuing Patient Care Services assignment. All Patient Care Services hours missed due to the student’s inability to continue in Patient Care Services track will have to be made up; hour for hour, prior to the student advancing to the ensuing clinical course.

A student who becomes eligible for dismissal will be automatically placed on academic probation and may be subject to a referral to the SPC for appropriate action which include, but is not limited to, academic dismissal. Each time a student meets one or more of the criteria for eligible for dismissal or for academic probation, then that time counts as a separate occurrence of being placed on academic probation, such that two or more such occurrences place the student in the academic status of eligible for dismissal, regardless of the number of times that student has been placed on or removed from academic probation. For Example: A grade of “U,” “NP” or “NCR” in a course AND a failure to remediate that same course in a timely manner are considered two distinct occurrences of being placed on academic probation. A student whose status is eligible for dismissal is also considered to be on academic probation and will only be removed from probation when all academic issues have been resolved. Once a student has achieved the status of eligible for dismissal, if that student subsequently meets one or more of the criteria for academic probation and/or for eligible for dismissal, then that student remains on academic probation and in the status of eligible for dismissal.

Once a student has a status of eligible for dismissal, any subsequent event that meets one or more of the criteria for academic probation will result in another dismissal hearing. Once a student has the status of eligible for dismissal, for the remainder of their enrollment at Western University of Health Sciences College of Optometry, they may not participate in Federal Work Study programs nor hold leadership positions in any extra-curricular activities associated with the University and/or with professional associations (i.e., student government or clubs) nor be excused from any academic or clinical activity to attend any professional meeting.

Readmission

Students dismissed from the program must reapply to be considered for readmission. All students readmitted after being dismissed will be subject to all curricular requirements in effect at the date of re-matriculation. All readmitted students will be placed on academic probation for the remainder of the program and are subject to the standards of academic progress.

Appeal Process

Dean's (or designee's) decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the provost (See University Catalog, Student Appeal Process). Students may appeal the decision of a Dean (or designee) according to the process in the "Student Appeals" section of the University Catalog.

Evaluation and Grading

The College of Optometry uses letter grades A through U and Credit/No Credit with clinical grading levels of Honors, Pass, Remedial, or No Pass. Honors/Pass/Remedial/No Pass courses will not be assigned letter grades. The student must satisfy the requirements of these courses, as determined by the faculty teaching the courses, to receive credit. Course grading scales will be published in each course syllabus. Letter grades assigned may vary from course to course, depending on the type of material and required competencies. Courses that are taken jointly with other colleges within Western University will have their own College of Optometry course number and course requirements and grading standards as determined by the College of Optometry faculty. Instructors of Record may choose to grade their courses from among some or all of the following grading scales:

Grading Scale, Didactic Courses

For students entering the Doctor of Optometry Program in fall 2019 and beyond.

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
A+	97.00 – 100%	4.00
A	93.00 – 96.99%	4.00
A-	90.00 – 92.99%	3.70
B+	87.00 – 89.99%	3.30
B	83.00 – 86.99%	3.00
B-	80.00 – 82.99%	2.70
C+	77.00 – 79.99%	2.30
C	73.00 – 76.99%	2.00
C-	70.00 – 72.99%	1.70
U	0 – 69.99%	0.00
CR	Credit	N/A
NCR	No Credit	N/A

Grading Scale, Clinical Courses

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
HO	Honors	N/A
P	Pass	N/A
R	Remedial	N/A
NP	No Pass/Fail	N/A

Administrative Grades

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A
WPC	Waived for Prior Credit	N/A

Audit

An “AU” (Audit) is assigned to a student who attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Incomplete

A grade of Incomplete (I) indicates that a student has not been able to finish all required work for issuance of a letter grade. An “I” is not counted in the grade point calculations until a letter grade is issued to replace the “I.”

Replacement of an “I” will be under the direction of the instructor-of-record with the approval of the Associate Dean of Academic Affairs. Grades of Incomplete must be replaced with a letter grade at a time designated by the instructor-of-record but no later than three weeks following the end of the semester. Incomplete grades that are not replaced with a letter grade within three weeks of the end of the following semester will automatically be changed to a grade of “U,” “NP” or “NCR.” Students earning an incomplete grade in a clinical assignment may have the completion deferred for a period greater than three weeks with approval from the instructor-of-record and the Associate Dean of Academic Affairs.

Withdrawal

Course is assigned a grade of “W” to indicate the student withdrew from the course. A grade of “W” can be assigned if 20-99% of the course is completed. “W” grades will appear on the student’s transcript but will not be included in the GPA calculation.

Missing Grades

A grade of ‘M’ for Missing will be input by the Office of the Registrar if a student’s grade is not available by the deadline for grade submission. An ‘M’ grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. ‘M’ grades should not be used by the program in place of an Incomplete (I) grade.

Grade Reports

Grades may be viewed, and unofficial transcripts are available on the [Student Portal](#). The student must satisfy course requirements as defined by the course syllabus and clinical handbook to receive academic credit. Course syllabi inform students of the levels of academic accomplishment required for each grade.

A semester and cumulative grade point average are calculated and posted on each student’s transcript. Courses graded on a Credit/No Credit or Honors/Pass/Remedial/No Pass basis do not contribute to the calculation of the grade point average. Class ranking is also available upon request from the Registrar’s Office.

Grade Changes/Appeals

A student who believes that an appropriate grade has not been assigned for a course must first request a review by the Instructor of Record. If the matter is not resolved at this level, the student should submit a written request for a grade appeal to the Associate Dean of Academic Affairs. A student has no more than two (2) weeks to appeal a course grade after the grade has been entered into the student’s official transcript by the University Registrar. The written appeal should include supporting documentation. The decision of the Dean, or her/his designee, is the final decision. The Dean’s (or designee’s) decisions related to grades are not appealable to the Provost (See University Catalog, Student Appeal Process).

A student may also appeal a course grade if they believe there has been an error in computing or recording the grade. If an error was made in computing or recording the grade, then the grade will be changed only if the course instructor-of-record certifies in writing to the Associate Dean of Academic Affairs that such an error did occur and indicates the proper grade. A student has no more than four (4) weeks to appeal a course grade after the grade has been entered into the student's official transcript by the University Registrar.

Credit Calculations

The College of Optometry defines one credit hour as 15 contact hours plus an average of 30 hours of out of class student work.

Classroom, Online, and Other Distance Learning Instruction

One credit hour is assigned for 15 hours of instruction.

Labs, Small Group Activities, Independent Study, and Workshops

One credit hour is assigned for 30 hours of contact time.

Experiential (Clinical) Education

One credit hour is assigned for 40 hours of rotations and other clinical experiences.

Curriculum Organization

The curriculum at the College of Optometry is a four-year, full-time academic and clinical program leading to granting the degree of Doctor of Optometry (OD). The over-arching themes of the curriculum include:

- Early entry into patient care
- Integration of basic and clinical sciences
- Interprofessional education in collaboration with other health disciplines
- Preparation for entry-level optometric care along with a special emphasis on optometric rehabilitation

Graduation Service Requirement

The college supports the ideal of the optometrist as a “servant-leader.” To support that goal, all students are required to complete 30 hours of approved community service. This is a program requirement and must be fulfilled in order to obtain the OD degree. The hours need to be completed by the end of the first semester of the third year. Failure to adhere to this deadline will result in the student being referred to the Student Performance Committee. No student will be allowed to progress to the year four of the curriculum if the service hours are not completed by the end the third curricular year. Details regarding the service options will be provided by the Office of Academic Affairs in coordination with the Director of Community Outreach. This requirement only applies to students admitted to the Doctor of Optometry program in fall 2019 and beyond.

Elective Coursework

For students entering the Doctor of Optometry program in fall 2019 and beyond, two (2) elective credits are required in order to graduate. Students may complete up to four (4) elective credits if they choose, additional fees may be incurred for over two credits. All elective credits must be completed prior to the start of 4th year rotations.

All elective course enrollment, including adding/dropping, must be finalized prior to the start of each semester/term. Once the semester/term starts, students may only add or drop elective courses with consent from the course instructor who will evaluate each case independently.

Research

Students in the College of Optometry are encouraged to participate in research under the direction of faculty advisor(s). Students with appropriate interests and academic preparation may participate in research as part of the elective coursework. Participation in research for elective credit requires faculty advisor(s) approval.

Instructional Methods

A number of different instructional methods are used to support optimal teaching and learning. Years one through three of the curricula includes didactic lectures, biomedical laboratories, pre-clinical laboratories, small group learning, and clinical education. A variety of pedagogical techniques are used including case-based learning, development of critical thinking techniques, and fostering of clinical thought processes. The fourth and final year of the curriculum consists of full-time patient care experiences.

Because WesternU graduates are expected to practice in all states and regions, they must be prepared for the broadest scope of practice of any state in the United States. State optometric practice acts have been

considered in the curriculum design. Mastery of advanced diagnostic techniques and cutting-edge clinical skills (as demonstrated through lab proficiencies) will enable graduates to practice full-scope optometric care.

A key to the curriculum is to support and encourage collaboration between the various health professions. Interprofessional integration will be incorporated into the curriculum in several areas.

Students in the first and second years of the curriculum engage in integrated case-based learning within small groups, which includes representatives from each of the health disciplines on the WesternU campus.

Interprofessional integration also carries over to the clinical environment with the development of interprofessional clinical services in the Patient Care Center, the on-campus facility. Faculty and students from different disciplines learn from each other as they provide a team approach to the delivery of healthcare services.

The College of Optometry has incorporated into its mission a special emphasis on a unique learning opportunity: optometric rehabilitation. In addition to preparing students for full scope optometric practice, the clinical education curriculum also includes components emphasizing optometric rehabilitation. The on-campus clinical programs include hands-on training in optometric rehabilitative patient care and community-based opportunities for optometric rehabilitation, such as in rehabilitation hospitals.

The fourth year consists of full-time (40 hours per week) clinical instruction and learning experiences including: Primary Care, Advanced Optometric Care, Specialty Optometric Care, and Community Optometric Care.

Procedural Skills

Part of the College's expectation is that students will gain a knowledge and understanding of various procedural skills. In addition to proficiency in the psychomotor aspects of procedural skills, the College expects that the student will understand the indications, contraindications, risks, benefits, and alternatives for various procedures. Student performance of any procedure on a patient must be under the direct supervision of the assigned clinical faculty or their professional designee.

Year 1

Year 1, Fall Semester		
Course	Title	Credit Hours
IPE 5000	Patient Centered Cases I	1.00
OPTM 5001	Introduction to Optometry	1.50
OPTM 5020	Principles/Practice of Optometry I: Primary Care Exam/Technique	4.00
OPTM 5041	Anatomy for the Optometrist	4.00
OPTM 5042	Vision Science I: Cellular and Molecular Neuroscience of Vision	4.00
OPTM 5050	Geometrical and Ophthalmic Optics I	3.50
OPTM 7001	Patient Care Services I	0.50
Semester Total:		18.50
Year 1, Spring Semester		
Course	Title	Credit Hours
IPE 5100	Patient Centered Cases II	1.00
OPTM 5120	Principles and Practice of Optometry II: Primary Care Exam/Strategy	5.00
OPTM 5130	Ocular Physiology	3.00
OPTM 5133	Systemic Pharmacology	2.00
OPTM 5151	Physical and Visual Optics	4.00
OPTM 5175	Clinical Medicine for the Optometrist	3.00
OPTM 7002	Patient Care Services II	0.50
Semester Total:		18.50
Year 1, Summer Semester		
Course	Title	Credit Hours
OPTM 5240	Evidence Based Eye Care	2.00
OPTM 5242	Vision Science II: Monocular Sensory Vision	3.00
OPTM 5250	Integrative Clinical Analysis I	1.50
OPTM 5252	Geometrical Optics II	2.00
OPTM ELCX	Elective Coursework	0.00 – 2.00
Semester Total:		8.50-10.50
First Year Total:		45.50-47.50

Year 2

Year 2, Fall Semester		
Course	Title	Credit Hours
IPE 6000	Team Training in Health Care I	1.00
OPTM 6020	Principles/Practice Optometry III: Tissue Eval. Anterior Segment	4.00
OPTM 6033	Ocular Pharmacology	3.00
OPTM 6042	Vision Science III: Binocular Vision and Ocular Motility	3.00
OPTM 6050	Ophthalmic Science III: Geometrical and Ophthalmic Optics II	3.00
OPTM 6073	Ocular Disease: Diagnosis and Treatment of Glaucoma	3.00
OPTM 6076	Ocular Disease: Diagnosis, Treatment, and Clinical Decision Making for the Anterior Segment	4.00
OPTM 7003	Patient Care Services III	1.00
OPTM ELCX	Elective Coursework	0.00 – 2.00
Semester Total:		22.00-24.00
Year 2, Spring Semester		
Course	Title	Credit Hours
IPE 6100	Team Training in Health Care II	1.00
OPTM 6111	Contact Lenses I: Theory and Practice	3.50
OPTM 6120	Principles/Practice of Optometry: Tissue Eval Posterior Segment	4.00
OPTM 6161	Vision Rehabilitation: Low Vision	3.00
OPTM 6175	Ocular Disease: Diagnosis and Treatment of Posterior Segment	4.00
OPTM 6182	Neuro-Optometric Rehabilitation I: Non-strabismic Anomalies	4.00
OPTM 7004	Patient Care Services IV	1.00
OPTM ELCX	Elective Coursework	0.00 – 2.00
Semester Total:		20.50-22.50
Year 2, Summer Semester		
Course	Title	Credit Hours
OPTM 6250	Integrative Clinical Analysis II	1.50
OPTM 6260	Optometry Review Course I	1.00
OPTM 6272	Special Considerations in Pediatrics	2.50
OPTM 7005	Patient Care Services V	2.50
OPTM ELCX	Elective Coursework	0.00 – 2.00
Semester Total:		7.50-9.50
Second Year Total:		48.50-50.50

Year 3

Year 3, Fall Semester		
Course	Title	Credit Hours
OPTM 7006	Patient Care Services VI	4.50
OPTM 8011	Contact Lenses II: Theory and Practice	3.50
OPTM 8021	Principles and Practice of Optometry V: Special Procedures	2.00
OPTM 8061	Optometry Review Course II	1.50
OPTM 8075	Ocular Disease: Diagnosis and Management of Neuro-ophthalmic Disease	2.50
OPTM 8081	Neuro-Optometric Rehabilitation II: Strabismus and Amblyopia	3.00
Semester Total:		17.00
Year 3, Spring Semester		
Course	Title	Credit Hours
OPTM 7007	Patient Care Services VII	4.50
OPTM 8120	Principles and Practice of Optometry VI: Surgical Eye Care	2.50
OPTM 8150	Integrative Clinical Analysis III	2.00
OPTM 8161	Optometry Review Course III	1.00
OPTM 8170	Grand Rounds	2.00
OPTM 8182	Neuro-Optometric Rehabilitation III: The Neurologically Challenged Patient	2.00
OPTM ELCX	Elective Coursework	0.00-1.00
Semester Total:		14.00-15.00
Third Year Total:		31.00-32.00

Year 4

Year 4, Fall Semester		
Course	Title	Credit Hours
OPTM 7008	Patient Care Services VIII	11.00
OPTM 7009	Patient Care Services IX	11.00
Semester Total:		22.00
Year 4, Spring Semester		
Course	Title	Credit Hours
OPTM 7010	Patient Care Services X	11.00
OPTM 7011	Patient Care Services XI	11.00
OPTM 8261	Practice Management: How to Make a Living as an Optometrist	1.00
Semester Total:		23.00
Fourth Year Total:		45.00

Course Descriptions

Courses listed in this Catalog are subject to change through normal academic procedures. New courses and changes in existing course work are initiated by the faculty, reviewed and approved by the Curriculum Committee, the faculty, the Associate Dean of Academic Affairs and the Dean of the College of Optometry.

All courses are awarded letter grades, except when indicated otherwise.

IPE 5000 Patient Centered Cases – An Interprofessional Approach I (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

IPE 5100 Patient Centered Cases – An Interprofessional Approach II (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

IPE 6000 Team Training in Health Care I (1.0 credit hour, CR/NCR)

IPE 6000 will continue to build upon the knowledge from the IPE 5000 series but will expand upon that knowledge and require the student to learn and apply advanced tools and strategies that are crucial to develop a collaborative healthcare team. The majority of the course is independent study with students engaging in a large-scale tabletop activity where they apply team tools necessary to solve a healthcare dilemma.

IPE 6100 Team Training in Health Care II (1.0 credit hour, CR/NCR)

This course is a continuation of IPE 6000.

OM 5001 Summer Preparedness and Readiness Course (SPaRC) (0 credit hours, CR/NCR)

In an interprofessional environment, SPaRC prepares incoming students for the rigors of their program with an introduction to various curriculum topics including the skeletal system, gross anatomy, and pharmacology. The anatomy component focuses on the skeletal, muscular, cardiovascular, nervous, and other body systems. Additional lecture overviews to program-specific content are also provided. Academic skills presentations focus on enhancing study, test taking, and the development of EQ skills. Acceptance into this program is at the discretion of the coordinating office. The course is elective and does not meet any specific requirements of the program curriculum. A separate tuition is charged. For additional information, contact the Office of Learning Enhancement and Academic Development (LEAD).

OPTM 5001 Introduction to Optometry (1.5 credit hours, CR/NCR)

This course provides an exploration of the role of health care providers in the larger society. The course covers topics on academic integrity. The course explores philosophical and ethical issues of health care, the

impact of health care on society, and of society on health care. Professionalism and professional ethics specific to optometric practice are emphasized.

OPTM 5020 Principles and Practice of Optometry I: Primary Care Examination and Technique (4.0 credit hours)

This course introduces the components of primary eye care and community-based screenings. Entrance testing, ocular health assessment and refraction techniques will be included. The material presented prepares students to participate in the delivery of patient care. Strategies of examination, sequencing, patient communication, and medical record keeping will be included. In this course, students acquire knowledge, technical skills, and professional attitudes through lecture and laboratory activities.

OPTM 5041 Anatomy for the Optometrist (4.0 credit hours)

This course covers all aspects of anatomy relevant to the practice of Optometry. Course content covers broad aspects of gross anatomy. Ocular anatomy is covered in detail including adnexa, orbit, orbital content, structure, and functional relationship of various ocular structures and their clinical importance. Through lectures and laboratory exercises students are introduced to the anatomy of the head and neck and neuroanatomy. Particular attention is paid to the cranial nerves, both their normal function and the numerous clinical syndromes that affect them as they pertain to optometric practice.

OPTM 5042 Vision Science I: Cellular and Molecular Neuroscience of Vision (4.0 credit hours)

This course presents foundational information covering molecular biology, biochemistry, cellular physiology, systems biology, immunology, and genetics, with an emphasis on the brain and nervous system. This course introduces the underlying mechanisms of vision from a neurophysiological perspective, including the construction of representations of the world via neural information processing from retina to tectum and primary visual cortex and to visual areas beyond striate cortex. Special topics such as genetic association studies, color vision, and vision development will be included.

OPTM 5050 Geometrical and Ophthalmic Optics I (3.5 credit hours)

This course presents foundational information on geometric optics, including basic ray tracing, the study of reflection and refraction at plane and curved surfaces, single refracting surfaces, thin lenses, thick lenses, prisms, and sphere-cylindrical lenses. Foundational material is applied to theory of ophthalmic optics, including lens power measurement, ophthalmic spectacle lens prescription writing, and elementary spectacle lens characteristics.

OPTM 5120 Principles and Practice of Optometry II: Primary Care Examination and Strategy (5.0 credit hours)

This course builds upon the foundation established in Principles and Practice of Optometry I and integrates new techniques within the context of the comprehensive eye examination sequence. The course introduces the clinical thought processes required for diagnosing and managing common refractive and ocular conditions including specific cognitive skills required for delivery of patient care. Strategy of examination, sequencing, and patient communication, clinical decision-making and medical record keeping will be included.

OPTM 5130 Ocular Physiology (3.0 credit hours)

This course presents in depth coverage of the physiology of the eye, adnexa and visual systems. Topics include the physiology of the eyelids, lacrimal gland and its apparatus, tear production, cornea and lens, ocular fluid dynamics, vitreous body, retina, choroid and optic nerve. Topics of visual function and nutrition related to development and normal ocular function will be covered. When possible relevant comparisons to disease states will be discussed to show the clinical relevance of the physiological concepts. The topics related to visual function includes, visual acuity, color vision, contrast sensitivity function, in health and disease states, accommodation function and decline in accommodation function with aging and presbyopic changes.

OPTM 5133 Systemic Pharmacology (2.0 credit hours)

This course will cover medications commonly prescribed for systemic conditions, their indications and mode of action, as well as their ocular and visual side effects and toxicities. Topics include pharmacodynamics, pharmacokinetic aspects of drug formulations, routes of administration, and dosing & elimination, with an emphasis on drug indications, mechanisms of action, adverse effects, drug interactions, and contraindications. Additionally, a review of the pathophysiology of systemic diseases as it relates to current drug treatment paradigms will reinforce the connection between the medications and their corresponding indications.

OPTM 5151 Physical and Visual Optics (4.0 credit hours)

This course presents the physics of light, including the wave and particle behavior of light. In particular, the course will include the characteristics of electromagnetic radiation, wave motion, total and partial coherence of light, interference, diffraction (single slit, double slit, gratings, circular apertures), zone plates, polarization, birefringence, anti-reflecting lens coatings, lasers, emission and absorption spectra. Examples of applications in vision science and ocular diagnostic instruments will be provided. Physiological optics of the eye and the correction of ametropias will be presented. The various axes, angles, and landmarks of the eye will be presented in optical terms with the eye as an optical system. Characteristics of the ocular media and the interaction of light with the eye will be discussed. Optical aspects of accommodation, presbyopia, aphakia, and pseudophakia will be included. The role of the pupil as it affects depth of field, aberrations and accommodation will be described. Catoptric images and Entoptic phenomena will also be discussed in detail.

OPTM 5175 Clinical Medicine for the Optometrist (3.0 credit hours)

This course provides an introduction to cellular pathology and a survey of all major, common and/or highly morbid systemic diseases involving all major bodily systems. Diseases are included either because they should be familiar to every health care provider or because they are often accompanied by important ocular signs or symptoms. For each disease, the course covers the expected presenting signs and symptoms, basic pathophysiology, confirmatory tests, and general treatment, management, and prognosis. This course provides a foundation for practice in primary health care and for courses that follow in the curriculum.

OPTM 5240: Evidence Based Eye Care (2.0 credit hours)

This course will emphasize the application of published literature to clinical decision making. Students will learn how to select and analyze appropriate and relevant information within the context of patient care scenarios. Strategies for informed clinical decision-making and for life-long learning will be demonstrated.

OPTM 5242: Vision Science II: Monocular Sensory Vision (3.0 credit hours)

This course sets the foundation for the theory and methods of vision testing and visual perception through one eye. It covers concepts including light stimuli, photometry, signal detection, physiological processing of information, and psychophysics. Topics include visual sensitivity, spatial phenomena, modulation transfer function, flicker detection, contrast sensitivity, and visual acuity. Visual perception and the constancy of visual processes such as size and distance perception, form perception, the perception of motion and achromatic color perception are discussed.

OPTM 5250 Integrative Clinical Analysis I (1.5 credit hours)

The course introduces the clinical thought processes required in the delivery of primary eye care. Integration of knowledge and skills from previous and concurrent courses will be facilitated, including describing and interpreting clinical findings to diagnose and manage common conditions.

OPTM 5252 Geometrical Optics II (2.0 credit hours)

This course emphasizes the study of refraction at complex lens systems, lens mirrors, monochromatic aberrations, pupils, stops and ports, field of view, field of illumination, prism power and its effectivity for, various clinical scenarios, optics of magnifying lenses, optics of telescopes and tele-microscopes, and optical instruments.

The course also emphasizes the study of schematic eyes, discussed optical aspects of emmetropia and ametropia, far point and near point of accommodation, correction of ametropia with spectacle lenses, optics of accommodation, optics of astigmatism and optical rules based on clinical tests for astigmatism, and retinal image size in corrected and uncorrected ametropia.

OPTM 6020 Principles and Practice of Optometry III: Tissue Evaluation of the Anterior Segment (4.0 credit hours)

As the third course in the series, new clinical skills will be integrated within the context of the primary care optometric examination. Emphasis will be placed on health assessment of the anterior ocular segment including slit lamp biomicroscopy, tonometry, and gonioscopy along with a variety of techniques for examination of the ocular adnexa. Strategy of the examination, sequencing, patient communication, and electronic medical record keeping will be included as well as the detection of common normal and abnormal findings.

OPTM 6033 Ocular Pharmacology (3.0 credit hours)

This course focuses on prescription and over-the-counter eye-care products commonly used for the purpose of diagnosis and/or treatment of ocular conditions. Topics include pharmacodynamics, pharmacokinetic aspects of drug formulations, routes of administration, and dosing & elimination, with an emphasis on drug indications, mechanisms of action, adverse effects, drug interactions, and contraindications.

OPTM 6042 Vision Science III: Binocular Vision and Ocular Motility (3.0 credit hours)

This course covers concepts related to accommodation, binocular vision, and ocular motility. Concepts including the horopter, stereopsis, vision, rivalry, eccentric fixation, retinal correspondence, suppression, and aniseikonia are covered. The anatomy and physiology of the extraocular muscles, innervations, and actions associated with types of eye movements and their control mechanisms are reviewed. Concepts of clinical assessment, diagnosis, and management are introduced. Case examples are used to illustrate key concepts.

OPTM 6050 Optical Science III: Geometrical and Ophthalmic Optics II (3.0 credit hours)

This course emphasizes the study of spectacle lens material characteristics, spectacle lens aberrations, geometrical measurements, spectacle lens tilt, spectacle lens blank size and base curve calculation, segmented multifocal lenses, and progressive addition lenses. The course also emphasizes frame elements, frame alignment, lens insertion, frame measurements and markings, frame selection, and adjusting a frame to a patient. In addition, the course includes cases and examples of patients with eye glass concerns. Students will resolve the needs of the patient through the application of ophthalmic optics formulas and principles, and practice prescription writing.

OPTM 6073 Ocular Disease: Diagnosis and Treatment of Glaucoma (3.0 credit hours)

This course covers the pathophysiology, diagnosis, treatment, and management of patients with all forms of glaucoma, with an emphasis on evidence-based therapeutic interventions. The course includes technique and interpretation of ancillary glaucoma tests and glaucoma diagnosis and management through lectures and small group activities. Topical and systemic medical therapies will be emphasized. The course will also discuss current surgical management of various forms of glaucoma.

OPTM 6076 Ocular Disease: Diagnosis, Treatment, and Clinical Decision Making for the Anterior Segment (4.0 credit hours)

This course builds upon prior and concurrent information presented in ocular anatomy and physiology, pharmacology, clinical medicine, and the Principles and Practice of Optometry curricular track. Advanced concepts in diagnosis and management of diseases of the anterior structures of the eye are emphasized. The anatomical, physiological, histological, and pathological processes relating to these diseases will be explored.

OPTM 6111 Contact Lenses I: Theory and Practice (3.5 credit hours)

This course introduces the use of contact lenses in primary care optometry. The clinically based approach will include discussion of patient selection for lens wear, corneal topography, selection of appropriate materials, lens design, wearing schedules, and troubleshooting. Laboratory experience in lens design, lens modifications, contact lens fittings, and assessments will prepare students for patient care experiences.

OPTM 6120 Principles and Practice of Optometry IV: Tissue Evaluation of the Posterior Segment (4.0 credit hours)

As the fourth course in the series, new clinical skills will be integrated within the context of the primary care optometric examination. Emphasis will be placed on health assessment of the posterior ocular segment, the vitreous, and the optic disc. Techniques include binocular indirect ophthalmoscopy and fundus biomicroscopy with 78/90D lens and Goldmann three-mirror. Strategy of the examination, sequencing, patient communication, and medical record keeping will be included as well as the detection of common normal and abnormal findings. This course completes the integration of clinical skills into the comprehensive primary care examination. As such, it will conclude with a mandatory comprehensive clinical skills examination for competency in patient care. The competency will include techniques learned in all prior Principle and Practice courses such as VA, EOM, History, Refraction, Binocular Testing, Slit Lamp, and posterior segment examination.

OPTM 6161 Vision Rehabilitation: Low Vision (3.0 credit hours)

This course presents basic examination techniques and management strategies for people with visual impairments. Evaluation of visual disability and legal aspects of visual impairment will be discussed, as well

as psychosocial effects of visual disability. Principles of magnification and optical assistive devices will be discussed, as well as adaptive technology for patients with visual impairment. The laboratory experience will provide hands-on opportunities to learn about examination techniques and rehabilitation strategies.

OPTM 6175 Ocular Disease: Diagnosis and Treatment of the Posterior Segment (4.0 credit hours)

This course builds upon the framework presented in the Principles and Practice of Optometry curricular track to present advanced concepts in ocular disease management. The anatomical, physiological, histological, and pathological processes of ocular disease will be emphasized. Topics include in-depth discussion of diseases and abnormalities of the vitreous and retina as well as vitreo-retinal pathology associated with systemic diseases.

OPTM 6182 Neuro-Optometric Rehabilitation I: Non-strabismic Anomalies (4.0 credit hours)

This course introduces the common signs and symptoms associated with non-strabismic disorders of the binocular, accommodative, and perceptual systems. Diagnosis, treatment, management, and problem solving for common conditions will be introduced. Vision therapy programming will be discussed and techniques for vision therapy will be experienced hands-on within the laboratory.

OPTM 6250 Integrative Clinical Analysis II (1.5 credit hours)

The course focuses on the clinical thought processes required in the delivery of primary eye care. Integration of knowledge and skills from previous and concurrent courses will be facilitated, including describing and interpreting clinical findings to diagnose and manage common conditions.

OPTM 6260 Optometry Review Course I (1.0 credit hour, CR/NCR)

This course will cover previously taught material that is relevant to the clinical practice of Optometry, aid students in organizing their previous course material, and develop effective study strategies in preparation for patient care and national licensing examinations.

OPTM 6272 Special Considerations in Pediatrics (2.5 credit hours)

This course emphasizes the optometric care of patients from birth through age eighteen. The identification of children at risk of developing ocular, visual, perceptual, or visually related learning problems will be integrated with strategies for diagnosis, treatment, and management. Schema of normal growth and development with an emphasis on expected visual development from birth through childhood will be covered. Emphasis is placed on prevalent conditions and conditions with a high level of clinical criticality. An overview of care for children with special needs will also be presented. Examination techniques unique to the pediatric patient, including the use of hand-held instrumentation and special testing will be discussed.

OPTM 7001 Patient Care Services I (0.5 credit hour, HO/P/R/NP)

Students will spend 4 hours per week participating in community-based vision screenings. Techniques learned in Principles and Practice of Optometry I will be applied in the delivery of patient care via screenings. Students will be supervised by licensed optometrists who are faculty or auxiliary clinical faculty members. Earning a passing score on the competency exam in the course PPO-I is a prerequisite for matriculating to PCS-I.

OPTM 7002 Patient Care Services II (0.5 credit hour, HO/P/R/NP)

This clinical course provides direct patient care experiences in the on-campus clinical facility or off-campus eye care facilities. Experiential learning is accomplished through hands-on patient care experiences, observations, and case discussions. The student will perform a variety of activities including vision screenings, technician and paraoptometric testing, and portions of the patient eye exam up to their training level. Members of the Western University faculty, auxiliary clinical faculty members, or licensed optometrists will supervise students. Earning a passing grade in PPO-I is a prerequisite for matriculating to PCS-II. Students will also participate in lectures and grand round presentations and small groups problem-based learning format.

OPTM 7003 Patient Care Services III (1.0 credit hour, HO/P/R/NP)

This clinical course provides direct patient care experiences in the on-campus clinical facility or off-campus eye care facilities. Experiential learning is accomplished through hands-on patient care experiences, observations, and case discussions. The student will perform a variety of activities including vision screenings, technician and paraoptometric testing, and portions of the patient eye exam up to their training level. Licensed optometrists will supervise students. Members of the WesternU faculty, auxiliary clinical faculty members, or licensed optometrists will supervise students. Earning a passing grade in PPO I-II and PCS II is a prerequisite for matriculating to PCS-III. Students will also participate in lectures and grand round presentations and small groups problem-based learning format.

OPTM 7004 Patient Care Services IV (1.0 credit hour, HO/P/R/NP)

This clinical course provides direct patient care experiences in the on-campus clinical facility or off-campus eye care facilities. Experiential learning is accomplished through hands-on patient care experiences, observations, and case discussions. The student will perform a variety of activities including vision screenings, technician and paraoptometric testing, and portions of the patient eye exam up to their training level. Basic cardiopulmonary resuscitation for adults and children is also covered. Licensed optometrists will supervise students. Members of the WesternU faculty, auxiliary clinical faculty members, or licensed optometrists will supervise students. Earning a passing grade in PPO-I through III and PCS III is a prerequisite for matriculating to PCS-IV. Students will also participate in lectures and grand round presentations and small groups problem-based learning format.

OPTM 7005 Patient Care Services V (2.5 credit hours, HO/P/R/NP)

Students will be assigned to provide direct care in primary eye care in the on-campus facility or affiliated clinical sites. They may also rotate through different specialty services (Neuro-Optometric Rehabilitation, Vision Rehabilitation, Optometric Vision Therapy, and Specialty Contact lenses). Students will be supervised by licensed optometrists who are faculty or auxiliary clinical faculty members. Earning a passing grade in PPO-I through IV and PCS IV is a prerequisite for matriculating in PCS-V. Students will also participate in lectures, grand round presentations, and small groups problem-based learning format.

OPTM 7006 Patient Care Services VI (4.5 credit hours, HO/P/R/NP)

Students will be assigned to provide direct care in primary eye care in the on-campus facility or affiliated clinical sites. They may also rotate through different specialty services (Neuro-Optometric Rehabilitation, Vision Rehabilitation, Optometric Vision Therapy, and Specialty Contact lenses). Students will be supervised by licensed optometrists who are faculty or auxiliary clinical faculty members. Students will assume an increasing role and increasing responsibility for the delivery of patient care. Students will also participate in

discussions, grand round presentations, and/or small groups problem-based learning format. Completion of the course will require demonstration of patient care competency and skills assessment. Earning a passing grade in PPO-I through IV is a prerequisite for matriculating to PCS-VI.

OPTM 7007 Patient Care Services VII (4.5 credit hours, HO/P/R/NP)

Students will be assigned to provide direct care in primary eye care in the on-campus facility or affiliated clinical sites. They may also rotate through different specialty services (Neuro-Optometric Rehabilitation, Vision Rehabilitation, Optometric Vision Therapy, and Specialty Contact lenses). Students will be supervised by licensed optometrists who are faculty or auxiliary clinical faculty members. Students will assume an increasing role and increasing responsibility for the delivery of patient care. Students will also participate in discussion, grand round presentations, and/or small groups problem-based learning format. Completion of the course will require demonstration of patient care competency and skills assessment. Earning a passing grade in PPO-I through IV is a prerequisite for matriculating to PCS-VII.

OPTM 7008 Patient Care Services VIII (11.0 credit hours, HO/P/R/NP)

Students will be assigned to full-time externship clinical rotations providing patient care with exposure to a wide variety of clinical conditions. Externship sites will be selected through a lottery process. Students will be supervised by licensed eye care practitioners who are members of the WesternU faculty, or auxiliary clinical faculty. Students will experience the examination and management of primary eye care, ocular disease, pre- and post-operative care, standard and specialty contact lenses, and rehabilitation. At the culmination of the final rotation, it is expected that the student will possess the attributes, skills, knowledge, and ethical values required for the independent practice of contemporary optometry. Earning a passing grade in PPO I through VI and successful completion of PCS VII are prerequisites for matriculating to this course.

OPTM 7009 Patient Care Services IX (11.0 credit hours, HO/P/R/NP)

Students will be assigned to full-time externship clinical rotations providing patient care with exposure to a wide variety of clinical conditions. Externship sites will be selected through a lottery process. Students will be supervised by licensed eye care practitioners who are members of the WesternU faculty, or auxiliary clinical faculty. Students will experience the examination and management of primary eye care, ocular disease, pre- and post-operative care, standard and specialty contact lenses, and rehabilitation. At the culmination of the final rotation, it is expected that the student will possess the attributes, skills, knowledge, and ethical values required for the independent practice of contemporary optometry. Earning a passing grade in PPO I through VI and successful completion of PCS VII are prerequisites for matriculating to this course.

OPTM 7010 Patient Care Services X (11.0 credit hours, HO/P/R/NP)

Students will be assigned to full-time externship clinical rotations providing patient care with exposure to a wide variety of clinical conditions. Externship sites will be selected through a lottery process. Students will be supervised by licensed eye care practitioners who are members of the WesternU faculty, or auxiliary clinical faculty. Students will experience the examination and management of primary eye care, ocular disease, pre- and post-operative care, standard and specialty contact lenses, and rehabilitation. At the culmination of the final rotation, it is expected that the student will possess the attributes, skills, knowledge, and ethical values required for the independent practice of contemporary optometry. Earning a passing grade in PPO I through VI and successful completion of PCS VII are prerequisites for matriculating to this course.

OPTM 7011 Patient Care Services XI (11.0 credit hours, HO/P/R/NP)

Students will be assigned to full-time externship clinical rotations providing patient care with exposure to a wide variety of clinical conditions. Externship sites will be selected through a lottery process. Students will be supervised by licensed eye care practitioners who are members of the WesternU faculty, or auxiliary clinical faculty. Students will experience the examination and management of primary eye care, ocular disease, pre- and post-operative care, standard and specialty contact lenses, and rehabilitation. At the culmination of the final rotation, it is expected that the student will possess the attributes, skills, knowledge, and ethical values required for the independent practice of contemporary optometry. Earning a passing grade in PPO I through VI and successful completion of PCS VII are prerequisites for matriculating to this course.

OPTM 8011 Contact Lenses II: Theory and Practice (3.5 credit hours)

This course builds upon the basic knowledge presented in Contact Lenses 1. Case examples will be used to encourage independent decision making for complicated problems in contact lens fitting. Strategies for specialized contact lenses including keratoconic lenses, therapeutic lenses, post-surgical patients and contact lenses for infants will be discussed.

OPTM 8021 Principles and Practice of Optometry V: Special Procedures (2.0 credit hours)

This course will cover the theory and methods of clinical techniques that build upon basic examination skills acquired during the courses Principles and Practice of Optometry I through IV. Clinical techniques including scleral depression, A- and B-scan ultrasonography, punctal occlusion, punctal dilation and irrigation, removal of foreign bodies from the cornea and conjunctiva, and the injection techniques of IM, SubQ and IV will be presented in a hands-on format. The course will include non-glaucoma visual fields and applications of significant optometric thought processing.

OPTM 8061 Optometry Review Course II (1.0 credit hour, CR/NCR)

This course will cover previously taught material that is relevant to the clinical practice of Optometry, aid students in organizing their previous course material, and develop effective study strategies in preparation for national licensing examinations.

OPTM 8075 Ocular Disease: Diagnosis and Management of Neuro-ophthalmic Disease (2.5 credit hours)

This course will introduce students to neuro-ophthalmic thinking, history, and examination techniques. A problem-oriented, anatomy-based approach will be used to explore the diagnosis and management of the most common neuro-ophthalmic disorders of the afferent and efferent visual systems encountered in optometric practice. Concepts learned in lecture will be solidified with case-studies that will be discussed during lecture and small group presentations. Practical aspects of neurological evaluation and assessment of the cranial nerves and visual fields will be included in the laboratory portion.

OPTM 8081 Neuro-Optometric Rehabilitation II: Strabismus and Amblyopia (3.0 credit hours)

This course builds on the knowledge and skills developed in the course, Neuro-Optometric Rehabilitation I: Non-strabismic Anomalies. It extends the application of previously learned knowledge and skills for strabismus and amblyopia. This course covers the techniques to examine, diagnosis, treat, and manage patients with amblyopia and/or strabismus. Etiology, prevalence and clinical characteristics of each strabismic/amblyopic syndrome will be highlighted. Prognosis and a comprehensive presentation of

evidence- based treatment options for both strabismus and amblyopia will be presented. Associated sensory adaptations will also be discussed regarding their impact on prognosis and treatment options.

OPTM 8120 Principles and Practices of Optometry VI: Laser Eye Procedures and Minor Surgical Eye Care(2.5 credit hours)

This course covers the uses of lasers to perform certain surgical eye procedures, including laser therapies for open angle glaucoma, for angle closure glaucoma, and for posterior capsulotomy. The course will include a review of laser biophysics, laser-tissue interactions, as well as contraindications and complications associated with laser procedures on ocular tissues. This course will review the management and co-management of corneal refractive surgeries, cataract surgery, and other ocular procedures. The course will also cover surgical preparation and management of lid and adnexal lesions with an emphasis on benign neoplasms and chalazion. Additional topics include medicolegal aspects of surgical eye care and postoperative wound care. The lab portion of this course will provide hands on experience in suturing techniques, ophthalmic laser operations, and other procedures related to surgical co- management.

OPTM 8122 Foundations in Optometry (0.5 – 4.0 credit hours, CR/NCR)

This remediation course provides an individualized review of information and problem solving for students who need reinforcement in particular areas. Closely supervised patient encounters to reinforce the psychomotor and cognitive skills required to provide patient care may be included. This course is only open to students with prior approval of the Dean of the College of Optometry. Tuition for this course cannot be covered by financial aid.

OPTM 8150 Integrative Clinical Analysis III (1.0 credit hours)

This course reviews information previously taught in the curriculum but reorganizes it on the basis of patient presentation. Topics can include the patient who presents with blurry vision, loss of vision, diplopia, anisocoria, facial asymmetry, eye or head pain, asthenopia, and red eye. The emphasis of the course is on differential diagnostic thought processes, the problem-focused case history and exam sequences, and team-based approaches to health care.

OPTM 8161 Optometry Review Course III (2.0 credit hours, CR/NCR)

This course will cover previously taught material that is relevant to the clinical practice of Optometry, aid students in organizing their previous course material, and develop effective study strategies in preparation for national licensing examinations.

OPTM 8170 Grand Rounds (2.0 credit hours)

Students regularly meet as a class to individually present cases seen in clinic including an evidence search and differential diagnoses then accept challenges from fellow students and faculty. These sessions are considered an integral part of the patient care educational experience. Each session will be comprised of multiple individual presentations, challenges and discussion.

OPTM 8182 Neuro-Optometric Rehabilitation III: The Neurologically Challenged Patient (2.0 credit hours)

This course elaborates on the complexities of optometric care for patients who have suffered neurological impairment from a variety of etiologies. Ocular and visual consequences of neurological disease will be discussed. Perceptual problems associated with stroke and traumatic brain injury will be explored. Co-

management and inter-professional communications will be discussed. Tests for cognitive function and visual perception will be discussed. Various methods and techniques for rehabilitation will also be presented in a hands-on format. Cases will be used to illustrate concepts and management decisions.

OPTM 8261 Practice Management: How to Make a Living as an Optometrist (1.0 credit hours, CR/NCR)

This course will provide information relevant to entry into the business of clinical optometric practice, including information on billing and coding, employee relations, how to navigate the process of becoming a panel member, considerations in partnership formation, leasing and managing the facilities, entrepreneurship, sales and marketing of spectacles, contact lenses, and vision therapy, and tips on how to grow a patient base.

OPTM ELCX – (1.0 - 2.0 credit hours, CR/NCR)

Students may choose from a variety of course offerings to further their understanding of contemporary topics in optometry or in health care. Topics may include, but are not limited to, nutrition, genetics, Spanish for health care providers, health care for vulnerable populations, international health, among others. A research elective is also available in which students work with faculty on an independent research project. Student research topics are determined in consultation with individual faculty course instructors. Enrollment requires prior approval by the participating faculty overseeing the agreed upon research project.

Honors and Awards

The College hosts two annual events for presentation of awards and scholarships: Honor's Day and Commencement Awards Banquet.

Honor's Day is held each year in the spring and is used to recognize students for their yearlong accomplishments. The following are examples of awards scholarships and recognitions presented during Honor's Day:

College of Optometry Core Values Award Dr. Harout

Khanjian Annual Scholarship Dr. Jason Drobeck

Annual Scholarship Dr. Krasnow Family Scholarship

Dr. Thai Nguyen Annual Scholarship

Drs. Gandhi/Silani Annual Scholarship for Clinical Excellence and Leadership HOYA Vision

Care Clinical Excellence Scholarship

The Dean's List Award The Dean's

Scholarship

The Hayes-Haine Family Scholarship The HOYA

House Cup

The President's Society Scholarship

The Commencement Awards Banquet is held in May just before graduation. The following are examples of awards and recognitions presented to our graduating seniors at this banquet.

Beta Sigma Kappa (BSK) recognition

COVD Award for Excellence in Vision Therapy Dean's List

Recipients

Drs. Robert L Gordon and Andrea Silvers Endowed Scholarship Gold Key

Honor Society

Leslie B Williams Scholarship

Optelec Excellence in Low Vision Award Optometric

Residency Programs Recognition of Valedictorian and

Salutatorian The Krasnow Family Public Health

Scholarship VSP/AAOF Practice Excellence Scholarships

Academic Calendar

Fall 2023	
June 5, 2023	Fall Classes Begin (Year 4)
July 4, 2023	Independence Day Observed, No Classes*
August 7 – 11, 2023	Orientation/Welcome Week (Year 1)
August 12, 2023	White Coat Ceremony (Year 1)
August 14, 2023	Fall Classes Begin (Years 1-3)
September 4, 2023	Labor Day, No Classes*
October 9, 2023	Indigenous Peoples' Day
October 11-14, 2023	American Academy of Optometry
November 10, 2023	Veterans Day Observed – No Classes*
November 10, 2023	Fall Classes End (Year 4)
November 22, 2023	Thanksgiving Recess Begins @ 5:00 p.m.*
November 27, 2023	Fall Classes Resume
December 22, 2023	Fall Classes End (Years 1-3)
December 25, 2023	Winter Recess Begins (Years 1-3)
Spring 2024	
November 20, 2023	Spring Classes Begin (Year 4)
January 8, 2024	Spring Classes Begin (Years 1-3)
January 15, 2024	Martin Luther King Jr. Day, No Classes*
February 19, 2024	Presidents' Day, No Classes*
March 18, 2024	Spring Break Begins (Years 1-3)
March 18-21, 2024	Board Examinations, No Classes (Year 3)
March 25, 2024	Spring Classes Resume (Years 1-3)
May 16, 2024	College of Optometry Commencement Ceremony
May 17, 2024	Spring Classes End (Years 1-4)
May 16, 2024	College of Optometry Commencement Ceremony
Summer 2024	
May 27, 2024	Memorial Day, No Classes*
May 28, 2024	Summer Classes Begin (Year 2)
June 3, 2024	Summer Classes Begin (Year 1)
June 19, 2024	Juneteenth Holiday, No Classes
June 19-22, 2024	AOA Optometry's Meeting
July 4, 2024	Independence Day Holiday, No Classes
July 5, 2024	Summer Classes Resume (Years 1-2)
July 26, 2024	Summer Classes End (Years 1-2)
4 th Year Externship Dates	
Externship 1	June 5, 2023 – August 18, 2023
Externship 2	August 28, 2023 – November 10, 2023
Externship 3	November 20, 2023 – February 16, 2024
Externship 4	February 26, 2024 – May 10, 2024

**Students in clinical courses observe their preceptor's hours, which may include working on federal holidays.*

The Optometric Oath

With full deliberation, I freely and solemnly pledge that...

I will practice the art and science of optometry faithfully and conscientiously, and to the fullest scope of my competence.

I will uphold and honorably promote by example and action the highest standards, ethics and ideals of my chosen profession and the honor of the degree, Doctor of Optometry, which has been granted me.

I will provide professional care for those who seek my services, with concern, with compassion and with due regard for their human rights and dignity.

I will place the treatment of those who seek my care above personal gain and strive to see that none shall lack for proper care.

I will hold as privileged and inviolable all information entrusted to me in confidence by my patients.

I will advise my patients fully and honestly of all which may serve to restore, maintain, or enhance their vision and general health.

I will strive continuously to broaden my knowledge and skills so that my patients may benefit from all new and efficacious means to enhance the care of human vision.

I will share information cordially and unselfishly with my fellow optometrists and other professionals for the benefit of patients and the advancement of human knowledge and welfare.

I will do my utmost to serve my community, my country, and humankind as a citizen as well as an optometrist.

I hereby commit myself to be steadfast in the performance of this my solemn oath and obligation.

Adopted by the American Optometric Association

Western University of Health Sciences

College of Osteopathic Medicine of the Pacific

College of Osteopathic Medicine of the Pacific-Northwest

2023/2024 Academic Year

College of Osteopathic Medicine of the Pacific

The College of Osteopathic Medicine of the Pacific (COMP)/College of Osteopathic Medicine of the Pacific-Northwest (COMP-Northwest) is one college comprised of two campuses. Together, COMP (Pomona, CA), and COMP-Northwest (Lebanon, OR) comprise the total student body, faculty, and staff of Western University of Health Sciences, College of Osteopathic Medicine of the Pacific/College of Osteopathic Medicine of the Pacific-Northwest. Unless a topic refers to a specific campus, all references regarding the College will pertain to both campuses and will collectively be referred to as the College.

The College catalog serves as a supplement to the University catalog. The College faculty, staff, and students must abide by the content of the University catalog in addition to the College catalog. The 2023-2024 catalogs supersede previous versions, and all students are held responsible for the information contained in both the University and the College 2023-2024 catalogs.

Accreditation

The academic program of Western University of Health Sciences, College of Osteopathic Medicine of the Pacific/College of Osteopathic Medicine of the Pacific-Northwest is accredited by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA), which is recognized by the United States Department of Education (USDE). The College has received accreditation status from the American Osteopathic Association's Commission on Osteopathic College Accreditation, which is the recognized accrediting agency for the approval of colleges preparing osteopathic physicians. The address, email, and phone number of the accrediting agency are: Secretary, COCA; American Osteopathic Association; 142 East Ontario Street; Chicago, IL 60611; E-mail predoc@osteopathic.org; Telephone 312/202-8124; Fax 312/202-8424.

In addition to the COCA, COMP-Northwest is authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, Higher Education Coordinating Commission, 3225 25th Street SE, Salem, Oregon 97302.

Complaints Regarding Accreditation Standards

The College is committed to meeting and exceeding the standards of accreditation for colleges of osteopathic medicine as described by the American Osteopathic Association's Commission on Osteopathic College Accreditation. It is the policy of the College that an individual who believes the College may not be in compliance with a standard of accreditation has the right to file a complaint through the following procedure:

- A written, dated, and signed complaint can be filed with the COMP/COMP-Northwest Office of Student Affairs. For email delivery, the complaint can be sent to OSAPomona@westernu.edu for the COMP campus or StudentAffairsOR@westernu.edu for the COMP-Northwest campus.
- A student affairs professional will consult with the Dean of COMP/COMP-Northwest (the Dean) and form an appointed committee of faculty and students to investigate the complaint.
- The results of the investigation shall include findings of fact, a determination of compliance or non-compliance, and recommended corrective actions if non-compliance is determined. The results will be communicated in writing to the Dean, the COMP/COMP-Northwest Office of Student Affairs and to the complainant.

- If corrective action is indicated, the Dean will respond to the appointed committee with a plan for such action within 30 days of receipt of the committee’s findings and recommendations.
- Records of all proceedings regarding complaints will be maintained by the COMP/COMP-Northwest Office of Student Affairs.

In the event that the complainant is not satisfied with the appointed committee’s determination and/or the resulting corrective action plan, the complainant may communicate their complaint directly to [COCA](#). If the complainant desires, the complaint may be filed directly with the COCA without filing a complaint with the COMP/COMP-Northwest Office of Student Affairs.

Any complaints filed with the COCA must follow the complaint procedure noted on the [COCA Complaint Procedures](#) website. The College is committed to protecting the confidentiality of the complainant and assuring an environment of non-retaliation.

General Information

The Osteopathic Philosophy and Tenets

As a college of osteopathic medicine, the College honors the philosophy and tenets of osteopathic medicine. The tenets of osteopathic medicine are:

1. The body is a unit; the person is a unit of body, mind, and spirit.
2. The body is capable of self-regulation, self-healing, and health maintenance.
3. Structure and function are reciprocally interrelated.
4. Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the inter-relationship of structure and function.

Additional information regarding the osteopathic philosophy can be found by viewing the College [Osteopathic Philosophy](#) webpage.

Mission and Core Competencies

The Mission of the College (COMP and COMP-Northwest): is to prepare students to become technically competent, culturally sensitive, professional, and compassionate physicians who are prepared for graduate medical education, who are lifelong learners, and who will serve society by providing comprehensive, patient centered healthcare with the distinctive osteopathic philosophy.

This is accomplished through excellence in curriculum, translational research, service, osteopathic clinical practice, and the enhancement of osteopathic graduate medical education.

Core Competencies in Support of the College’s Mission Statement

- Medical Knowledge

- Osteopathic Philosophy
- Patient Centered Care
- Professionalism (Leadership)
- Interpersonal & Communication Skills
- Practice Based Learning & Improvement
- Systems Based Practice

The [mission and core competencies](#) serve as the curricular foundation for the College. Core competencies, also called Program Learning Outcomes (PLOs), support the achievement of Western University of Health Sciences' [Institutional Learning Outcomes](#) (Student Learning Outcome Domains).

The Osteopathic Pledge of Commitment and Oath

The Osteopathic Pledge of Commitment and Oath are taken as a commitment to the osteopathic profession. The Pledge of Commitment is taken at the beginning of the first year of medical school and instills in the entering student the values they are committing to as they strive toward becoming osteopathic physicians. The Oath is taken upon graduation and serves as a commitment and a guiding document for the graduate as they transition from being an osteopathic medical student to an osteopathic physician.

Pledge of Commitment

As I embark upon my studies at Western University of Health Sciences, I will: enter into a relationship of mutual respect with my professors and my colleagues to enhance the learning environment and to gain the knowledge, skills, and attitudes of a competent and compassionate health care professional; accept responsibility only for those matters for which I am competent. maintain the trust expected of a health care professional, and never take advantage of the relationship I have with patients; show compassion and respect for all others; set worthy examples in the application of humanistic principles in my relationships with patients and others within the health care community; work toward improving my sensitivity and skills in human interaction, understanding, and respecting the differences among my patients and colleagues; value the knowledge and wisdom of the health care professionals who have preceded me in the profession, and endeavor to contribute to the humanistic tradition and philosophy; recognize my weaknesses and strengths and strive to develop those qualities that will earn the respect of my patients, my colleagues, my family, and myself; Continue learning throughout all the days of my life.

The Osteopathic Oath

I do hereby affirm my loyalty to the profession I am about to enter. I will be mindful always of my great responsibility to preserve the health and life of my patients, to retain their confidence and respect both as a

physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation and never by word or by act cast imputations upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathic medicine as taught by my profession.

In the presence of this gathering I bind myself to my oath.

Personal Competencies for Admission and Matriculation

A candidate for admission to the COMP/COMP-Northwest Doctor of Osteopathic Medicine Program must possess, or be able to achieve through reasonable accommodation, certain sensory and motor functions, that would enable the individual to carry out the activities described in the sections that follow. Upon matriculation to the program, the student must continue to possess, or be able to achieve through reasonable accommodation, the personal competencies outlined below throughout their progression in the program. These personal competencies may also be referred to as technical standards in documents from the Commission on Osteopathic College Accreditation (COCA). The practice of medicine requires the performance of specific essential functions that fall into broad categories, which include but are not limited to the categories defined below.

Graduation from the Doctor of Osteopathic Medicine program signifies that the individual is prepared for entry into graduate medical education (GME). It therefore follows that graduates must have the knowledge and skills needed to function in a broad variety of clinical situations and be able to render a wide spectrum of osteopathic medical patient care. The student must be able to integrate, consistently, quickly, and accurately, all information received by whatever sense(s) employed. In addition, the individual must have the intellectual ability to learn, analyze, synthesize, and apply various types of information in a self-directed manner within the context of patient care. These requirements are consistent with acceptable clinical norms for licensed physicians.

For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (^{HF}CDHP) at [Disability Accommodations \(e-mail\)](#) or (909) 469-5297 or visit the [^{HF}CDHP web site](#). Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without reasonable accommodation(s):

Observation

Candidates and students must have sufficient vision to be able to observe demonstrations, experiments, and microscopic laboratory exercises. They must be able to observe a patient accurately at a distance and close at hand. Reasonable accommodations may be provided for the visually impaired.

Included below is a table containing relevant examples specific to this competency area. This table does not limit nor otherwise restrict the standard that students and candidates for admission are responsible for meeting and/or performing the skills and abilities defined in this area, irrespective of whether a specific expectation and/or example is included in this table. The examples presented are for illustrative and informational purposes only and are not intended to be an exhaustive listing of requirements.

Expectation	Examples
Possess sufficient uncorrected or corrected visual acuity and color perception to: <ul style="list-style-type: none">• Resolve objects as small as 2 mm macroscopically• Observe motion and observe and evaluate the human gait at 20 feet• See an object from a background of other objects	<ul style="list-style-type: none">• Locate and identify dissected nerves• Evaluate posture, locomotion, and movement in a clinical setting• Identify landmarks on tympanic membranes• Identify materials correctly to be used in laboratories

Expectation	Examples
<ul style="list-style-type: none"> • See the difference in objects 	<ul style="list-style-type: none"> • Locate, identify, and describe foreign bodies, blood vessels, sutures, and skin lesions • Read printed materials on handouts, exams, and computer screens • Discriminate body height and depth differences and identify anatomic landmarks for symmetry and postural differences visually

Communication

Candidates and students must be able to communicate with patients and colleagues. They must be able to understand and be fluent in the English language.

Included below is a table containing relevant examples specific to this competency area. This table does not limit nor otherwise restrict the standard that students and candidates for admission are responsible for meeting and/or performing the skills and abilities defined in this area, irrespective of whether a specific expectation and/or example is included in this table. The examples presented are for illustrative and informational purposes only and are not intended to be an exhaustive listing of requirements.

Expectation	Examples
Have fluency in formal and colloquial oral and written English skills	<ul style="list-style-type: none"> • Demonstrate command of the course material to a professor or attending physician • Comprehend oral lectures, ask questions, and comprehend answers • Explain procedures and discuss results with professors and fellow students • Explain medical conditions to patients, attending physicians and fellow students • Explain procedures and discuss test results on prescribed treatments with patients, attending physicians and fellow students • Comprehend laboratory safety and emergency situation instructions • Be able to effectively compose written communication, including documentation of patient history, physical exam, assessment, and treatment plan
Perceive and convey sentiments non-verbally and effectively with patients and all members of the healthcare team	<ul style="list-style-type: none"> • Recognize, comprehend, and respond appropriately to spoken or non-verbal communication of distress or discomfort

Motor

Candidates and students must have sufficient motor functions to enable them to execute movements that are reasonably required to provide general and emergency treatment of patients (i.e., palpation, auscultation, percussion, and other diagnostic and therapeutic modalities). These actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. Additionally, candidates and students must possess sufficient posture, balance, flexibility, mobility, strength, and endurance for standing, sitting, and participating in the laboratory, classroom, and clinical experiences.

Included below is a table containing relevant examples specific to this competency area. This table does not limit nor otherwise restrict the standard that students and candidates for admission are responsible for meeting and/or performing the skills and abilities defined in this area, irrespective of whether a specific expectation and/or example is included in this table. The examples presented are for illustrative and informational purposes only and are not intended to be an exhaustive listing of requirements.

Expectation	Examples
Possess equilibrium and coordination of gross and fine muscular movements	<ul style="list-style-type: none">• Possess sufficient strength and mobility to provide general care and emergency treatment to patients including CPR, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, assist with surgical procedures (i.e., handing off of instruments, perform retraction), perform simple obstetrical maneuvers, and perform OMT• Coordinate fine movement of fingertips, palms, and wrists as in elevation of the cranium• Stand with limited opportunity for gross movement for a minimum of 2 hours at a time, as necessary for particular medical procedures, such as performance of obstetrical delivery, assistance of surgical delivery, and assistance of surgical procedure(s)
Possess sufficient visual-motor coordination permitting delicate manipulations of specimens, instruments, and equipment	<ul style="list-style-type: none">• Participate in laboratory exercises using required equipment• Perform minor medical procedures such as venipuncture and suturing.

Sensory

Candidates and students must have enhanced sensory skills including accuracy within specific tolerances and functional use for laboratory, classroom, and clinical experiences. Candidates and students who are otherwise qualified but who have significant tactile, sensory, or proprioceptive disabilities must be medically evaluated. Examples of issues requiring further evaluation include, but are not limited to, individuals injured by significant burns, those with sensory motor deficits, cicatrix formation, or absence and/or malformations of the extremity(ies).

Included below is a table containing relevant examples specific to this competency area. This table does not limit nor otherwise restrict the standard that students and candidates for admission are responsible for meeting and/or performing the skills and abilities defined in this area, irrespective of whether a specific expectation and/or example is included in this table. The examples presented are for illustrative and informational purposes only and are not intended to be an exhaustive listing of requirements.

Expectation	Examples
Possess accurate sense of touch and temperature discrimination	<ul style="list-style-type: none"> • Palpate the musculoskeletal system • Perform history and physical examination procedures specific to an individual • Perform a bimanual pelvic exam • Palpate distances in depth, elevation, and width of body structures • Palpate texture differences, hydration states, fine muscle tension differences, changes in moisture and temperature
Auditory and Visual Senses	<ul style="list-style-type: none"> • The ability to use a stethoscope, speculum, otoscope, and ophthalmoscope. • Recognize structures and patient conditions accurately

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Candidates and students must demonstrate problem-solving skills, which involve intellectual, conceptual, integrative, and quantitative abilities. These abilities include memory, calculation, reasoning, analysis, and synthesis. In addition, candidates and students must be able to comprehend three-dimensional relationships and be able to understand and manipulate the spatial relationships of structures.

Included below is a table containing relevant examples specific to this competency area. This table does not limit nor otherwise restrict the standard that students and candidates for admission are responsible for meeting and/or performing the skills and abilities defined in this area, irrespective of whether a specific expectation and/or example is included in this table. The examples presented are for illustrative and informational purposes only and are not intended to be an exhaustive listing of requirements.

Expectation	Examples
Be able to process multifunctional data and sensory input requiring cognitive recall and motor skills rapidly and initiate critical actions	<ul style="list-style-type: none"> • Perform osteopathic or medical evaluation of patient posture and movement including analysis of physiological, biomechanical, behavioral, and environmental factors in a timely manner, consistent with acceptable clinical norms • Comprehend oral and written presentations of material and communicate that understanding upon examination in a timely manner, occasionally demonstrating a grasp of the information within the same class period as presented

Expectation	Examples
	<ul style="list-style-type: none"> • Successfully complete objective exams designed to assess whether students can apply knowledge learned and successfully complete problem-solving exercises • Evaluate emergency situations including apnea, respiratory or cardiac arrest, bleeding, and severe trauma, requiring rapid responses such as intubation and medication

Behavioral, Professional, and Social Attributes

Candidates and students must possess the professionalism required for full utilization of their intellectual abilities. They must show evidence that they can exercise good judgment and promptly complete all responsibilities involved in the education process and attendant to the assessment and care of patients. Candidates and students must also demonstrate that they can develop mature, sensitive, and effective relationships with faculty, staff, colleagues, and patients. They must be able to receive assistance and hands-on instruction from a variety of instructors of all genders. Additionally, they must be able to tolerate physically and mentally taxing workloads, adapt to changing environments, display flexibility, and function in the face of the uncertainties inherent in patient care. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are some of the personal qualities that will be assessed during the admissions and educational processes.

Additionally, the College maintains a curriculum that stresses the importance of the body as a unit and the applicability of touch as an integral part of diagnosis and treatment for all patients of all genders. To acquire competencies in physical diagnosis and osteopathic manipulative medical diagnosis and treatment, all students are required to touch others and be touched. Students are required to assume the role of the patient to develop an understanding of the patient experience throughout the curriculum. This includes but is not limited to permitting self and demonstrating on others physical exams such as abdominal, cardiac, and musculoskeletal, osteopathic structural exams, osteopathic diagnosis, and osteopathic manipulative treatment.

Included below is a table containing relevant examples specific to this competency area. This table does not limit nor otherwise restrict the standard that students and candidates for admission are responsible for meeting and/or performing the skills and abilities defined in this area, irrespective of whether a specific expectation and/or example is included in this table. The examples presented are for illustrative and informational purposes only and are not intended to be an exhaustive listing of requirements.

Expectation	Examples
Manage priorities successfully, including competing demands and multiple tasks under time constraints	<ul style="list-style-type: none"> • Maintain satisfactory academic progress including completing exams and other time-sensitive assessments and requirements, including patient care, and attending mandatory classes, laboratory sessions and educational programs
Exhibit appropriate behavior, judgment, and ethical standards	<ul style="list-style-type: none"> • Active participation in and contribution to learning situations

Expectation	Examples
	<ul style="list-style-type: none"> • Maintain professional communications and interactions with faculty, staff, classmates, patients, and all members of the health care team • Adhere to the Standards of Professionalism and Ethics as described in the University and College Catalogs and other documents
Adapt successfully to changing environments	<ul style="list-style-type: none"> • Maintain attention, actively participate, and meaningfully contribute to dialogue and practical applications in the classroom, small group exercises, laboratory activities, and in-patient care
Possess constructive, positive, and mature interpersonal skills, interest, and motivation	<ul style="list-style-type: none"> • Accept criticism and respond with appropriate modification of behavior • Timely and adequately respond to personal or academic struggles; seek assistance, practice planning, and avoid procrastination
Participate as both a student patient and a student physician in the learning environment	<ul style="list-style-type: none"> • Allow for exposure and palpation of non-sexual body parts when serving as a student patient in the learning environment • Expose and palpate non-sexual body parts when serving as a student physician in the learning environment • Participate in learning, including dissection, of cadaveric donor patients • Participate in practice examinations and lab sessions, in scenarios including all genders, as both a student patient and a student physician.

Physical Health

To ensure compliance with the respective state’s Department of Public Health requirements and exhibit exemplary commitment to the rights and integrity of all parties in the education of health care professional students, the College has established medical status credentialing requirements that must be completed prior to matriculation. In addition to the personal competencies listed above, candidates for the Doctor of Osteopathic Medicine degree also must be sufficiently free of any serious communicable diseases. Medical status credentialing is designed to ensure that the safety of patients is not compromised while protecting the rights and safety of students as well. For detailed information, contact the Student/Employee Health Coordinator at stu-emphealth@westernu.edu.

Special Note: Students who require a reasonable accommodation to meet the competencies outlined within this document are expected to contact, expeditiously, the ^{HF}CDHP in order to begin the interactive process. Due to the unique nature of the Osteopathic Principles and Practices discipline, the Neuromusculoskeletal/Osteopathic Manipulative Medicine (NMM/OMM) Department may assess and approve certain non-essential modifications to standard maneuvers/techniques, for students who possess a temporary physical/medical condition and/or who may meet the criteria of a qualified individual with a

disability under the ADA. **If approved, these modifications are limited only to the NMM/OMM course and will be provided to ^{HF}CDHP for record keeping.** In the event that the NMM/OMM Department is unable to identify and/or approve a non-essential modification, that individual will be referred directly to ^{HF}CDHP.

Admissions Policies and Procedures

The College accepts applications from all qualified candidates. However, many more applications are received from qualified candidates than can be admitted. While grades and Medical College Admission Test (MCAT) scores are important in selecting candidates for admission, the Admissions Committee recognizes that these statistics, by themselves, do not guarantee later success as an osteopathic physician. Therefore, the Admissions Committee employs a holistic approach in which non-academic criteria are also important in making the selection. The College seeks a diverse and balanced student population and considers factors additional to academic performance, such as a well-rounded background, cognitive and experiential diversity, work experiences, letters of recommendation, interest in and knowledge of osteopathic medicine, and professional promise. To help ascertain these factors, applicants are required to complete the Computer-Based Assessment for Sampling Personal Characteristics (CASPer®) online evaluation tool and take part in an on-campus or virtual interview and a hybrid of the virtual Multiple Mini Interview (MMI). Decisions of the Admissions Committee regarding the admission of applicants to its programs are final and are not subject to any appeal process.

Non-Discrimination, Anti-Harassment and Non-Retaliation Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community, and applicants, in accordance with all applicable laws.

WesternU also prohibits any form of retaliation against a person, who under good faith, reported a violation under the policy or who participated in any investigation or proceeding under the policy. Violations of the policy will lead to prompt and appropriate administrative action, including and up to termination of employment or expulsion from the University.

Reasonable Accommodation for Disabilities

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodation. A student who discloses a disability and requests accommodation will be referred to the ^{HF}CDHP. The student will be asked to provide documentation of the disability for the purpose of determining appropriate accommodations. The College will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation can contact the ^{HF}CDHP office.

Candidates invited to participate in an interview who require accommodations for Interview Day should contact the Office of Admissions in advance to request reasonable accommodations.

Minimum Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2024/2025 academic year. Current admission and application requirements for the DO program, including prerequisite coursework requirements, can be located on the [Prospective Student](#) website.

Candidates for admission to the College must meet all elements defined below **at the time of application**:

- Recommended minimum overall science and overall grade point average of 3.00 **OR** a minimum of a one-year post-baccalaureate or master's degree program science grade point average of 3.40 with a minimum of 25 semester science credit hours.
- Completion of a minimum of 90 semester credit hours leading to a baccalaureate degree.
- Recommended MCAT score of 500 or higher must be taken within the last three years.
- The CASPer® online evaluation tool, like the MCAT, must be received by the Office of Admissions to complete the candidate's application file.
- To better understand the typical candidate accepted by the College, please visit the [Competitive Candidate Profile](#) section of the Prospective Student website.

Minimum Enrollment Requirements

- Completion of a baccalaureate degree and/or advanced degree (e.g., MS, PhD) from a regionally accredited institution or an institution that is recognized by the United States Department of Education. Degree must be conferred prior to matriculation or via a COMP linkage program.
- Completion of the equivalent of 8 semester credit hours in, biology, physics, inorganic chemistry, and organic chemistry; the equivalent of 6 semester credit hours in English and behavioral sciences. The College also requires completion of all accompanying science laboratory courses. All prerequisite coursework **must** be completed by June 1 of the year the student plans to enter the program.
- One semester, or the equivalent, of biochemistry, physiology, and genetics is recommended.
- The College does not accept alternative educational experiences or other professional training to meet admissions requirements.

Candidates applying via a linkage program with a partner institution must meet ALL requirements of the contracted program.

AACOMAS and Secondary Applications

The College participates in a centralized application service through the [American Association of Colleges of Osteopathic Medicine Application Service \(AACOMAS\)](#). Individuals interested in applying to the College can click on the "Applicants" area of this website for information and application instructions. Applicants must arrange to have official MCAT scores, and transcripts from all prior undergraduate, graduate, and professional institutions attended released to AACOMAS. All coursework taken outside of the United States must be

evaluated by one of the approved services and provided to AACOMAS. All coursework must be reported to AACOMAS even if the work is not pertinent to medical education.

Upon receipt of the initial application and transcript(s), AACOMAS will verify grades and transmit standardized information to the applicant and to their designated osteopathic medical colleges. AACOMAS takes no part in the evaluation or selection of applicants and does not review applications to determine if the application is completed correctly. The College conducts a review of the AACOMAS applications received, and selected applicants may be invited to complete the electronic secondary application and provide supporting documents for consideration by the Admissions Committee.

Applicants with Foreign Coursework

Applicants must report all coursework completed outside the United States and must submit their transcripts for evaluation to a [Western University of Health Sciences Approved Service](#) at the candidate's expense. A course-by-course evaluation is required, and all coursework must be designated as undergraduate, graduate, or professional. WesternU only honors evaluations from one of the approved services. The course evaluation must be sent directly to AACOMAS from the evaluation service.

International Applicants

An international applicant is defined as an applicant who is not a United States citizen or permanent resident of the United States.

International applicants are required to meet all requirements for admission. For a complete list of admissions requirements, please refer to the [Apply Now](#) section of the Prospective Student website.

- If an international applicant is currently enrolled in a foreign medical college or other health professions programs, no part of that medical or health professions curriculum can be used to fulfill any part of the College's academic requirements for granting a Doctor of Osteopathic Medicine degree.
- Foreign medical graduates are not eligible to apply for advanced standing into the program.
- Prior to an acceptance of an offer of admission, international applicants are required to schedule a meeting with the Chair of the Admissions Committee or their designee within three days of notification of an offer of admission. They are also required to review and sign the *Resource Document* provided by the Admissions Office as part of the acceptance process.

Due to external regulatory requirements, applications from international students will only be considered for the COMP (Pomona, CA) campus. For detailed information, please visit the International Student section of the [Doctor of Osteopathic Medicine webpage](#).

Acceptance Deposit

The College follows the AACOMAS Guidelines for receipt of acceptance deposits.

Criminal Background Check

Upon acceptance of an offer of admission to the class, all candidates are required to provide proof of a criminal background check. Additionally, any accepted student who has established residency outside of the United States within the past 7 years, regardless of citizenship, must submit an International Background Check.

Criminal background check findings will be reviewed by the College Admissions Committee. Certain infractions may jeopardize the prospect for future licensure as an osteopathic physician. In such situations, the offer of admission may be rescinded.

Rescinding of Admissions Offers

An offer of admission to the class may be rescinded, or an enrolled student may be dismissed, for failure to meet admissions requirements or discovery of behavior in violation of the Standards of Academic Integrity, Professionalism and Student Conduct as described in the University and College catalogs.

Deferred Admission

Deferred admission is considered on a case-by-case basis by the Associate Director of Admissions for COMP (Pomona CA) and the Assistant Director of Admissions for COMP-Northwest (Lebanon, OR) and may be granted for one year only.

Transfers from Other Colleges of Osteopathic Medicine

Transfer applications from students studying at schools accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation will be considered on a case-by-case basis. It is the policy of the College that all potential transfer students meet the admissions and pre-matriculation criteria as defined on the [Transferring into WesternU website](#).

Transfers will only be considered to begin the third year and all transfer students must have successfully completed COMLEX-USA Level 1 prior to acceptance into the College. All transfer students must complete at least 50% of the educational program at the College. Please see the [Transferring into WesternU](#) on the Prospective Student website for detailed transfer requirements and instructions. Prior coursework transferred from another institution will not be included in the student's WesternU GPA calculation. In addition, transfer students are excluded from class rank calculations. Transfer students must fulfill all graduation requirements as identified by the College. Transfers will not be considered for students attending Liaison Committee on Medical Education (LCME) accredited Colleges of Medicine.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If a student is assessed late fees for a registration period, they may submit an appeal to the Registrar. For additional information on the appeal process, please see the [Registration Late Fees](#) page on the Registrar's Office website.

Student Health Insurance Requirement

All full-time students at Western University of Health Sciences are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) page on the Office of the Registrar website.

New Student Orientation/Welcome Week

Attendance at all Welcome Week activities is mandatory for all incoming first year and repeating students. The material presented during this week is critical for success in the program.

Student Initiated Changes in Enrollment Status

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Transfer to another College of Medicine

If a student in good academic standing wishes to transfer to another medical school, the student may request the transfer by sending a letter to the Dean documenting the reason for the transfer request. In addition to the letter to the Dean, the student must also provide the Dean with a letter of good standing obtained from the Office of the Registrar.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of

scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on withdrawing from the DO program, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Full-Time/Part-Time Status

All DO students enrolled in at least one class/rotation are considered full-time students.

Time Limits

The Doctor of Osteopathic Medicine program is designed to be completed in four (4) years of full-time study. The requirements for the degree must be fulfilled within six (6) years from the date of matriculation to the program. Students who are unable to meet the 6-year time limit for the DO program will be referred to the Student Performance Committee (SPC) and may be administratively withdrawn.

Tuition and Fees

By action of the Board of Trustees, DO tuition and fees for the 2023/2024 academic year (subject to change) are as follows:

\$65,500.00	Annual Tuition
\$40.00	Student Body Fee (Years 1 and 2)
\$20.00	Student Body Fee (Years 3 and 4)

Other Fees and Expenses

\$40.00-\$75.00	Drug Screening (Approximate range)
\$60.00-\$200.00	Criminal Background Check (Approximate range: based on state and additional circumstances)
\$75.00	Audience Response System
\$575.00 - \$1,700.00	Medical Equipment
\$1,500.00 - \$2,800.00	Required Laptop Computer
\$560.00-\$1,250.00*	Required iPad (must be obtained as directed by the College) *
\$800.00	Required and Recommended Texts (Fall)
\$300.00	Required and Recommended Texts (Spring)
\$45.00	Anatomy Supplies (Gloves, Scrubs, Dissection Kit) – Year 1 Only
\$1,100.00	Software required for ISSM 3 and ISSM 4 - Year 2 Only
\$675.00**	COMLEX-USA Examination Level 1 and 2CE**
\$50.00	Discipline Specific Subject Examination Remediation (Each)
\$150.00	Discipline Specific OSCE Remediation (Each)
\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (per month)
\$350.00	Graduation Fee
\$235.00	Annual Parking Permit (Pomona Campus Only)
\$40.00	Locker Key Replacement Fee
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee

* All students in COMP and COMP-Northwest are required to have an iPad. This iPad will be considered your professional iPad. It comes pre-loaded with software to help you be successful during your training. Additionally, the College will be pushing software and messages directly to your device through a management system. The College will be using the iPad for communication, software for your classes, and to utilize modern digital medical devices that can attach directly to the iPad. This iPad is yours to keep and once you graduate, the College will remove the management system. Several iPad options will be available to purchase.

Prices will vary slightly based on taxes and fees. Depending on the model selected by the student the iPad price range is \$560.00-\$1250.00. The required iPad must be obtained as directed by the College.

If a student chooses an option to utilize their personal iPad, they will be required to agree to register their personal device in the university device management system.

**COMLEX-USA fees are subject to change by the NBOME and are updated regularly. Visit the [NBOME Web site](#) for the most current COMLEX-USA fees.

Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified curriculum as defined by the Office of Academic Affairs or who are directed to repeat one or more courses but not the entire academic year are charged a per credit hour tuition rate. This rate is calculated by dividing the total credit hours required for a class year by the annual tuition. The per credit hour rates for 2023/2024 are shown below:

\$1,247.62	DO Year 1 Modified Curriculum Per Credit Hour Charge
\$1,423.91	DO Year 2 Modified Curriculum Per Credit Hour Charge
\$1,310.00	DO Year 3 Modified Curriculum Per Credit Hour Charge
\$1,871.43	DO Year 4 Modified Curriculum Per Credit Hour Charge

Computer Technology

In addition to the iPad, each student is required to have a laptop computer that meets the specifications outlined at <https://support.westernu.edu/TDClient/1848/Portal/KB/ArticleDet?ID=78200>

The laptops will be used for e-mail communication with classmates and faculty, for accessing computer- and server-based course information, instructional software, online bibliographic databases, electronic bibliographies, and for participating in course exercises/activities/exams. Computers will be needed by students on campus as well as at their local residences and when rotating in off-campus courses/rotations; therefore, laptop computers are required instead of desktop models.

The iPad is utilized for select examinations (e.g., anatomy lab practical) and for use in select learning activities.

Clinical Rotations Expenses

During the OMS III year, students are required to return to their respective home campus (Pomona, CA, or Lebanon, OR) two times yearly to attend the mandatory Didactic/Conference Weeks activities. Students may also be expected to return in the OMS IV year for required activities. Any travel, food, housing, or other expenses incurred for these activities are the responsibility of the student. Additionally, OMS III and IV students may choose to do elective rotations at non-core sites, including international sites (OMS IV students or Global Health Track OMS III students only), which may create self-imposed additional expenses. Additionally, some elective rotations done at or through other institutions (e.g., certain hospitals or other medical schools) may involve application fees and/or other charges. Since these rotations are electives, these fees are the student's responsibility.

Subject Examination Repeat and OSCE/EPA Repeat Fees

Students who fail a post-rotation discipline specific COMAT subject examination will be expected to pay any fees associated with a COMAT exam remediation, and any travel expenses related to return to their respective campus or other location of the respective exam as determined by the Department of Clinical Education.

Students who fail one or more CPE-2 or CPE-3 Objective Structured Clinical Examinations (OSCE) or Entrustable Professional Activity (EPA) assessments will be charged a fee of \$150 for each OSCE and/or EPA that must be remediated/re-tested, and any travel expenses related to return to the respective campus.

Failed Rotations Fees

Students repeating coursework will be charged the per unit cost of the course/rotation.

Student Support Services

A wide variety of support services are available to students including but not limited to physical health services (e.g., insurance, MEDWell, physical health service locations), mental health services (e.g., behavioral health counseling, psychiatrist recommendations, mental health service locations, free stress management apps), academic support (e.g., academic counseling, career counseling, tutoring, disability support), and financial support resources (e.g., budget increase, debt management, emergency and student leader funding). A summary of the most up-to-date services with contact information is provided on the Office of Student Affairs (OSA) SharePoint site: [Student Support Resources \(COMP\).pdf \(sharepoint.com\)](#), [Student Support Resources \(COMP-Northwest\).pdf](#) (Accessible to COMP/COMP-Northwest students only).

Students' Rights and Responsibilities

Students have the right to have support and assistance from the College in maintaining a climate conducive to thinking and learning. University teaching reflects consideration for the dignity of students and their rights as persons. Student or faculty mistreatment in the course of the teacher-learner environment will not be tolerated. Examples of behaviors or situations that are unacceptable include, but are not limited to:

- Discrimination based on the WesternU/COMP/COMP-Northwest Non-Discrimination policy
- Sexual harassment
- Unwanted physical contact
- Verbal abuse, profanity, or demeaning comments
- Inappropriate or unprofessional criticism, which belittles, embarrasses, or humiliates
- Unreasonable requests to perform personal services
- Grading used to punish or reward a student for nonacademic activities rather than to evaluate performance
- A pattern of intentional neglect or intentional lack of communication
- Requiring students to perform tasks beyond their level of competency without supervision

Academic Advisement

COMP/COMP-Northwest students will be assigned a faculty advisor upon matriculation. The academic advisor-student relationship can become one of the most valuable aspects of medical education. It provides an opportunity to develop sustained individual contacts between faculty and students on both academic and personal levels. If either the student or the advisor does not find the relationship helpful, either is free to seek a change. If a student wishes to change advisors, they should identify a preferred advisor and ask if they are willing and able to take them on as an advisee. If they agree, the student should submit a Team Dynamix (TDX) ticket to the Office of Student Affairs and request that their advisor on record be officially changed. The Office of Student Affairs is also happy to make advisor recommendations if the student is not sure whom to select. If a faculty member wishes to change advisees, they should contact the Office of Student Affairs on their respective campus to request that the student in question be assigned to another advisor.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty or desiring content support. It is free to all students. Students can be recommended for this program by any faculty member or may self-identify to TAP to receive assistance. Tutors are experienced students who are in good academic standing and are identified through an on-line application process as well as faculty/staff recommendation. Group tutoring is the methodology most used by the TAP. To receive TAP services during a semester, students first must have a LEAD counseling appointment during the semester. For more information on academic counseling and the TAP program, contact the Office of Learning Enhancement and Academic Development (LEAD).

Board Assistance Taskforce

The Dean's Board Assistance Taskforce (BATF) is comprised of members of the College faculty who have been trained in national licensing board examination (NBOME and NBME) preparation counseling and professional guidance. The BATF is dedicated to the support and success of COMP/COMP-Northwest students on their national licensing board exams, providing personalized guidance as well as overall strategies based on current best practices for examination success.

LEAD Office

The Office of Learning Enhancement and Academic Development (LEAD) is a part of the division of University Student Affairs. LEAD's goal is to help each WesternU student successfully complete their course of instruction and assists students by providing one-on-one academic counseling, peer tutoring, the Summer Preparedness and Readiness Course, board exam preparation, and wellbeing support. LEAD offers academic counseling for students to evaluate their respective approaches to learning, studying, and processing of information. Students' symbiotic relationship with an academic counselor allows for the development and implementation of methods to solve identified barriers to effective learning and aids the processes of successful resolution. Additional learning enrichment forums, workshops, and the establishment of on-campus/virtual reviews and support for course exams or licensing/certifying examinations are developed by LEAD in response to the expressed needs and interest of students.

The Office of LEAD serves all WesternU students. All academic and personal counseling referrals to other campus support services are completely confidential. LEAD services are available for both WesternU and WesternU Oregon. Office personnel are available for students on a walk-in basis and/or appointments, which can be made online through the LEAD website or by email. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. For more information, please visit the [LEAD](#) website.

Office of Career and Professional Development

The objective of the Office of Career and Professional Development (OCPD) is to provide students with the information, resources, and experiences necessary to make good career decisions on specialty choice and to be successful in the residency match. This is accomplished throughout the four-year curriculum, and through individualized counseling. Career development is a lifetime process of self-assessment career exploration, career-decision making, and implementation. In order to assist students through this process, the College has developed excellent resources utilizing technology, faculty advisors, career seminars, and student interest groups. The ultimate goal is to provide a high quality individualized holistic approach in professionally developing individuals to their long-term career goal.

In addition to the support provided through the faculty advisor program, students also have access to the career-advising resources through the OCPD. This office is designed to provide the necessary resources to ensure medical students' success in board preparation and residency placement. The services provided include:

- Personal brand development.
- Personalized medical specialty advising and selection.
- Curriculum vitae preparation.
- Personal statement development.
- Letters of recommendation strategy.
- Medical Student Performance Evaluations (MSPE).
- Residency application preparation through the Electronic Residency Application System (ERAS).
- Mock interviews and communication strategies.
- Pre- and post-residency activities (Scramble/SOAP assistance, Match Celebration).

Faculty development sessions are provided to guide faculty advisors to mentor their students effectively. The faculty workshops include the spectrum of services provided for students, as well as advanced mentoring strategies for medical licensure examination preparation, guiding students through the residency timeline and training program placement.

The OCPD and its services are promoted through integrated curricular sessions throughout the entire curriculum.

General Academic Policies and Procedures

AOA Nomenclature

In compliance with the standardized nomenclature of the American Osteopathic Association (AOA), matriculants receive the designation Osteopathic Medical Student (OMS) followed by the current year in the program.

Attendance and Absences from Curricular Activities

Students are expected to participate fully in all scheduled educational activities. In person attendance is required for all mandatory curricular activities and students are responsible for all course content regardless of whether or not they attend the session. Students are required to be present for all scheduled pre-clinical examinations and cannot begin an examination more than 15 minutes after the scheduled time or take the examination at an alternate time without permission from the Office of Student Affairs. An unexcused absence from an examination is grounds for summary failure (a score of zero) for that examination. (Examinations that occur during the clinical phase of the curriculum may be subject to different time restrictions. Please refer to the Clinical Education Manual for the specific policies for examination reporting times.)

The College recognizes that occasionally a student must miss a mandatory curricular activity due to a required or unavoidable circumstance. If a student needs to be excused for any length of time, the request must be submitted prior to the start of the missed activity using the Time-Off Request Form (TOR) via SharePoint. Please see the [Time-Off Request Form](#) homepage for details. Some activities cannot be made-up, therefore, even with an approved TOR, the student may forfeit the points from an activity (e.g., quiz, lab activity, etc.).

Unexcused absences will be viewed as violations of the Standard of Academic Integrity, Professionalism and Student Conduct outlined in the University Catalog. The Office of Student Affairs will monitor students with frequent absence requests to ensure optimal academic performance. The Office of Student Affairs may limit excused absence privileges if deemed necessary.

Excused Absences for Extracurricular Activities

Students who meet all the following criteria may be excused from mandatory curriculum for certain extracurricular activities such as professional conference travel:

- In good academic standing (not on academic probation and passing all courses)
- For preclinical courses, students must not have failed more than one exam during assessment week for the previous three blocks.
- For clinical courses, students must have passed all assessments including but not limited to; national licensing examinations, COMAT subject examinations, Objective Structured Clinical Examinations/Entrustable Professional Activity assessments, and rotations.
- Submitted the Time-Off Request (TOR) Form no less than thirty (30) days prior to departure
- Activity does not fall on a [Blackout Date](#).
- Students whose travel is financially supported by any university entity must also submit a [Student Travel Notification Form](#) through the Office of University Student Affairs.

Excused Absence Documentation

Time-Off Requests can only be considered if the appropriate submitted documentation covers all dates for which the student plans to be absent. Students may scan or take a high-quality photo/screenshot of the necessary documentation. The type of required documentation is determined by the nature of the absence and is reviewed by the Office of Student Affairs. Examples include, but are not limited to:

- A doctor's note (must include your name and date of absence) (appointment reminders not accepted).
 - The note must indicate that your health condition at or around the time of the exam/mandatory activity did not allow you to be present.
- A photo of a hospital armband, or hospital bill for self or family member.
- A program for an immediate family member's wedding, funeral, religious ceremony, or graduation.
- A registration receipt when attending a health professional or leadership conference.
- A [screenshot](#) of your email invitation for a residency interview (showing the date).
- A [screenshot](#) showing your name and the date you are taking a COMLEX-USA or USMLE examination.
- A receipt for car problems such as the purchase of a car battery or confirmation of a tow.
- A [screenshot](#) of a weather app showing the unfavorable weather conditions.

If a Request for Time-Off Form for a non-planned absence is submitted without the required documentation, the student has 48 hours (from the start of the absence) to go back into SharePoint and attach the appropriate documentation to the request. An absence may not be approved if documentation is received late, so the student should be diligent about obtaining and uploading the necessary paperwork as soon as it is available. Please note that if the student is requesting a partial day in conjunction with another partial or full day (or days), they must submit a separate request for the partial day.

Timeframe for Submitting Requests

Planned absences (known in advance of the curricular activity): Examples include scheduled religious observances, conferences (see additional requirements below), immediate family weddings, funerals, graduations, surgeries, and other medical procedures that cannot be done during academic breaks. The Time-Off Request (TOR) Form and all necessary documentation must be submitted no less than 30 days prior.

Unplanned absences (known just prior to the curricular activity): Examples include acute personal illness, a traffic accident, acute illness, or death of a family member. The Time-Off Request (TOR) Form should be submitted by the end of the scheduled curricular activity. Acute emergent events where the TOR cannot be submitted in this timeframe will be reviewed on a case-by-case basis by the Office of Student Affairs. If documentation is not available at the time the TOR is submitted, it must be uploaded to the TOR prior to the scheduled make-up opportunity, or within 48 hours (whichever comes first). Click "update" after attaching the document to notify the Office of Student Affairs that it is ready for review. Requests may not be approved if documentation is received after 48 hours.

For additional information including response time and specific information for pre-clinical and clinical students, please refer to the Time-Off Request section of the OSA SharePoint site.

Make-Up Work

Please note that while make-up work is usually offered for written and practical examinations, some courses have established procedures for missing a class or a quiz, in which case no make-up is offered even if the absence is excused. In other cases, make-up work is not possible due to the nature of the activity. If you are concerned about whether make-ups will be offered for the assignments you will miss during your approved absence, consult the course syllabus.

Make-up examinations will be scheduled by the College Office of Academic Affairs. If a student is unable to complete the make-up opportunity at the scheduled time, the student must submit an additional [Time-Off Request Form \(TOR\)](#) for the date and time of the make-up opportunity. If the student is granted an excused absence for the make-up examination, they will receive an incomplete in the course and will be given the opportunity to complete the examination at a later date as determined by the Office of Academic Affairs. If the student does not request an excused absence prior to the make-up examination, they will be subject to the conditions of an unexcused absence and may be referred to the Student Performance Committee. Make-up examinations are indicated for unavoidable and extreme circumstances only. A recurrent pattern of requesting make-up examinations is not conducive to acceptable academic performance and will result in a referral to the Student Performance Committee.

Details regarding clinical curricular absences can be found in the [Clinical Education Manual](#).

Academic Requirements for Student Government

Students must be in good academic standing in order to apply for and maintain eligibility for all class officer positions.

Examination Policies

For most examinations, a student will sit in an assigned seat, unless prior arrangements have been made with the Office of Academic Affairs. Examinations will be administered in the form of a computer-based examination, paper examination, practical examination, and/or oral examination. During an examination, a student may not leave the room until they have completed the examination, except in an emergency or as excused by the proctor (e.g., restroom break). If a student is excused to leave the room temporarily, the proctor will accompany the student. No additional time will be granted for the student's time out of the examination room. In addition, students are allowed a maximum of one restroom break after two hours of testing.

Once a student completes their examination and leaves the examination room, they will not be permitted to re-enter the room until the examination is complete. All student belongings, except those required for the examination, will be kept in the front of the room. No food or drink (except bottled water) will be allowed during examinations.

For exams that are administered virtually, students must have two devices; one device to take the exam and a second device for Zoom proctoring. Proctoring device must be setup so that exam proctor can see the student's face, both hands, testing device, and optional items (e.g., whiteboard, mouse, etc.). The student's testing space must be clear of everything except for testing device, optional whiteboard and dry-erase marker, and a drink in a clear container. No papers or other writing utensils, recording devices, smart watches, electronic devices or helps of any kind are allowed near or within view. Students may use ear plugs

(foam) for noise reduction and present these items to the exam proctor before starting their assessment. No other type of ear buds or headphones will be allowed. Students should not talk or mouth anything during the assessment. Students should not cover their mouth with their hand, clothing, hair, etc. The OAA will provide advanced information 24 hours prior to the exam containing information regarding the exam timing and Zoom link information.

Students who miss an examination with a documented TOR may not be in or near the designated testing area, including being in the building where the exam is administered, during or immediately following the examination period. The student who misses an examination must also not discuss the content of the examination with anyone and must remove themselves from a situation where students who took the exam may be discussing any aspect of the examination. Furthermore, any student who took the examination and discusses it with a student who was excused will be in violation of the honor code policy. Violations of this policy will be considered a violation of College Standards of Academic Integrity, Professionalism and Student Conduct and may result in a referral to the SPC.

Violations of Examination Policies

Cheating, or actions that give the appearance of cheating, will not be tolerated. Students are not to discuss examination questions with other students during any examination or any other assessment curricular activity, whether it is administered all at once, in segments, or over extended periods. Additionally, students are not allowed to discuss the examination with those who have not yet taken the examination.

If an examination proctor observes a student behaving in a way that could be perceived as cheating, immediately following the examination, the proctor has the authority to refer the situation to the Office of Academic Affairs, which may ultimately result in the student being referred to the Student Performance Committee.

If a student suspects a violation during an examination, they are responsible to report this to the proctor in accordance with the honor code. Students are not authorized to intervene directly.

If it is determined that a student has displayed unprofessional behavior during an examination, they are subject to dismissal from the College.

Grading of Students by Academic and Non-Academic Health Care Professionals

The College provides boundaries and expectations regarding the potential conflict of interest of clinical faculty regarding education and patient care of its students. Clinical faculty employed by the college may also provide clinical care in the community. Medical students may seek medical care from a clinical faculty member in the college in which they are enrolled, creating a possible clash of multiple interests. In order for students to receive quality and prompt medical care while being assured that their relationship with their clinician will not affect their grade or academic advancement, the clinical faculty member must recuse themselves from grading of that student.

Protocol for Input on Matters of Student Concern

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor/course director. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college's Student Affairs

personnel, then the College Dean. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the Office of Student Affairs will be notified and the matter should be referred to the Department Chair, then Dean, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility.

Course Repeats and Remediation

The educational objectives that underlie remedial teaching and evaluation will be the same as the educational objectives that underlie regular courses in the curriculum.

If the student is allowed to remediate or repeat a course, block, or rotation, the Office of Academic Affairs will determine the way(s) in which the student will demonstrate acceptable academic performance and complete the requirement(s).

A student who successfully remediates a course/block/rotation will receive a grade of “RP.”

If a student is directed to repeat a course/block/rotation(s), the grades for both the original and repeated course/block/rotation(s) will be recorded on the official transcript. Only the most recent grade(s) received will be included in the student’s GPA calculation. Students will be charged full tuition for repeated coursework, including repeated clinical rotations.

OMM Competency Evaluation Prior to Return from LOA

If a student does not participate in hands-on Osteopathic Manipulative Medicine (OMM) instruction for more than 30 days, they will be required to complete a *Pre-Return OMM Competency* at the NMM/OMM Department’s earliest convenience prior to their return to the hands-on OMM curriculum. The student will be asked to demonstrate their ability to accurately perform the techniques previously learned to minimize the chances of them injuring a classmate due to improper technique, and to ensure that they have the foundational knowledge and skills necessary for advanced training upon their return.

If they pass the *Pre-Return OMM Competency* they will be allowed to proceed with the hands-on OMM curriculum, if not, they will be required to work with the faculty and/or fellows to strengthen their skills and be re-assessed. If upon re-assessment they are still unable to demonstrate their ability to accurately perform the techniques previously learned, they will be referred to the Student Performance Committee (see “Limited Academic Progress” section under “Outcomes for Unsatisfactory Academic Performance”).

Licensing Examinations

Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE)

The College administers an examination called the COMSAE for Phase One and Phase Two. These examinations are integrated into the curriculum. The COMSAE is designed to gauge the base of the student's knowledge and ability as they prepare to take the COMLEX-USA Level 1 and Level 2 CE examinations. The College will use the results of this examination to determine if the student is at risk for eventual COMLEX-USA Level 1 or Level 2 CE failure. The inability to achieve a minimum score on the COMSAE, as determined by the Office of Academic Affairs, may result in a delay in sitting for the COMLEX-USA Level 1 or Level 2 CE examination until the student meets the minimum requirement established by the College. This may delay the start of or continuation of the Clinical Education phase of the curriculum (core and elective rotations) and/or potentially prevent the student from advancing in the curriculum to the next academic year, (i.e., OMS III to OMS IV). Students who do not achieve the minimum score on the COMSAE within the recommended timeframe provided by the OAA will be required to meet with the Student Performance Committee, or its designated body.

Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA) (National Licensing Examinations) Requirements

COMLEX-USA licensing examinations are a series of exams administered by the National Board of Osteopathic Medical Examiners (NBOME). It is a requirement for all osteopathic medical graduates to pass all COMLEX-USA exams to obtain a license to practice medicine. Successful completion of the COMLEX-USA Level 1 and COMLEX-USA Level 2 Cognitive Evaluation (CE) are requirements for graduation from the College. See Academic Progress section of the catalog for more detail.

United States Medical Licensing Examination (USMLE)

While the United States Medical Licensing Examination (USMLE) series is not a requirement for graduation from the College, it is recognized that this examination series may potentially be beneficial toward the achievement of career objectives for some students. As such, students who take these examinations may be granted time-off through the same process as described for the COMLEX-USA series. Should a student require time off for the USMLE Step 1 or Step 2 CK the student should submit a TOR through the Office of Student Affairs SharePoint site. Students who are deciding whether this examination may be of benefit to their future career objectives are encouraged to consult with the Office of Career and Professional Development.

NBOME/NBME Testing Accommodations

If a student requires accommodations as defined by the Americans with Disabilities Act (ADA), they must contact the NBOME/NBME directly. Accommodations provided by the University do not guarantee that accommodations will be provided by the NBOME or NBME. Students who request test accommodations for any NBOME or NBME examination are encouraged to contact the ^{HF}CDHP as early as possible for assistance. It should be noted that the process can take from six months to a year and therefore, students should begin the process one year before they plan to sit for any of the licensing exams.

Completion of Requirements for Upcoming Rotations

Students are required to complete any applications, supplemental items, and/or clearance paperwork in accordance with site deadlines, or a minimum of 60 days, in advance of the rotation start date.

Requirements vary by site; please review the "Special Instructions" section of your EDU Rotations schedule and Elentra for site specific requirements. Failure to submit site specific clearance/on-boarding documents by the site's stated deadline will result in the student being placed on academic suspension.

Graduate Medical Education

Graduation from the College with a DO degree does not guarantee placement in a residency program or eventual licensure. Obtaining a graduate medical education (GME) position, commonly known as internship or residency, is dependent upon many factors. GME programs evaluate candidates in areas that include but are not limited to curricular performance, licensing examination scores, interpersonal skills, and demonstration of leadership. Candidates participate in a competitive process known as “The Match” to secure a GME position. This primarily occurs through the National Resident Matching Program (NRMP) for positions offered by the Accreditation Council for Graduate Medical Education (ACGME) but may also include other “matches” for specific specialties or the military GME positions.

Students are required to be familiar with and comply with all policies and requirements of the match in which they are participating. A “match” offer is a legal contractual obligation between the student and the program. Failure to abide by a “match” obligation is a “match” violation. Any match violation is grounds for dismissal from the College. Some students obtain a position outside of the main match listed above. Examples include the Supplemental Offer and Acceptance Program through the NRMP and the scramble process. Upon acceptance of a contract for a GME position, a student is considered to have entered into a binding contract. Any breach of that contract will be considered a violation of professional standards. Should a student breach their contract, they will be referred to the Student Performance Committee and will be subject to dismissal.

The College upholds the highest standards for compliance with various match programs. Some match programs, namely the NRMP, require the University to verify that students will be able to begin their residency program on July 1 in the year of their graduation. Students who have not completed all COMLEX-USA Exam requirements as detailed in the ‘Licensing Examinations’ section of this catalog may be verified as eligible for the match but place themselves at risk for delayed graduation and/or inability to start a residency program on time. Students who are verified and obtain placement via the NRMP, but who are then unable to start their program on July 1, will be required to contact the NRMP for a match waiver. Failure to request a match waiver could result in a match violation as outlined in the NRMP’s match participation agreement.

Additionally, the College expects students to demonstrate the utmost professional demeanor throughout the residency application process, which includes interviews. The NRMP or the program will notify the respective college Deans when a student fails to show for an interview. As this constitutes unprofessional conduct, students who fail to show for an interview may be required to appear before the Student Performance Committee, or its designated body.

Medical Student Performance Evaluation (MSPE)

The Medical Student Performance Evaluation (MSPE) is a cumulative evaluation of a student’s academic career relative to their peers and includes assessment of both academic performance and professional attributes. The MSPE is one metric commonly utilized by Program Directors in consideration of candidates for graduate medical education. Decisions resulting from the Student Performance Committee recommendations may be included in the MSPE under the adverse action section.

Standards of Academic Integrity, Professionalism and Student Conduct (“Standards of Student Conduct”)

The University Standards of Academic Integrity, Professionalism and Student Conduct can be located in the University Catalog. The standards outlined below are in addition to those outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

Prior to matriculation, all first-year students will sign a copy of the Student Honor Code and Student Code of Ethics. By signing this document, students acknowledge that their entry into the study of osteopathic medicine joins them to a profession that conducts itself according to a long-standing moral and ethical code. Furthermore, students affirm that they will strive in all efforts to meet these standards for the betterment of the profession and the patients it serves. Students will be prompt, successfully perform their academic coursework and comport themselves in a professional manner.

Dress Code

The purpose of the College’s dress code is to standardize the dress of students to promote professional standards with regard to safety, cleanliness, comfort, and image. All articles of clothing worn on campus, or any affiliated site must be clean, professional, and in good repair.

The dress code requirement must be adhered to while students are on campus or in clinical rotations. Certain courses and rotations may require specific dress (examples: scrubs for anatomy lab and professional dress for Clinical Rotations). Students are expected to be familiar with dress requirements for all curricular elements as detailed in the course syllabi, Clinical Education Manual, or as directed by faculty. While on clinical rotations, students are also expected to abide by dress requirements of the affiliated facility.

Student Honor Code

Students accepted into the DO program are expected to hold themselves and each other to the highest standard of professionalism and honesty. They are also expected to build a sense of mutual trust as they would as future physicians, who are invested in the health and safety of all patients. COMP/COMP-Northwest administration, staff and faculty base all relationships and interactions with students on a core belief that every student accepted into the DO program is worthy of the highest respect and trust. This belief guides the Student Honor Code of Conduct, which lays down the essential framework for all osteopathic medical students/physicians-in-training as we believe that behaviors and choices made as a ‘physician-in-training’ foreshadow those made as a physician. Additionally, as students are representatives of the University and the osteopathic profession, they are expected to behave and communicate in ways that uphold the trust and/or respect for members of the University and osteopathic community.

Student Code of Ethics

The following code of ethics will be adopted by every student: “I understand that it is a great privilege to study osteopathic medicine. Over the course of my training, I will assume extraordinary responsibility for the health and well-being of others. This undertaking requires that I uphold the highest standards of ethical and compassionate behavior. Accordingly, I have adopted the following statement of principles to guide me throughout my academic, clinical, and research work. I will strive to uphold both the spirit and the letter of this code in my years in the DO program and throughout my osteopathic medical career.”

Honesty

- I will not bribe anyone to obtain a personal favorable outcome in any situation.

- I will not attempt to procure, seek, or share any unauthorized assignments, answers, questions, or cases, including practice questions, especially when such is indicated explicitly by the Office of Academic Affairs, or the instructor/professor.
- I will not engage in plagiarism, using or taking credit of others' work without authorization of any kind.
- I will be truthful in all communications; written and/or verbal. I will not falsify any documentation concerned with medical school; academic or otherwise. These may include but are not limited to: A doctor's note regarding excusal from curriculum, documents submitted to University/College entities such as financial aid, research data, rotations documentation including those relevant to a specific clinic/hospital and other documentation.

Confidentiality

- I will regard confidentiality as a central obligation of patient care. In cases of personal information pertaining to classmates, patients, rotation site employees, staff, faculty etc., I will refrain from sharing as gossip.
- I will limit discussions of patients to members of the health care team in settings removed from the public ear (e.g., not in elevators, hallways, cafeterias, etc.).
- I will not share, post, or release information that is considered confidential or private, especially those involving patients and patient records, even on my personal social media platforms. I understand that it is a serious HIPAA violation to publish any patient information without official written consent.
- I will use extreme caution when 'tagging' people and places in any of my photos or posts on social media. e.g., when publishing photographs or images taken inside a healthcare facility in which patients or Patient Health Information (PHI) may be visible. I understand that doing so may be a serious breach of the Student Honor Code as this may cause an inadvertent breach of confidentiality/HIPAA.

Respect for Others

- I will honor all policies guiding the use of shared spaces like classrooms, parking lots, laboratories, hallways, study spaces and any rooms associated with the structure and/or function of the University. This includes articles like equipment, appliances, furniture etc. of shared use within those spaces as well.
- I will dialogue with University/College officials, preceptors, rotation site employees, and peers in a respectful, non-judgmental, and cooperative manner, regardless of the alignment/agreement with their perspectives and opinions.
- I will treat patients and their families with respect and dignity both in their presence and in discussions with other members of the health care team.
- I will interact with patients in a way that ensures their privacy and respects their modesty.
- I will not violate and/or tolerate any form of discrimination as identified by the University Non-Discrimination policy and detailed in the Sexual Harassment and Sexual Misconduct Policy and the Non-Discrimination, Anti-Harassment, and Non-Retaliation Policy.

Responsibility

- I will conduct myself professionally in my demeanor, use of language, and appearance as a student of the University, the College and/or the osteopathic profession, including my social media platforms. I will set patient care as the highest priority in the clinical setting.
- I will recognize my own limitations and will seek help when my level of experience is inadequate to handle a situation on my own.
- In accordance with Drug-Free Workplace Policy, I will not use, distribute, or consume any kind of illicit controlled substances.
- I will not attend curricular or extra-curricular professional events including WesternU sanctioned and/or sponsored activities under the influence of alcohol or any controlled substances.
- I will not use my professional position to engage in romantic or sexual relationships with patients or members of their families.
- I will not share or post sexually explicit communication/images on social media platforms that are not becoming of a future osteopathic physician.
- I will not provide unsupervised (without the approval from a faculty or supervising preceptor) medical evaluation, diagnosis, or treatment.
- I will make myself aware of important policies pertaining to items like absences/time off, IRB approval requirements, University branding requirements, physician-shadowing processes, HIPAA, policies of my rotation sites, clubs and other activities that involves risk management, financial transactions etc. I will reach out to the Office of Student Affairs or the relevant department whenever I am in need of direction and advice regarding policies.

Violations of the Standards of Student Conduct

Students are required to report to the Office of Student Affairs any violations of the Honor Code when they have witnessed or heard about such an occurrence. Students may not conduct an investigation or enquiry on their own.

When the Office of Student Affairs is made aware of a possible Honor Code violation, an initial investigation will be conducted by a representative of the Office of Student Affairs or its designee. Using the findings of the investigation and in consultation with associated department heads, the Assistant/Associate Dean of Student Affairs will determine if the case will be referred to the Student Performance Committee. Violations of Standards of Academic Integrity, Professionalism and Student Conduct may result in sanctions up to and including dismissal. For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures please refer to “Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct”, located in the General Section of the University Catalog.

All student professional concerns/Honor Code violations must be brought to the attention of the leadership of the Office of Student Affairs.

Expectations of Faculty, Residents and Fellows

- I have the right to expect clear guidelines regarding assignments and examinations, as well as to have testing environments that are conducive to academic honesty.
- I cannot be compelled to perform procedures or examinations that I believe are unethical or beyond the level of my training.
- I have the right not to be harassed and not to be subjected to romantic or sexual overtures from those who are supervising my work.
- I have the right to be challenged to learn, but not abused or humiliated.

AOA Code of Ethics

COMP/COMP-Northwest students, faculty and staff support and endorse the [AOA Code of Ethics](#).

On-Campus Video and Audio Recording

Students are not allowed to record and distribute any COMP/COMP-Northwest related activity without approval of the respective faculty member and the College OAA.

Student Injuries and Illnesses in Clinical Settings

If a student is injured or is exposed to potentially infectious (includes blood borne pathogens) or hazardous substances during a clinical rotation the student is required to notify the clinical instructor immediately and seek assessment and/or treatment per facility policy. Follow-up care should be continued at the contracted clinical facility as needed and ordered by the evaluating health care professional. Expenses incurred are to be submitted to the student's personal insurance as the primary coverage and to the university as the secondary insurance, for the reported incident only. The Incident Report Form can be found on the university website and must be completed by the student and/or faculty and submitted electronically. There may also be a requirement to fill out a more detailed report within the student's program of study (please refer to specific program clinical handbook).

Standards of Academic Progress

Satisfactory academic progress and retention in the DO program is defined as passing all courses and maintaining a cumulative numeric score of at least 70% for each of the four academic years. A final grade of “No Pass” or a numeric score below 70% in any course, block or rotation must be remediated prior to promotion to the next academic year or graduation. Retention requirements must be completed as specified and within six years from the date of matriculation. Professional conduct is defined by the Standards of Academic Integrity, Professionalism, and Student Conduct (as noted in the WesternU Catalog), Student Honor Code and the Student Code of Ethics. Students perceived by faculty, administration, or colleagues to be in violation of these standards will be referred to the Student Performance Committee, or its designated body.

Student Performance Committee (SPC)

The Student Performance Committee (SPC) shall consist of eight (8) voting members. The voting members shall consist of four (4) faculty members on each campus appointed by the Dean. Non-voting, ex-officio members shall consist of the following: a representative from the Office of Student Affairs, a representative from the Department of Clinical Education, a representative from the Department of Preclinical Education, and a representative of the Office of Learning Enhancement and Academic Development (LEAD). The Chair and Vice-Chair of the Committee shall be appointed by the Dean. The Committee will meet at the request of the Chair/Vice-Chair. For purposes of creating a quorum, the Committee Chair and Vice-Chair may be counted. A quorum will consist of one more than half of the eight (8) voting members of the committee (i.e., 5 voting members). In the event that an urgent meeting is required, SPC members from the appropriate campus can meet as a separate committee based on location. The quorum for this type of urgent meeting will consist of one more than half of the four voting members of the committee of individual campuses (i.e., 3 voting members).

The Committee is charged with the following responsibilities:

- a) Periodically review the performance and comprehensive evidence of progress of all students who are pursuing the Doctor of Osteopathic Medicine degree. Particular attention will be given to the students in academic difficulty. For purposes of clarification, “performance” is defined as those activities of a behavioral-conduct and/or academic nature.
- b) Receiving reports from members of the faculty or administration regarding any student whose professional/personal conduct or behavior is deemed unsatisfactory. Appropriate professional and personal conduct shall include, but is not limited to, compliance with the Student Honor Code and Code of Ethics, student attendance at all required activities, completing all assigned course work and examinations on time, and a cooperative attitude toward fellow students, WesternU employees, and personnel of affiliated clinical rotation sites. It additionally includes ethical decision-making, appropriate demeanor and personal appearance, and interactions with patients.
- c) Reviewing the academic/professional/personal records of students who appear before the committee and make a recommendation to the Dean regarding appropriate actions. Actions may include promotion, probation, remediation, repeat, suspension, dismissal, administrative withdrawal, and/or, medical assessment, and/or educational assessment. Additional action(s) may be recommended as deemed appropriate to the situation.

- d) Recommending to the College faculty as a whole, the awarding of the degree of Doctor of Osteopathic Medicine upon satisfactory completion of all requirements for graduation as stated in the College Catalog.

The SPC will forward its recommendations to the Dean. The Dean has the authority to accept the recommendations or may make such other decisions, as they deem appropriate under the circumstances. The Dean will issue a decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean's decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

For further information related to the applicable College procedures related to the SPC's review of academic matters, please see Outcomes for Unsatisfactory Academic Progress. While the SPC addresses situations that cover academic performance, professionalism, and student conduct; there may be times where the hearing process in the University catalog supersedes the College catalog. Generally, this occurs when a student is alleged to be in violation of the University's Standards of Student Conduct. In the event that the University Catalog applies, the College will follow all University hearing policies and procedures as applicable. For further information regarding the University hearing process, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Student Conduct," located in University Catalog.

Graduation

A student will be recommended for the Doctor of Osteopathic Medicine Degree provided they:

1. Are not on probation or suspension, have completed all prescribed academic and clinical requirements with a cumulative numeric score of at least 70% and have no outstanding grade of "I", "NP" or "NCR".
2. Have been enrolled in the College during their final two years.
3. Have successfully taken and passed the COMLEX-USA Level 1 and the COMLEX-USA Level 2 CE.
4. Have demonstrated compliance with the "General Academic Policies and Procedures" section of the University Catalog regarding Standards of Academic Integrity, Professionalism and Student Conduct.
5. Have complied with all the legal and financial requirements of the University as stated in the University Catalog.
6. Have completed the AACOM Survey of Graduating Seniors.
7. Have completed all service hours as required by the College.
8. Have completed any and all required Financial Aid exit counseling.
9. Have attended in person and participated in the Commencement ceremony, at which time the oath is administered, and the Doctor of Osteopathic Medicine degree is conferred. Unless special permission has been granted by the Dean, students must participate in their respective commencement ceremony. If the Dean grants special permission for excuse from commencement, the graduates may be required to present themselves to the Dean or designee at another specified

date to take their profession’s oath before their diploma will be released. Requests for excuse will only be granted for extenuating circumstances.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31 of that calendar year. No student will receive the degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to the date of completion of all graduation requirements.

Outcomes for Unsatisfactory Academic Progress

Certain scenarios described in this section result in automatic approval to repeat, remediate, or retake a course or assessment. Outcomes indicated as ‘dismissal’, ‘repeat the year’, and ‘administrative withdrawal’ are considered ‘probable outcomes’ and in these situations, students may request that their case be reviewed by the Student Performance Committee (SPC) to determine whether the probable outcome is appropriate given their unique circumstances (see section titled **“Request for Review”** below). When a student submits a ‘Request for Review’, the SPC will review their student record in its entirety and the committee reserves the right to consider any outcome it deems appropriate, which may be the same, greater, or lesser than the indicated ‘probable outcome’. Please note that course/block/rotation related outcomes refer to failures within a single curriculum year. Any scenarios not referenced below will be referred to the Student Performance Committee (SPC) where they may consider the full range of actions indicated in the Student Performance Committee section above.

First- and Second-Year Courses/Blocks

Students are expected to pass each course/block with an overall percentage equal to or greater than 70%. For the block courses, students must also pass ALL assessment week exams. If a course offers re-take exams (e.g., FOM 1, FOM 2), students who fail one or more of the assessment week exams will be allowed to re-take any failed exam. If a student passes the re-take exam(s) and has an overall course percentage at or above 70%, the student will then pass the course and move on in the curriculum.

If a student does not pass the re-take exam(s), the student will fail the course even if their overall course percentage is at/above 70%. If a course does not offer re-take exams (e.g., ISOM), the student’s grade is final and if they do not achieve a score of 70% or higher, they will receive a failing grade of “NP” or “NOPASS”.

Type of Failure	Action Type	Action
Receipt of “No Pass” grade in a single block/course, with no record of failures in a prior curricular year*	Support:	Success Planning Meetings
	Outcome:	Remediation of Course/Block
	Status	Not applicable
	Change:	
Receipt of “No Pass” grade in a single block/course, with a record of a failure in a prior curricular year* (not applicable for students currently repeating the year)	Support:	Success Planning Meetings
	Outcome:	Remediation of Course/Block
	Status	Academic Probation
	Change:	
Receipt of “No Pass” grades in two different blocks/courses within the same curricular year* with no record of previously repeating a year**	Support:	Success Planning Meetings
	Outcome:	Repeat of Academic Year
	Status	Academic Suspension Until Return
	Change:	Academic Probation During Repeat Year

Type of Failure	Action Type	Action
Receipt of “No Pass” grade in a single block/course remediation with no record of previously repeating a year**	Support:	Success Planning Meetings
	Outcome:	Repeat of Academic Year
	Status	Academic Suspension Until Return
	Change:	Academic Probation During Repeat Year
Receipt of “No Pass” grade in a single block/course during a curricular year* in which the student is repeating coursework	Support:	Office of Student Affairs (OSA) Meeting
	Outcome:	Dismissal
	Status	Dismissal
	Change:	
Receipt of “No Pass” grades in two different blocks/courses within the same curricular year* with a record of previously repeating a year**	Support:	Office of Student Affairs (OSA) Meeting
	Outcome:	Dismissal
	Status	Dismissal
	Change:	
Receipt of “No Pass” grade in a single block/course remediation with a record of previously repeating a year **	Support:	Office of Student Affairs (OSA) Meeting
	Outcome:	Dismissal
	Status	Dismissal
	Change:	

* A curricular year refers to the totality of a student’s performance in all required courses for a given OMS year (e.g. OMS 1 year) even if the courses were completed during different academic years.

**This outcome applies regardless of whether a student has successfully remediated the previously failed blocks/courses.

Third- and Fourth-Year Courses/Rotations

Type of Failure	Action Type	Action
Receipt of “No Pass” grade in a single rotation, without a professionalism component to the failure	Support:	Success Planning Meetings
	Outcome:	Repeat Rotation
	Status Change:	Academic Probation
Receipt of “No Pass” grades in two different rotations	Support:	OSA Meeting
	Outcome:	Dismissal
	Status Change:	Dismissal
Receipt of a “No Pass” grade in a repeated rotation	Support:	OSA Meeting
	Outcome:	Dismissal
	Status Change:	Dismissal

If a student fails or is removed from a rotation and there is a professionalism component to the failure/removal, they will be placed on academic probation and referred to the Student Performance Committee to determine next steps.

COMAT Subject Examinations

COMAT Subject exams are taken on a monthly basis for each core rotation. Students must register for and take the COMAT exams as directed by the Department of Clinical Education and follow all policies of the College and the NBOME. If the student is late for the exam or is a “no-show,” the attempt will count as a failure. Students must complete all COMAT retakes within 8 weeks of being notified that they have failed. The table below indicates the outcomes when a student fails the same subject examination one, two or three times.

Type of Failure	Action Type	First Failure	Second Failure	Third Failure
COMAT Subject Examination	Support:	Success Planning Meetings	Success Planning Meetings	Success Planning Meetings
	Outcome:	Retake COMAT	Retake COMAT	Fail Rotation and Repeat Failed Rotation
	Status Change:	None	Removed from Clinical Rotations until taken (timing TBD by Office of Academic Affairs (OAA))	Academic Probation Until Pass Repeat Rotation

COMLEX-USA Examinations

COMLEX-USA licensing examinations are a series of exams administered by the National Board of Osteopathic Medical Examiners (NBOME). It is a requirement for all osteopathic medical graduates to pass all COMLEX-USA exams to obtain a license to practice medicine. Successful completion of the COMLEX-USA Level 1 and COMLEX-USA Level 2 Cognitive Evaluation (CE) are requirements for graduation from the College.

COMLEX-USA Level 1

- Students must complete the OMS II curriculum prior to taking the COMLEX-USA Level 1. The COMLEX-USA Level 1 must be taken prior to the beginning of the OMS III curriculum. All students retaking COMLEX-USA Level 1 must retake the examination within **90 days** of notification of each failed attempt.
- Students who fail to meet the COMSAE standard and/or those completing remediation or incomplete coursework may request, of the Office of Academic Affairs, additional time to take the COMLEX-USA Level 1; however, all students must have taken COMLEX-USA Level 1 prior to the starting the third-year curriculum.

- If a student is approved for a Medical Leave of Absence, the deadline clock will stop during that time and resume once leave ends. The COMLEX examination may not be taken until medical clearance has been submitted to and approved by the Office of Student Affairs.

COMLEX-USA Level 2 CE

- Students must take COMLEX-USA Level 2 CE by September 1 of their OMS IV year although it is strongly recommended that students take this exam by August 1 of their OMS IV year to assure scores are available earlier for review by prospective residency programs. Students who are off track and cannot meet the September 1 deadline must take the exam within **60 days** of finishing their OMS III curriculum. All students retaking COMLEX-USA Level 2CE must retake the examination within **90 days** of notification of each failed attempt.
- Students must demonstrate successful completion of all Didactic or Conference Week discipline-specific COMAT subject examinations as well as COMSAE Phase 2 in order to take the COMLEX-USA Level 2 CE.
- If taken on a scheduled rotation day, students must request, via the Time-Off Request Form (TOR) on SharePoint, up to a 1-day excused absence from rotations to take COMLEX-USA Level 2 CE.
- If a student is approved for a Medical Leave of Absence, the deadline clock will stop during that time and resume once leave ends. The COMLEX examination may not be taken until medical clearance has been submitted to and approved by the Office of Student Affairs.

COMLEX-USA Level 2 PE*

- *As of February 11, 2021, the NBOME has indefinitely suspended the COMLEX-USA Level 2 PE. In lieu of the COMLEX-USA Level 2 PE, the College has implemented an alternative assessment within the ISSM 5 and 6 courses to assure the student is proficient in the skills and knowledge required for graduate medical education and to sit for the COMLEX-USA Level 3. This will be reevaluated should the NBOME reinstate the COMLEX-USA Level 2 PE elements.

Type of Failure	Action Type	1st Failure	2nd Failure	3rd Failure
COMLEX Level 1	Support:	Success Planning Meetings	Success Planning Meetings	OSA Meeting
	Outcome:	Retake the Exam	Retake the Exam	Dismissal
	Status Change:	Removed from Clinical Rotation Until Taken (timing TBD by the OAA)	Academic Suspension Until Passing Score Received	Dismissal
COMLEX Level 2CE	Support:	Success Planning Meetings	Success Planning Meetings	OSA Meeting
	Outcome:	Retake the Exam	Retake the Exam	Dismissal
	Status Change:	Removed from Clinical Rotation Until Taken	Academic Suspension Until Passing Score Received	Dismissal

Type of Failure	Action Type	1 st Missed Deadline	2 nd Missed Deadline*
Failure to Take/Retake COMLEX by Deadline	Support:	Success Planning Meeting	OSA Meeting
	Outcome:	Take/Retake COMLEX within 4 weeks of Success Planning Meeting	Dismissal
	Status Change:	Academic Suspension Until Taken	Dismissal

*This outcome applies whether a student missed the deadline twice for the same COMLEX exam or once each for two different COMLEX exams.

COMLEX-USA Fourth Attempt

Students are expected to satisfactorily pass the COMLEX Level 1 and COMLEX Level 2CE within the designated timeframes. Failure to do so may render the student eligible for dismissal. If a student is successful in requesting a fourth attempt of the COMLEX Level 1 or COMLEX Level 2CE and fails, the probable outcome is dismissal from the College. Please see the Request for Review section for further information.

Request for Review

Upon notification of a probable outcome of ‘repeat the year’, ‘dismissal’, or ‘administrative withdrawal’ (as defined in the “Outcomes for Unsatisfactory Academic Progress” section of The Catalog), a student may request that the Student Performance Committee (SPC) review their request to consider a different outcome. To do so, the student must submit the [SPC Request for Review Form](#) within 5 working days of being notified of the applicable probable outcome. The request for review should include all relevant information and documentation that the student would like the Committee to consider. The Office of Student Affairs is available to assist students with this process.

When a student submits a ‘request for review’, the student is provided an opportunity to present information before the SPC and the SPC will review their student record in its entirety. The committee reserves the right to consider any outcome it deems appropriate, which may be the same, greater, or lesser than the indicated ‘probable outcome’. The Committee will make a final recommendation to the Dean, who retains ultimate authorization/approval of all outcomes.

If a student fails to request review and/or fails to request review within the appropriate timeframes, the student will be notified, in writing, that the probable outcome is considered in effect, subject to any applicable University appeal rights. Please review the University catalog for further information related to the University Appeals Process.

Failures Across Multiple Events

Students who have failures across multiple events (i.e. COMLEX, COMAT, Course, Rotation, Professionalism, Conduct) may be required to meet with the Student Performance Committee to share their barriers to success and how they plan to mitigate these challenges for the future. If a student meets one of the outcome criteria indicated above, but upon review it is found that they have failures across multiple events, then the student will meet with the SPC rather than enacting the outcome indicated above. The SPC will evaluate the student's situation and consider any outcome it deems appropriate, which may be the same, greater, or lesser than the indicated outcome. Events will be considered cumulatively across all years of the curriculum. Actions may include but are not limited to promotion, probation, remediation, repeat, suspension, dismissal, administrative withdrawal, and/or educational assessment. Additional action(s) may be recommended as deemed appropriate to the situation.

Limited Academic Progress

Students who are not progressing at a rate consistent with their class will be required to meet with the Student Performance Committee to share their barriers to success and how they plan to mitigate these challenges for the future. Reasons for being referred for limited academic progress include but are not limited to having two block/course incompletes or one incomplete and one failure within the same curricular year, requesting more than a 4-week extension to take/retake the COMLEX, and/or failing a Pre-Return OMM Competency re-assessment. Actions may include but are not limited to promotion, probation, remediation, repeat, suspension, dismissal, administrative withdrawal, and/or educational assessment. Additional action(s) may be recommended as deemed appropriate to the situation.

Six Years to Complete Curriculum

Students who are no longer able to complete the curriculum within the requisite six years from matriculation will be referred to the Student Performance Committee and may be administratively withdrawn from The College. Please see the Request for Review section for further information.

Adverse Actions

Academic Probation

A student may be placed on Academic Probation for the reasons outlined in the University Catalog (See the University Catalog: Probation) and/or a consistent pattern of substandard academic progress or professionalism issues including, but not limited to, the reasons indicated in the Outcomes for Unsatisfactory Academic Progress section of this catalog.

Students on Academic Probation must meet with their faculty advisor at least once a month and must meet with a representative from the Learning Enhancement and Academic Development (LEAD) Office and utilize any other resources requested during the Success Planning Meeting. It is the student's responsibility to arrange these meetings.

Students on Academic Probation must resign from all leadership roles in extra-curricular or co-curricular activities associated with the University, College, and/or with professional associations.

Academic Suspension

A student may be placed on Academic Suspension for the reasons outlined in the University Catalog (See the University Catalog: Suspension) and/or a consistent pattern of substandard academic progress or

professionalism issues including, but not limited to, the reasons indicated in the Outcomes for Unsatisfactory Academic Progress section of this catalog.

A student on Academic Suspension is not registered as an active student and is not eligible for financial aid during this time (See the University Catalog: Tuition Refund Policy). They are required to use the time to work towards remediation of the deficiency for which the Academic Suspension was levied. Students on Academic Suspension must resign from all leadership roles in extra-curricular or co-curricular activities associated with the University, College, and/or with professional associations.

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies, as implemented through the procedures outlined in the University Catalog. A student may not receive financial aid during any time of suspension.

Summary Suspension

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, SVP/Provost, or Dean has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal

A student may be dismissed for the reasons outlined in the University Catalog (See the University Catalog: Dismissal) and/or a consistent pattern of substandard academic progress or professionalism issues including, but not limited to, the reasons indicated in the Outcomes for Unsatisfactory Academic Progress section of this catalog. A student is also subject to dismissal if they jeopardize the College standards of scholarship, conduct, and orderly operation.

Appeals Process

University Appeals Process

In accordance with the University catalog, the Dean shall have authority to make decisions regarding a student's status in matters of academic progression/promotion, suspension, student conduct, dismissal, and graduation. A student may appeal the decision of the Dean to the Provost. Dean's decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on "Financial Aid Warning" status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal

Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work- Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Remediation: Financial Aid Policy

If the student, at the end of an academic year, is still considered to be making unsatisfactory progress and must remediate, they will not be eligible to receive Title IV or Title VII funding as per Federal regulations and will be removed from the list of eligible financial aid recipients.

Evaluation and Grading

Pre-Clinical Curriculum Grading

Final pre-clinical course grades are reported on the transcript as shown below. A failed course or rotation that is successfully remediated is designated as a “Remediated Pass” (RP) on the transcript. These grades are assigned based on the final percentage score a student achieves in a course or system according to the following rubrics:

The pre-clinical grading scale displayed below applies to DO classes entering in the **fall of 2019 and beyond**.

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
HON	Honors (93% -100%)	100.00
HPASS	High Pass (85-92%)	90.00
PASS	Pass (70-84%)	80.00
NOPASS	No Pass (< 70%)	0.00
RPASS	Remediated Pass (70%)	70.00
CR	Credit	N/A
NCR	No Credit	N/A

The pre-clinical grading scale displayed below applied to DO classes that entered in the **fall of 2018 and prior**.

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
HNR	Honors (90% and above) *	N/A
P	Pass (70-89%)	N/A
NP	No Pass (Less than 70%)	N/A
RP	Remediated Pass (70%)	N/A
CR	Credit	N/A
NCR	No Credit	N/A

**See respective course syllabi*

Clinical Curriculum Grading (OMS III & IV):

The clinical grading scale displayed below applies to DO classes entering their 3rd year in the **fall of 2020 and beyond**. A failed course or rotation that is successfully remediated is designated as a “Remediated Pass” (RP) on the transcript. The percentages shown in the ‘Equivalent’ column will be used to convert performance indicators (e.g., Honors) into percentages (e.g., 100%) that will be used to calculate an internal GPA and class rank:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
HON	Honors (100%)	100.00
HPASS	High Pass (90%)	90.00
PASS	Pass (80%)	80.00
NOPASS	No Pass (0%)	0.00
RPASS	Remediated Pass (70%)	70.00
CR	Credit	N/A
NCR	No Credit	N/A

The clinical grading scale displayed below applies to DO classes entering their 3rd year in the **fall of 2018 and fall of 2019**. A failed course or rotation that is successfully remediated is designated as a “Remediated Pass” (RP) on the transcript. The percentages shown in the ‘Equivalent’ column will be used to convert performance indicators (e.g., Honors) into percentages (e.g., 100%) that will be used to calculate an internal GPA and class rank:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
HNR	Honors (100%)	N/A
HP	High Pass (90%)	N/A
P	Pass (80%)	N/A
NP	No Pass (0%)	N/A
RP	Remediated Pass (70%)	N/A
CR	Credit	N/A
NCR	No Credit	N/A

The clinical grading scale displayed below applies to DO classes entering their 3rd year in the **fall of 2017 and prior**. A failed course or rotation that is successfully remediated is designated as a “Remediated Pass” (RP) on the transcript. The percentages shown in the ‘Equivalent’ column will be used to convert performance indicators (e.g., Honors) into percentages (e.g., 100%) that will be used to calculate an internal GPA and class rank:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
HNR	Honors (100%)	N/A
HP	High Pass (90%)	N/A
P	Pass (80%)	N/A
LP	Low Pass (70%)	N/A
NP	No Pass (69%)	N/A
RP	Remediated Pass (70%)	N/A
CR	Credit	N/A
NCR	No Credit	N/A

Cumulative Numeric Scores and Class Rank

The cumulative numeric score will be calculated at the end of each semester of the OMS I and II years with the average of all course numeric scores weighted by the number of course credit hours attempted. Since rotation grades are received on a rolling basis, cumulative calculations will occur at the end of the OMS III year so that a student’s ranking can be reported on the Medical Student Performance Evaluation (MSPE). A final cumulative score will be calculated when all OMS IV grades are received.

If a course or clinical rotation is repeated or remediated, only the last grade earned enters into the computation of the cumulative numeric score/grade point average, but the original grade remains on the student’s transcript.

Cumulative class rank will not be calculated for transfer students. Osteopathic Undergraduate Teaching Fellows will not be ranked until the end of the final year.

Administrative Grades

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A
TR	Transfer	N/A
WPC	Waived for Prior Credit	N/A

Audit

An “AU” (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the Dean, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work product while auditing the course for no grade.

Missing Grades

A grade of ‘M’ for Missing will be input by the Office of the Registrar if a student’s grade is not available by the deadline for grade submission. An ‘M’ grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. ‘M’ grades should not be used by the program in place of an Incomplete (I) grade.

Incomplete Grade (I): Courses or Blocks

An Incomplete (I) indicates that a student has not been able to finish all work required for issuance of a grade within the normally scheduled time of the course or system. The “I” is not counted in the grade point calculations and must be replaced before the student can register for the next academic term unless other arrangements have been made with the Office of Academic Affairs. When the incomplete work is complete the final grade that the student has earned for the course is listed. If the required work is not completed within the specified time, the “I” will be converted to the score the student achieved in the course/system prior to the “I” being assigned.

Incomplete Grade (I): Rotations

If a student is unable to finish a rotation due to an extraordinary personal or family situation, they must notify their primary preceptor and the Office of Academic Affairs prior to leaving the rotation. In cases of a life-threatening emergency students are required to inform the Office of Academic Affairs as soon as possible after the emergency is handled. If the student has completed at least two weeks of the rotation (core or elective), the rotation may be counted as a split rotation and a grade may be awarded for the split rotation. In consultation with the Office of Academic Affairs, the student will then schedule the remainder of the rotation as an additional split rotation. If the student has not completed a two-week minimum, a grade of W will be recorded until the rotation can be rescheduled and successfully completed.

If a student cancels a rotation on their own, leaves a rotation before it is finished without prior authorization by the Office of Academic Affairs, fails to show for a rotation without prior notification to the Office of Academic Affairs, or is asked to leave the rotation by the preceptor or other authorized rotation site personnel, the student will be placed on Academic Suspension and the rotation will be listed as a failing grade of “NP” or “NOPASS” with a numeric score of 0 (zero) assigned. The Office of Academic Affairs will notify the Office of Student Affairs who will place the student on Academic Suspension, and the student will be required to appear before the Student Performance Committee, or its designated body.

Grade Reports

Official grades are turned in to the Registrar by the Office of Academic Affairs at which time the online student records system, Self-Service (BanWeb), is updated. Official grade reports and unofficial transcripts are available on the BanWeb student records system throughout the academic year.

Grade Changes Pre-Clinical (OMS I & II)

No grade or numeric score will be changed unless the Office of Academic Affairs certifies that an error in computing or recording the score occurred or that a student has successfully remediated a course or system. This information will subsequently be transmitted to the Registrar.

Students have a maximum of two weeks from the time final grades are reported to them to bring any errors or irregularities in grading to the attention of the Office of Academic Affairs (OAA).

If a student wishes to dispute a course grade, they must submit a ticket through the TDX ticketing system in which they explain the situation and provide documentation substantiating the reason for requesting review. All disputes must be submitted within two weeks of the date the student is notified of the course grade. The final determination will be made by the Office of Academic Affairs, and the student will be informed of the final disposition of the grade. Decisions related to grades are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Grade Changes Clinical (OMS III & IV)

In order to avoid misunderstandings, students should make every effort to discuss the preceptor's evaluation of their performance prior to the completion of the clinical rotation. Once the rotation evaluation has been submitted to the school, the student may not discuss the evaluation with the preceptor or clinical site. Failure to follow this policy will result in the student being assigned a final grade of "No Pass" for the rotation.

If a student wishes to dispute a rotation grade, they must submit a ticket through the TDX ticketing system in which they explain the situation, and provide documentation substantiating the reason for requesting review, which must include the mid-rotation evaluation. All disputes must be submitted within two weeks of the date the student is notified of the rotation grade. A final grade determination will be made by the Office of Academic Affairs, after consultation with the respective preceptor, and the student will be informed of the final disposition of the rotation grade. Decisions related to grades are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Credit Hour Calculation

Courses are rated at one credit hour for each 15.0 hours of lecture or 30.0 hours of laboratory practicum, directed independent study, or small group sessions. One credit hour will be assigned for each week of clinical rotations.

Curriculum Organization

Graduation Service Requirement

The College supports the ideal of the physician as a “servant-leader.” To support that goal, all students are required to complete 30 hours of community service. This is a program requirement and must be fulfilled in order to obtain the DO degree from the College. The hours need to be completed by the end of the second year. Failure to adhere to this deadline will result in the student being referred to the Student Performance Committee. No student will be allowed to progress to the OMS III year if the service hours are not completed by the end of the OMS II curricular year. Details regarding the service options will be provided by the Office of Academic Affairs.

Pre-Clinical Curriculum (OMS I and II)

The first and second years of osteopathic medical school introduce the student to fundamental scientific concepts as they apply to the study of medicine as well as the role of the physician in society. Exposure to clinical medicine with an emphasis on osteopathic principles and practice is woven throughout the curriculum.

Year 1

Year 1, Fall Semester		
Course	Title	Credit Hours
IPE 5000	Patient Centered Cases I	1.00
OM 5000	Introduction to the Study of Osteopathic Medicine (ISOM)	7.50
OM 5005	Integrated Skills for the Study of Medicine 1 (ISSM 1)	3.00
OM 5100	Foundations of Osteopathic Medicine 1 (FOM 1)	6.50
OM 5200	Foundations of Osteopathic Medicine 2 (FOM 2)	9.00
Semester Total:		27.00
Year 1, Spring Semester		
Course	Title	Credit Hours
IPE 5100	Patient Centered Cases II	1.00
OM 5105	Integrated Skills for the Study of Medicine 2 (ISSM 2)	3.00
OM 5300	Foundations of Osteopathic Medicine 3 (FOM 3)	12.00
OM 5400	Foundations of Osteopathic Medicine 4 (FOM 4)	11.50
Semester Total:		27.50
Year 1 Total:		54.50

Year 1 (Intensive Summer Anatomy Students – ISAC)

Year 1, Fall Semester		
Course	Title	Credit Hours
IPE 5000	Patient Centered Cases I	1.00
OM 5000	Introduction to the Study of Osteopathic Medicine (ISOM)	7.50
OM 5002	Intensive Summer Anatomy Course (ISAC)	0.00
OM 5003A	ISAC Facilitation	0.00
OM 5005	Integrated Skills for the Study of Medicine 1 (ISSM 1)	3.00
OM 5100	Foundations of Osteopathic Medicine 1 (FOM 1)	6.50
OM 5200	Foundations of Osteopathic Medicine 2 (FOM 2)	9.00
Semester Total:		27.00
Year 1, Spring Semester		
Course	Title	Credit Hours
IPE 5100	Patient Centered Cases II	1.00
OM 5003B	ISAC Facilitation	0.00
OM 5105	Integrated Skills for the Study of Medicine 2 (ISSM 2)	3.00
OM 5300	Foundations of Osteopathic Medicine 3 (FOM 3)	12.00
OM 5400	Foundations of Osteopathic Medicine 4 (FOM 4)	11.50
Semester Total:		27.50
Year 1 Total:		54.50

Year 2

Year 2, Fall Semester		
Course	Title	Credit Hours
IPE 6000	Team Training in Healthcare I	1.00
OM 6000X	Advanced Study of Osteopathic Medicine (ASOMX)	0.00
OM 6005	Integrated Skills for the Study of Medicine 3 (ISSM 3)	3.00
OM 6100	Foundations of Osteopathic Medicine 5 (FOM 5)	12.50
OM 6200	Foundations of Osteopathic Medicine 6 (FOM 6)	8.00
Semester Total:		24.50
Year 2, Spring Semester		
Course	Title	Credit Hours
IPE 6100	Team Training in Healthcare II	1.00
OM 6105	Integrated Skills for the Study of Medicine 4 (ISSM 4)	4.00
OM 6300	Foundations of Osteopathic Medicine 7 (FOM 7)	10.50
OM 6400	Foundations of Osteopathic Medicine 8 (FOM 8)	8.00
Semester Total:		23.50
Year 2 Total:		48.00

Clinical Curriculum (OMS III and IV)

The College's clinical curriculum consists of the following clinical rotations and courses (each rotation is 4 weeks long, unless otherwise noted):

Year 3

Year 3		
Course	Title	Credit Hours
OM 7010	Family Medicine	4.00
OM 7020	Internal Medicine I	4.00
OM 7021	Internal Medicine II	4.00
OM 7030	Surgery (General)	4.00
OM 7050	Elective	4.00
OM 7051	Elective	4.00
OM 7058	Elective	4.00
OM 7060	Osteopathic Manipulative Medicine	4.00
OM 7070	Pediatrics	4.00
OM 7080	Psychiatry	4.00
OM 7090	Obstetrics/Gynecology-Women's Health	4.00
OM 8055A	Integrated Skills for the Study of Medicine 5A (ISSM 5A)	3.00
OM 8055B	Integrated Skills for the Study of Medicine 5B (ISSM 5B)	3.00
Year 3 Total:		50.00

Year 4

Year 4		
Course	Title	Credit Hours
OM 7515	Sub-Internship	4.00
OM 7535	Selective 2	4.00
OM 7540	Emergency Medicine	4.00
OM 7550 A-E	Electives	20.00
OM 8555A	Integrated Skills for the Study of Medicine 6A (ISSM 6A)	1.50
OM 8555B	Integrated Skills for the Study of Medicine 6B (ISSM 6B)	1.50
Year 4 Required Total:		35.00

Optional Programs

Longitudinal-Experiential Program

The Longitudinal-Experiential Program at COMP/COMP-Northwest is an opportunity that allows students to engage in an active learning environment over a prolonged period. In so doing, the student can experience the practice of medicine soon after they arrive on campus. This experience provides a rich opportunity for the student to integrate skills necessary for the practice of medicine. The traditional focus of medical education has been to arrange courses into sequenced blocks of learning with very little time dedicated to integrating material. Each of the longitudinal-experiential tracks is composed of integrated blocks of learning unified around a theme. A significant portion of each track is composed of experiential training, which allows the student to combine traditional learning methods such as listening, reading, and observing with firsthand immersion.

The Longitudinal Programs currently available:

- **Applied Anatomy** - The focus of the track will be multiple facets of anatomy as it relates to surgical practice, procedures-based medicine, and/or interventional medical practice, to name a few. The track meets monthly, and track activities include faculty-led presentations and workshops, student presentations, and, when conditions permit, hands-on activities on campus. This track will equip students with a sound understanding of the expectations required for rotation and residency. The clinical skills workshop will teach the student a set of clinical skills often unique to a specific discipline but valuable to the education of all.
- **Biomedical and Clinical Research** - The goal of the Biochemical and Clinical Research Track is to give dedicated students an early opportunity to participate in laboratory, clinical or OMM research projects. Students participate in one to two monthly meetings that aim to expose students to the research process. In the first few months of the program, students will identify research opportunities for their summer research project. Participating students will present their work during the second year at the “Western Student and Resident Medical Research Forum” in Carmel, CA or at the “Student Technology and Research Symposium” in Lebanon, OR. In their third and fourth year, participating students are required to choose at least one clinical research rotation as an elective.
- **Business in Medicine**- The Business in Medicine Track will introduce students to the business skills necessary to understand healthcare delivery systems, lead multi-disciplinary teams and apply data analytics.
- **Community Health** - In the Community Health (CH) Track, students attend monthly track meetings, participate in community health projects, and complete a capstone based on a CH Track project. (Track currently available only on the COMP campus)
- **Global Health** - Students have the opportunity to gain an understanding of why global health initiatives have the potential to reduce poverty, build stronger economies, and promote peace.
- **H-art of Medicine**- The H-art of Medicine Longitudinal Track explores the arts as a tool for healing both for restoration of self-well-being, and as potential tools future practitioners can use to help their patients achieve better health by focusing on the whole person of body, soul, and spirit. Additionally, track participants will explore other topics in the medical humanities such as ethics, philosophy,

religion/spirituality, and history toward the goal of creating a more humanistic practitioner. (Track currently available only on the COMP campus)

- **Lifestyle Medicine** - Students acquire skills in nutrition, exercise, and stress management education through innovative hands-on training.
- **Longitudinal Chronic Care Course (LC3)** - For the duration of the program students are paired with a patient living with a chronic disease to experience healthcare through their patient's eyes.
- **Rural Health** - Students participate in an innovative approach to learning about issues pertinent to the practice of medicine and addressing issues of population health in rural and/or underserved communities. (Track currently available only on the COMP-Northwest campus)
- **Health, Justice & Equity Track** - This track provides students the opportunity to further explore diversity, equity, and inclusion in healthcare and how health outcomes from different cultures and communities are affected from lack of representation and policies that properly and adequately address their disparities. This track will create culturally humble advocates for underrepresented and underserved communities, empowering students to be leaders in health justice and equity to improve health outcomes in historically minoritized/marginalized communities.
- **Sports Medicine Track**- Medical students will gain the insights, skills, and know-how to appreciate the ever growing and morphing paradigm of clinical practice regarding sports medicine with its link to primary care, disease prevention and health promotion. (Track currently available only on the COMP-Northwest campus.)

Additional Longitudinal tracks are currently in development; therefore, the above list may not represent all tracks offered during the 2023-2024 academic year.

For additional information, please visit the [Longitudinal Tracks Program](#) website.

COMP²

The Neuromusculoskeletal Medicine/Osteopathic Manipulative Medicine (NMM/OMM) Department offers the COMP² program for students who are interested in gaining additional exposure to the distinct osteopathic approach to patient care. This program emphasizes osteopathic principles and philosophy in a clinical context, the indications, and contraindications of Osteopathic Manipulative Treatment (OMT) as a treatment modality, and the proper application of OMT in those individuals for which it is indicated. The program includes shadowing of the NMM/OMM faculty, NMM/OMM preceptors in the community, Student Osteopathic Manipulative Medicine Clinical Education Program (SOMMCEP), and a few other specified venues. Although no course credit is given for participation in this program, it is recognized and considered by the COMP/COMP-Northwest faculty as a recommended resource for the Osteopathic Principles and Practice curriculum in addition to future clinical practice. For additional information, please contact the Department of NMM/OMM.

Teaching Assistant Programs

The Departments of Anatomy, Family Medicine, and Neuromuscular Medicine/Osteopathic Manipulative Medicine offer teaching assistant programs. The programs offer the opportunity for selected students to help facilitate the learning process for other students. In addition to obtaining leadership and teaching

experiences, students who participate in these programs generally demonstrate better knowledge in the respective subject matter. For additional information regarding these programs, please consult the appropriate department.

NMM/OMM Pre-Doctoral Teaching Fellows

The NMM/OMM Pre-Doctoral Teaching (PDT) Fellowship Program is a scholarship program. Second year osteopathic medical students in good academic and professional standing are eligible to apply for this program. It is a twelve-month training program integrated within the student's third and fourth clinical clerkship years. An additional year is added to the student's osteopathic medical training to accommodate their clinical clerkship and fellowship obligations. The fellowship program affords students the opportunity to teach the science and art of Osteopathic Principles and Practice (OPP). It also allows the interested student to practice and perfect their skills while working under supervision of experienced osteopathic physicians.

The goals of the fellowship program are to develop future osteopathic physicians who:

- Effectively teach applications of osteopathic philosophy and principles in practice.
- Have advanced skills in osteopathic diagnosis and osteopathic manipulative treatment (OMT).
- Contribute to advancing the discipline of NMM/OMM through education, research, and clinical practice.
- Demonstrate exceptional leadership skills.

The NMM/OMM PDT Fellows are respected members of the teaching, research, and service team in the College's NMM/OMM Department. The position requires a strong commitment to the NMM/OMM Department faculty, peers, patients, and to the students. For additional information on the NMM/OMM PDT Fellowship Program, please contact the Department of NMM/OMM or visit the [NMM/OMM](#) website.

Course Descriptions

Courses listed in this catalog are subject to change through normal academic channels. New courses and changes in existing course work are initiated by the appropriate faculty members, departments, or programs, and must be approved by the Curriculum Committee, the faculty, and the Dean.

Pre-Clinical

IPE 5000 Patient Centered Cases – An Interprofessional Approach I (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

IPE 5100 Patient Centered Cases – An Interprofessional Approach II (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

IPE 6000 Team Training in Health Care I (1.0 credit hour, CR/NCR)

IPE 6000 will continue to build upon the knowledge from the IPE 5000 series but will expand upon that knowledge and require the student to learn and apply advanced tools and strategies that are crucial to develop a collaborative healthcare team. The majority of the course is independent study with students engaging in a large-scale tabletop activity where they apply team tools necessary to solve a healthcare dilemma.

IPE 6100 Team Training in Health Care II (1.0 credit hour, CR/NCR)

This course is a continuation of IPE 6000.

OM 5000 Introduction to the Study of Osteopathic Medicine (7.5 credit hours)

The Introduction to the Study of Osteopathic Medicine provides a first look at the fundamental basic science and clinical concepts that will allow a student to succeed in learning the foundations of osteopathic medicine.

OM 5001 Summer Preparedness and Readiness Course (SPaRC) (0 credit hours, CR/NCR)

In an interprofessional environment, SPaRC prepares incoming students for the rigors of their program with an introduction to various curriculum topics including the skeletal system, gross anatomy, and pharmacology. The anatomy component focuses on the skeletal, muscular, cardiovascular, nervous, and other body systems. Additional lecture overviews to program-specific content are also provided. Academic skills presentations focus on enhancing study, test taking, and the development of EQ skills. Acceptance into this program is at the discretion of the coordinating office. The course is elective and does not meet any specific requirements of the program curriculum. A separate tuition is charged. For additional information, contact the Office of Learning Enhancement and Academic Development (LEAD).

OM 5002 – Intensive Summer Anatomy Course (0.0 credit hours, CR/NCR)

The intensive summer anatomy version provides students with an understanding of the superficial and deep anatomical structures and their arrangement to one another while emphasizing normal function and clinical features of the human body. Through laboratory dissections of cadavers, students will learn the language of anatomy and clinically important relationships. Particular attention will be paid to the neurovascular bundles throughout the entire body. In addition to dissections, models, radiographs, clinical presentations, and special demonstrations are employed to emphasize current clinically relevant structures and presentations.

The sum total of this fast-paced course is that students will be able to identify all of the bones, organs, muscles, arteries, veins, nerves and lymphatic structures needed to be successful in the subsequent DO curriculum, and will be able to identify the anatomical defects, injuries, and malformations implicit in the clinical conditions interspersed within the dissection, labs, lectures, and examinations. Students are selected for this course based on GPA and MCAT scores, as well as previous course work in anatomy. No separate fee is charged as the student registers for medical school upon matriculation into this course.

OM 5003A ISAC Facilitation (0.0 credit hours, CR/NCR)

Prerequisites: Completion OM 5002 with a final percentage score of 80% or higher and permission of the Course Director. Students enrolled in this elective course will assist the other first-year medical students in the dissection of cadavers and otherwise aid students in the Foundations of Osteopathic Medicine I course. Other types of teaching assistance, including prosecting difficult-to-identify structures, may also be required.

OM 5003B ISAC Facilitation (0.0 credit hours, CR/NCR)

Continuation of OM 5003A.

OM 5005 Integrated Skills for the Study of Medicine 1 (ISSM 1) (3.0 credit hours)

The ISSM series of courses supports the College mission of preparing students to become technically competent, culturally sensitive, professional, lifelong learners, and compassionate physicians who are prepared for graduate medical education. The College accomplishes this by providing a course that prepares the students for the COMLEX-USA Level 1 examination. Critical partnerships for this goal include the LEAD office to provide workshops on study and test taking skills. Additionally, the ISSM course focuses on professional development. To enhance professional development, the Office of Career and Professional Development will guide students through professional development, career counseling, and providing the tools students will require to be successful osteopathic physicians. Professional development guidance and opportunities are also provided by the Office of Student Affairs and the Department of Population Health Science.

OM 5100 Foundations of Osteopathic Medicine 1 (FOM 1) (6.50 credit hours)

The Foundations of Osteopathic Medicine courses provide students with the foundational basic sciences and health systems sciences as they relate to body systems. These courses integrate the needed knowledge, skills, and attitudes to prepare a student to become an osteopathic physician.

OM 5105 Integrated Skills for the Study of Medicine 2 (ISSM 2) (3.0 credit hours)

Continuation of OM 5005.

OM 5200 Foundations of Osteopathic Medicine 2 (FOM 2) (9.00 credit hours)

Continuation of OM 5100

OM 5300 Foundations of Osteopathic Medicine 3 (FOM 3) (12.00 credit hours)

Continuation of OM 5200

OM 5300X Foundations of Osteopathic Medicine 3X (FOM 3X) (0.00 credit hours)

Extension of OM 5300

OM 5400 Foundations of Osteopathic Medicine 4 (FOM 4) (11.50 credit hours)

Continuation of OM 5300

OM 6000X Advanced Study of Osteopathic Medicine (0.00 credit hours)

The Advanced Study of Osteopathic Medicine provides a first look at the complex basic science concepts of pathophysiology, microbiology, and pharmacology, as well as the clinical concepts that will allow a student to succeed in learning osteopathic medicine.

OM 6005 Integrated Skills for the Study of Medicine 3 (ISSM 3) (3.0 credit hours)

Continuation of OM 5105

OM 6100 Foundations of Osteopathic Medicine 5 (FOM 5) (12.50 credit hours)

The Foundations of Osteopathic Medicine courses provide students with the more complex basic sciences, including pathophysiology, microbiology, and pharmacology, as well as health systems sciences as they relate to body systems. These courses integrate the needed knowledge, skills, and attitudes to prepare a student to become an osteopathic physician.

OM 6105 Integrated Skills for the Study of Medicine 4 (ISSM 4) (4.0 credit hours)

Continuation of OM 6005.

OM 6200 Foundations of Osteopathic Medicine 6 (FOM 6) (8.00 credit hours)

Continuation of OM 6100.

OM 6300 Foundations of Osteopathic Medicine 7 (FOM 7) (10.50 credit hours)

Continuation of OM 6200.

OM 6300X Foundations of Osteopathic Medicine 7X (FOM 7X) (0.00 credit hours)

Extension of OM 6300.

OM 6400 Foundations of Osteopathic Medicine 8 (FOM 8) (8.00 credit hours)

Continuation of OM 6300.

Clinical (OMS III and IV)

Prior to beginning the OMS III and IV years curriculum, commonly known as rotations, in addition to successful completion of the OMS I and OMS II curriculum and the mandatory service hours, students are required to complete additional requirements that may include but are not limited to, successful completion of Basic and Advanced Cardiac Life Support Courses (BLS and ACLS), successful completion of Introduction to Clinical Education, an additional criminal background check, completion of all mandatory trainings and health requirements, and have taken the COMLEX-USA Level 1 examination. Some sites may have additional requirements that may include but are not limited to additional applications and fees that are the student's responsibility, additional background checks, fingerprinting, drug screening, and additional health screenings.

All students should also note that the BLS and ACLS requirements are administered at a period that will allow the student to maintain these certifications through graduation. Should a student fall off track and need additional time, the student must maintain BLS and ACLS certification at their own expense. An exception for this will be granted for students in the NMM/OMM Fellowship.

OM 7010 Family Medicine (4.0 credit hours)

This course provides supervised clinical education in family medicine, including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

OM 7020 Internal Medicine I (4.0 credit hours)

This course provides supervised clinical education in general internal medicine including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

OM 7021 Internal Medicine II (4.0 credit hours)

Prerequisite: OM 7020. Continuation of OM 7020.

OM 7030 Surgery I (General) (4.0 credit hours)

This course provides supervised clinical education in general surgery including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

OM 7050 Elective (4.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 7051 Elective (4.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 7058 Elective (4.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 7060 Osteopathic Manipulative Medicine (4.0 credit hours)

This course provides supervised clinical education in osteopathic manipulative medicine including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication.

OM 7070 Pediatrics (4.0 credit hours)

This course provides supervised clinical education in pediatrics including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication.

OM 7080 Psychiatry (4.0 credit hours)

This course provides supervised clinical education in psychiatry including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication.

OM 7090 Obstetrics/Gynecology-Women's Health (4.0 credit hours)

This course provides supervised clinical education in obstetrics/gynecology/women's health including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication.

OM 7515 Sub-Internship (4.0 credit hours)

This course requires students to function, under supervision of a GME program, at the level of a sub-intern. Expected competencies include clinical management, continuity of care, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. This rotation is limited to specialties that can accommodate the requirements listed above. Please refer to Clinical Education Department for specific specialties that can be accepted as a Sub-I.

OM 7535 Selective 2 (2.0-4.0 credit hours)

This course is a total of 4-weeks of rotations occurring during the 4th year, where students must rotate with residents in the same discipline of that rotation (e.g., surgical resident on a surgery rotation). This course provides supervised clinical education in the discipline of choice including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication.

OM 7540 Emergency Medicine (4.0 credit hours)

This course provides supervised clinical education in emergency medicine including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication.

OM 7550A Elective (1.0-6.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 7550B Elective (1.0-6.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 7550C Elective (1.0-6.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 7550D Elective (1.0-6.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 7550E Elective (1.0-6.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 8055A Integrated Skills for the Study of Medicine 5A (ISSM 5A) (3.0 credit hours)

The ISSM 5 course is taken during the OMS III year and serves to review, amplify, and apply clinical knowledge learned during the first two years of osteopathic medical school and during each rotation. This course also provides the opportunity for the student to obtain new information and skills essential to rotations, residency, and medical practice. Self-directed and guided learning is accomplished through on-campus and on-line projects/activities that enable students to demonstrate competence in completing clinically oriented problems and case scenarios. Participation in the on-line projects and attendance at on-campus session(s) is mandatory. ISSM 5 must be successfully completed for the student to be advanced to OMS IV status. This year long course is split into two sections, with the final grade awarded to both OM 8055A and 8055B at the completion of OM 8055B.

OM 8055B Integrated Skills for the Study of Medicine 5B (ISSM 5B) (3.0 credit hours)

Continuation of OM 8055A. ISSM 5B is the second portion of the two-part ISSM 5 course as described above. The final course grade is awarded to both OM 8055A and 8055 B at the completion of OM 8055B.

OM 8555A Integrated Skills for the Study of Medicine 6A (ISSM 6A) (1.5 credit hours)

Integrated Skills for the Study of Medicine 6A is the first part of a year-long course split into two sections with the final grade awarded at the end of the second part of the course (ISSM 6B). ISSM 6 builds upon the essential knowledge and skills learned during the student's first three years of osteopathic medical school, with the goal of helping the student to be able to successfully transition into their graduate medical education training program and future medical practice. This is accomplished by enabling the student to apply general knowledge to specific clinical applications. In addition, the ISSM 6 course addresses medical professionalism and cultural sensitivity in the care of patients and enables students to sharpen their medical and interpersonal skills. Learning occurs through one or more modalities including online and/or on-campus sessions. Participation and attendance in all sessions is mandatory to pass the course.

OM 8555B Integrated Skills for the Study of Medicine 6B (ISSM 6B) (1.5 credit hours)

Continuation of OM 8555B. ISSM 6B is the second portion of the two-part ISSM 6 course as described above. The final course grade is awarded to both OM 8555A and 8555B at the completion of OM 8555B.

Additional Elective Options

With approval from the Department of Clinical Education and the respective department or faculty member, elective options can also include offerings such as Academic Medicine, Research Rotation, and Independent Study. For further description of non-clinically based elective rotations and policies regarding these options, please refer to the Clinical Education Manual.

Clinical NMM/OMM Fellowship Students

Pre-Doctoral Neuromusculoskeletal Medicine/Osteopathic Manipulative Medicine (NMM/OMM) Teaching Fellowship Program

The policies/procedures set-forth below will apply to all Pre-Doctoral NMM/OMM Teaching Fellows.

The Pre-Doctoral NMM/OMM Teaching Fellowship program is a scholarship program. Only those who are least a second-year osteopathic medical students in good academic and professional standing are eligible to apply for this program. Students will be selected for this limited enrollment program by the NMM/OMM Department based on numerous factors, including, but not limited to, interest in Osteopathic Principles and Practice (OPP), interest in teaching and performance in the OPP course and performance in the program's interview process.

Students selected for the Pre-Doctoral NMM/OMM Teaching Fellowship program must sign a Pre-Doctoral Teaching Fellowship Agreement, which outlines the terms and conditions of participation in the Pre-Doctoral NMM/OMM Teaching Fellowship. NMM/OMM Teaching Fellowship program activities, including, but not limited to NMM/OMM Teaching Fellowship course enrollment, are overseen by the Chair of the NMM/OMM department.

The Fellowship is a three-year obligation to the Department of Neuromusculoskeletal Medicine/Osteopathic Manipulative Medicine. The Fellowship is integrated within the student's third and fourth years of clinical training. A fifth year must be added to the student's period of osteopathic pre-doctoral medical education, and thus graduation is postponed for one year.

Once accepted, students are enrolled in a twelve-month training program, divided into three 17-week training courses. Students selected by the NMM/OMM department will begin the Pre-Doctoral NMM/OMM Teaching Fellowship during the third year of their osteopathic medical education. Students will be enrolled in the

courses listed below this section in addition to the required third- and fourth-year osteopathic curriculum. While enrolled in the courses listed below, the student will be under the direction of the Chair of the Department of Neuromusculoskeletal Medicine/Osteopathic Manipulative Medicine, or the Chair's designee, for at least one semester of each academic year over the course of three years. Any requests for time-off during regularly scheduled fellowship training blocks must be approved by the Chair of the Department of NMM/OMM.

The FEL 7000, 8000 and 9000 courses are non-billable courses and students will not be assessed any additional tuition and fees for enrollment in the FEL 7000, 8000 or 9000 courses. However, if a student withdraws or is dismissed from the Pre-Doctoral NMM/OMM Teaching Fellowship program, no further scholarships, stipends, or other benefits will be provided under the Pre-Doctoral NMM/OMM Teaching Fellowship Agreement, and the student shall be responsible for all remaining tuition and fees required to complete the COMP/COMP-Northwest academic program.

The NMM/OMM Pre-Doctoral Teaching (PDT) Fellows are respected members of the teaching, research, and service team in the College's NMM/OMM Department. Participation in the program requires a strong commitment to the department, faculty, peers, patients, and to the students. For additional information on the NMM/OMM PDT Fellowship, please contact the Department of NMM/OMM or visit the NMM/OMM Fellows tab on the [NMM/OMM](#) webpage.

FEL 7000 Pre-Doctoral NMM/OMM Teaching Fellowship I (16 credit hours, CR/NCR)

This is a specialized course under the direction of the NMM/OMM Department. The fellowship course affords students the opportunity to practice teaching the science and art of osteopathic principles and practice (OPP). It also allows the interested student to practice and perfect their skills while working under supervision of experienced osteopathic physicians. The goals of the fellowship program are to help develop future osteopathic physicians who a) have the ability to teach applications of osteopathic philosophy and principles and practice b) have advanced skills in osteopathic diagnosis and manipulative treatment and c) contribute to advancing the discipline of Neuromusculoskeletal Medicine/Osteopathic Manipulative Medicine through education, research, and clinical practice. Prerequisites: Acceptance into Pre-Doctoral NMM/OMM Teaching Fellowship program and a signed and executed Pre-Doctoral NMM/OMM Teaching Fellowship Agreement.

FEL 8000 Pre-Doctoral NMM/OMM Teaching Fellowship II (16 credit hours, CR/NCR)

Continuation of FEL 7000. Prerequisites: Acceptance into Pre-Doctoral NMM/OMM Teaching Fellowship program, a signed and executed Pre-Doctoral NMM/OMM Teaching Fellowship Agreement, and successful completion of FEL 7000.

FEL 9000 Pre-Doctoral NMM/OMM Teaching Fellowship III (16 credit hours, CR/NCR)

Continuation of FEL 8000 with increased skill and expertise gained in the previous two years and in clinical clerkships. Prerequisites: Acceptance into Pre-Doctoral NMM/OMM Teaching Fellowship program, a signed and executed Pre-Doctoral NMM/OMM Teaching Fellowship Agreement, and successful completion of FEL 8000.

Academic Credit Summary

Students selected for the NMM/OMM fellowship normally complete the DO degree program requirements in five years. During the clinical years, OMS III, IV and V, the NMM/OMM fellows will spend part of each academic year completing the requirements of the fellowship in the FEL 7000, 8000, and 9000 courses and the remainder of the year on clinical rotations. NMM/OMM fellows will complete 16 academic credits each year in the FEL series courses. The number of academic credits completed each year for clinical rotations may vary depending on the student's schedule; however, the NMM/OMM fellows must complete all OMS III core and elective rotations before taking any of the identified OMS IV rotations. By program completion, during the OMS III, IV and V years, all fellows will have completed the three FEL series courses for a total of 48 academic credits and 85 academic credits for the required courses and rotations in the OMS III and IV curriculum.

Honors and Awards

A number of awards and honors are available for COMP/COMP-Northwest students. Some are open to all students, and some are campus specific. For information regarding the awards and honors including eligibility criteria, please contact the Office of Student Affairs.

Academic Calendar

Fall 2023	
June 19, 2023	Juneteenth Holiday – No Classes*
June 20, 2023	Fall Classes Begin (ISAC Students)
June 26, 2023	Fall Rotations Begin (OMS IV and NMM/OMM 5 th Year Fellows)
July 3, 2023	Fall Rotations Begin (NMM/OMM 4 th Year Fellows)
July 4, 2023	Independence Day Holiday – No Classes*
July 24, 2023	Fall Rotations Begin (OMS III and NMM/OMM 3 rd Year Fellows)
July 31- August 3, 2023	Orientation/Welcome Week (OMS I – WesternU Oregon)
August 4, 2023	White Coat Ceremony (OMS I – WesternU Oregon)
August 7 – 11, 2023	Orientation/Welcome Week (OMS I – WesternU)
August 14, 2023	Fall Classes Begin (OMS I and OMS II)
August 19, 2023	White Coat Ceremony (OMS I – WesternU)
September 4, 2023	Labor Day – No Classes*
October 9, 2023	Indigenous Peoples’ Day – No Classes*
November 10, 2023	Veterans Day Observed – No Classes*
November 22, 2023	Thanksgiving Recess Begins @ 5:00 p.m.*
November 27, 2023	Fall Classes Resume (OMS I and II)
December 8, 2023	Fall Rotations End (OMS IV and NMM/OMM 5 th Year Fellows)
December 22, 2023	Fall Classes/Rotations End (OMS I, II, and III, 3 rd and 4 th Year Fellows)
December 25, 2023	Winter Recess Begins (OMS I, II, and III, 3 rd and 4 th Year Fellows)
Spring 2024	
December 11, 2023	Spring Rotations Begin (OMS IV and NMM/OMM 5 th Year Fellows)
January 8, 2024	Spring Classes/Rotations Begin (OMS I, II, and III, 3 rd and 4 th Year Fellows)
January 15, 2024	Martin Luther King Day – No Classes*
February 19, 2024	President’s Day – No Classes*
March 25, 2024	Spring Break Begins (OMS I and II)
April 21, 2024	Spring Classes Resume (OMS I and II)
May 15, 2024	Spring Rotations End (OMS IV &NMM/OMM 5 th Year Fellows - Pomona)
May 15, 2024	COMP Commencement Ceremony (WesternU)
May 24, 2024	Spring Rotations End (OMS IV &NMM/OMM 5 th Year Fellows - Lebanon)
May 24, 2024	COMP-Northwest Commencement Ceremony (WesternU Oregon)
May 27, 2024	Memorial Day – No Classes*
June 10, 2024	Spring Classes End (OMS I)
June 28, 2024	Spring Rotations End (OMS III, 3 rd and 4 th Year Fellows)
July 19, 2024	Spring Classes End (OMS II)

**Students in clinical rotations observe their preceptors’ hours, which may include working on federal holidays.*

Western University of Health Sciences

College of Pharmacy

2023/2024 Academic Year

College of Pharmacy

Master of Science in Biotechnology and Pharmaceutical Sciences

Accreditation

Western University of Health Sciences (WesternU) is accredited by the Senior College and University Commission of the Western Association of Schools and Colleges (WASC). WASC's statement of accreditation status can be found at <http://www.wascsenior.org/institutions/western-university-health-sciences>. You may contact WASC at 985 Atlantic Avenue, Suite 100, Alameda, CA 94501. Phone: (310) 748-9001, Fax: (310) 748-9797, E-mail: wascsr@wascsenior.org. WASC is a non-profit organization that evaluates the quality and educational effectiveness of schools, colleges, and universities. WASC is one of six regional accreditation agencies in the United States. While it is not officially regulated by the government, it is regularly reviewed by the US Department of Education and the Council for Higher Education Accreditation.

Complaints Regarding WASC Accreditation Standards

WesternU is committed to meeting and exceeding the standards for accreditation of colleges and universities as described by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). It is the policy of WesternU that a student, employee, or other constituent of the University that believes that the University may not be in compliance with the standards of accreditation has a right to file a complaint and can view the complaint submission process at: <http://www.wascsenior.org/comments>.

General Information

Program Mission & Goals

The mission of the Master of Science in Biotechnology and Pharmaceutical Sciences (MSBPS) program is to produce biotechnologists and pharmaceutical scientists who discover and advance scientific knowledge that leads to improved human health and quality of life.

The following are the programmatic goals:

- To build a quality student body
- To deliver a unique and innovative curriculum balanced in coursework and research opportunities that prepare students for careers in biotechnology and pharmaceutical sciences
- To contribute to the advancement of science and the understanding, prevention, and treatment of disease

Program Overview

A minimum of 36 semester credit hours is required for completion of the MSBPS program. This includes 16 hours of didactic study and 20 hours of research credits, leading to a thesis. The program emphasizes research in biotechnology and pharmaceutical sciences.

Program Faculty

Program faculty are part of the Department of Biotechnology and Pharmaceutical Sciences in the College of Pharmacy. Their areas of research emphasis include pharmacology, physiology, pharmaceuticals, pharmacokinetics, drug metabolism, pharmacogenomics, molecular immunology, virology, antimicrobial agents, cancer therapy, neuroscience and neuropharmacology, and pharmaceutical formulation and drug design.

Personal Competencies for Admission and Matriculation

A candidate for admission to the MSBPS program must possess, or be able to achieve through a reasonable accommodation, certain intellectual, social, behavioral, and physical abilities, that would enable the individual to acquire the knowledge and technical skills needed to complete program curriculum and formulate a culminating thesis within their specific field of study. Upon matriculation to the program, the student must continue to possess, or be able to achieve through a reasonable accommodation, the personal competencies outlined below throughout their progression in the program. Graduates of the program are eligible for a myriad of possible futures including working in the pharmaceutical and biotech sectors, and further study toward a PhD or professional degree. As a result, it is expected that students have the intellectual ability to learn, integrate, analyze, and synthesize numerical, visual, and textual information within the field of biotechnology and pharmaceutical sciences. They should also be able to effectively and accurately integrate this information and communicate it to others by oral and written means.

The MSBPS program requires the performance of specific essential functions that fall into the broad skill categories, which include but are not limited to the areas below. For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (HFCDHP) at [Disability Accommodations \(e-mail\)](#) or (909) 469-5297 or visit the [HFCDHP web site](#).

Under all circumstances, a candidate or student will be expected to perform the following in a reasonably independent manner, with or without a reasonable accommodation:

Intellectual and Cognitive Abilities

A candidate or student is expected to demonstrate abilities in measurement, reasoning, analysis, and synthesis of acquired data and knowledge.

Communication

A candidate or student is expected to demonstrate oral and written communication skills, which include generating clear articulations of their research and formulating scientific arguments.

Collaboration

A candidate or student is expected to demonstrate the ability to participate in an inclusive learning community such as working within a team amongst other students and laboratory staff.

Laboratory and Research Experience

A candidate or student is preferred to have prior hands-on laboratory experience.

Ethical Standards

A candidate or student is expected to demonstrate the ability to reason through ethically questionable situations

Admissions Policies and Procedures

Non-Discrimination, Anti-Harassment and Non-Retaliation Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community, and applicants, in accordance with all applicable laws.

WesternU also prohibits any form of retaliation against a person, who under good faith, reported a violation under the policy or who participated in any investigation or proceeding under the policy. Violations of the policy will lead to prompt and appropriate administrative action, including and up to termination of employment or expulsion from the University.

Reasonable Accommodation for Disabilities

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodation. A student who discloses a disability and requests accommodation will be referred to the Harris Family Center for Disability and Health Policy (HFCDHP). The student will be asked to provide documentation of the disability for the purposes of determining appropriate accommodations. The College of Pharmacy will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation can contact the HFCDHP office.

Application Requirements

Graduates with a Bachelor of Science or Arts degree in pharmacy, chemistry, biology, or a related scientific area are eligible for application.

Minimum criteria to receive consideration for admission are as follows. Meeting these criteria, however, does not guarantee admission into the program. All admissions decisions are considered final and not subject to appeal.

- A completed WesternU Graduate Application form (including all supplemental information for international applicants).
- Official transcripts of all undergraduate and graduate coursework.
- Cumulative GPA of 2.50 or greater on a 4-point scale.
- Official test scores for either the Graduate Record Examination (GRE), the Medical College Admissions Test (MCAT), or the Dental Admission Test (DAT).

- GRE: the general aptitude portion (verbal, quantitative, and analytical) taken within the last five (5) years, with a combined verbal and quantitative score of greater than or equal to 300 is recommended and a minimum of 10% for the analytical writing section.
- MCAT: recommended minimum Total Score of 497, taken within the last three (3) years.
- DAT: recommended minimum Academic Average of 15, taken within the last three (3) years.
- Personal Statement (500 words or less) describing (1) their educational background, (2) their areas of interest in biotechnology and pharmaceutical sciences, and (3) additional information that would strengthen the application, such as achievements or overcoming adversity.
- Three letters of reference from individuals who are familiar with the applicant's scholarship and research potential.
- All applicants submitting course work from foreign universities are required to pass English language requirements before they are eligible for financial assistance. A minimum score of 89 on the Internal Based TOEFL (iBT) or 6.5 on the IELTS is recommended. Only scores less than 2 years old from the application deadline will be considered.

Application Deadline

Applications must be received (including all supporting application materials) no later than April 1 for the fall semester start of the program.

Applicants with Foreign Coursework

Applicants who wish to use coursework completed outside the United States must submit their transcripts for evaluation to a [WesternU Approved Service](#) at the candidate's expense. A course-by-course evaluation is required, and all coursework must be designated as undergraduate, graduate or professional. WesternU only honors evaluations from an approved service. The official evaluation must be included with the supplemental application packet.

International Students

International students and any other applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. For detailed information, please visit our web page for [International Students](#).

Transfer Credit

A maximum of eight graduate level credits in which the student has earned "B" or higher grade from an equivalent program from another accredited U.S. university will be honored for students transferring into WesternU. The MSBPS Program must approve all transfer credit, and the decision of the Program is final.

Admission Deferral

Applicants who have been admitted to the Master of Science in Biotechnology and Pharmaceutical Sciences program and have not matriculated may defer their admission status for one year (to the next admission cycle), subject to approval from their respective thesis advisor. They are required to reapply if the one-year mark has passed.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please see the [Registration Late Fees](#) page on the Registrar's Office website.

Student Health Insurance Requirement

All full-time students at WesternU are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) page on the Registrar's Office website.

New Student Orientation/Welcome Week

There is a New Student Orientation/Welcome Week at the beginning of each semester. New students must be on campus for the first day of the orientation unless prior approval by the Graduate Program Committee is granted due to extenuating circumstances.

Continuous Registration

Students are required to maintain continuous registration until all requirements for the degree have been met, including defense and publication of Thesis. Students not enrolled in coursework after the completion of their two years are required to enroll and complete PHSC 6999A, Research and Thesis Continuation.

Student Initiated Changes in Enrollment Status

Course Drop/Withdrawal

Students may voluntarily drop a class by working with the program director and completing the necessary paperwork. Course drops are processed as follows:

0-20% of Course Completed (Based on Course Start/End Dates)	Course is removed from student's registration and will not appear on student's academic transcript.
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20-99% of Course Completed (Based on Course Start/End Dates)	Course is assigned a grade of 'W' to indicate the student withdrew from the course. 'W' grades will appear on the student's academic transcript, but will not be included in the student's GPA calculation.
100% of Course Completed (Based on Course Start/End Dates)	Course is assigned the grade earned.

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on withdrawing from the MSBPS program, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Full-Time/Part-Time Status

All students enrolled in at least eight credit hours of coursework are considered full-time students in the MSBPS program. Students enrolled for 6.00 – 7.99 credit hours of coursework are considered three-quarters-time students in the MSBPS program. Students enrolled in 0.5 – 5.99 credit hours of coursework are considered part-time students in the MSBPS program.

Time Limits

The MSBPS program is designed to be completed in two (2) years of full-time study (i.e., four semesters). Students needing to extend their stay into the fifth semester are required to enter a contract for graduation with the program. The contract is designed to set clear expectations, define tasks to be completed, and set deadlines for program completion and graduation by the end of the fifth semester. The contract must be approved by the student, the faculty advisor, the Thesis Advisory Committee members, and the program director no later than 30 days before the start of the fifth semester in the program. Failure to meet agreed-upon expectations, tasks, and deadlines will be considered a breach of contract, subjecting the student to an administrative withdrawal from the program. Continuation of stay in the program for the sixth and final semester will only be permitted under extenuating and documented circumstances and considered case –by case by the program director and the graduate program committee. Request for permission to extend stay into the sixth semester must be submitted to the program office no later than 45 days before the start of the sixth semester. If the request for an extension into the sixth semester is denied, the student must graduate by the end of the fifth semester; or will be subject to an administrative withdrawal. The requirements for the degree must be fulfilled within three (3) years from the date of matriculation to the program. Students who are unable to meet the 3-year time limit for the MSBPS program may be subject to administrative withdrawal. Prior to a final decision of administrative withdrawal, students are required to meet with the Graduate Student

Performance Committee (GSPC) within a reasonable time frame (e.g., within 10 working days from the date of notice) to review their case.

Tuition and Fees

In estimating costs for one academic year of study in the MSBPS program, you should include tuition and fees, books and supplies, room and board, and other miscellaneous expenses. By action of the Board of Trustees, MSBPS tuition and fees for the 2023/2024 academic year (subject to change) are as follows:

\$850.00	Per Credit Hour
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Other Fees and Expenses

\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (Per Month)
\$350.00	Graduation Fee
\$235.00	Annual Parking Permit (Automobile)
\$40.00	Locker Key Replacement Fee
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee
\$TBD	Breakage Fee (Replacement Cost)

Financial Support

Financial support, which includes a stipend and full payment of tuition, is available to qualified applicants on a limited, competitive basis in the form of teaching and research assistantships. Support is for 12 months (including summers) and is limited to two consecutive years for any student. Students may also receive a travel stipend, which allows for travel to a national meeting.

General Academic Policies and Procedures

Protocol for Input on Matters of Student Concern

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college's Student Affairs personnel, then the College Dean. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a student and faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Program Director and Department Chair, then Dean, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a student and staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility.

Attendance and Absences

Attendance is required at all scheduled instructional periods. Absence from instructional periods for any reason does not relieve the student from responsibility for the material covered during the periods missed.

Vacation and Emergencies

Students receive two weeks' vacation each year during winter recess. Under special circumstances, a student may arrange a brief 1-3 days off at the discretion of the Program Director and their faculty advisor in advance. It is the Program Director's and faculty advisor's prerogative whether to grant the time off and is not guaranteed. All decisions related to time-off requests, under this policy, are final and not subject to appeal. Students must submit a time off request at least 3 weeks prior to their time off dates. The form must be approved by the Program Director, their faculty advisor, any course instructors, and the Student Services Coordinator.

Emergencies, including health conditions or serious personal/family issues, which result in less than 15 academic days (three calendar weeks) away from campus, may be granted upon approval by a student's faculty advisor and the Program Director. Any missed course material is the responsibility of the student, and students may be required to complete alternative assignments, at the discretion of course faculty.

Students with emergencies resulting in more than 15 academic days (three calendar weeks) away from campus must apply in writing for a LOA to the appropriate College Dean or their designee. Please see the University Catalog's "Student Initiated Changes in Enrollment Status" for more specific information on a LOA.

Thesis

The thesis will be based on a research project that the student will undertake in the MSBPS program. The faculty advisor will help the student select a topic and mentor the student in their progress.

Students are required to present a written thesis proposal within 7 months in the program and a written thesis to the Thesis Advisory Committee for approval at the end of their two years. In addition, students will be required to defend their thesis via an oral presentation of the thesis content at the end of the program. The Thesis Defense Committee consists of the Thesis Advisory Committee and an external member from within the WesternU faculty, whose role will be to ensure that the defense is conducted fairly.

Students are allowed two opportunities to defend their thesis. In case of an unsatisfactory initial thesis defense, the Thesis Advisory Committee will provide a detailed list of areas needing improvement/remedy within 10 working days from the date of the initial thesis defense. The student is expected to work with their thesis advisor to prepare for the identified deficiencies. The defense remediation must occur no later than the end of the succeeding semester from the first defense attempt, so long as the maximum duration of stay in the program is not breached. The student will be referred to the GSPC for review and may be subject to administrative withdrawal from the program if satisfactory completion is not achieved during the second thesis defense.

Upon satisfactorily passing all requirements, students must submit their thesis to WesternU's library depository CONTENTdm. Submitting to CONTENTdm will make students' theses available on the Internet and to everyone associated with WesternU.

In order to submit a thesis to CONTENTdm, the thesis must be completed and approved by the Thesis Defense Committee. If published figures are incorporated into a thesis, students need to obtain permission from the published sources and cite the figures appropriately within the figure legends.

Once these steps have been taken, students must turn in the electronic PDF file of the thesis including a thesis signature page signed by all members of the Thesis Defense Committee, and a signed WesternU Publishing Agreement form to the MSBPS Student Services Coordinator, who will send the electronic thesis to CONTENTdm, the Dean, and all members of the Thesis Defense Committee.

Faculty Advisor and Thesis Advisory Committee

The faculty advisor serves as the Chair of the student's Thesis Advisory Committee and Thesis Defense Committee, and helps the student in their choice of electives and research projects/thesis topic. Further, the advisor may also assist the student in obtaining a research assistantship if funds are available. The chair is responsible for the satisfactory academic progress of the student and must hold committee meetings with the student on a regular basis.

Each student will be assigned a faculty advisor prior to admission to the program and must remain with that advisor for the duration of the degree program. The Thesis Advisory Committee consists of at least three faculty members (the faculty advisor plus two other faculty members). The chair and at least two of the committee members must be full-time faculty in the Program of Biotechnology and Pharmaceutical Sciences. Upon approval by the Program Director, a fourth member from outside of the department may be eligible for appointment to the committee.

Research and Thesis Expectations

MSBPS students will be given mandatory thesis checkpoints throughout their 2 years in the program. In addition to submitting their thesis proposal within 7 months of starting the program (by February 28 for Fall admission, and by July 31 for Spring admission), students must submit: (1) an introduction, (2) outline of their research methods, and (3) a complete description of a single piece of data, including graphical/tabular

presentation, relevant statistics, and written discussion, by the end of their third semester. Students are highly encouraged to meet with their Thesis Advisory Committee at least once during their 2 years. Providing research material to the committee ahead of time will provide guidance to the student and help keep the committee informed of the progress being made on the thesis. Meeting with the Thesis Advisory Committee is not mandatory before the defense, unless the student decides to extend an additional semester in the program. If these checkpoints are not met, an incomplete grade will be registered for PHSC 6999 Research & Thesis for that semester.

Standards of Academic Integrity, Professionalism, and Student Conduct (“Standards of Student Conduct”)

The University Standards of Academic Integrity, Professionalism, and Student Conduct, can be located in the University section of the catalog. Students are expected to be aware of, and abide by, both University and College policies.

Standards of Academic Progress

Only grades in WesternU courses approved for graduate credit will be used in determining the overall grade point average (GPA) for continuation in the MSBPS program. If, at the end of any semester, the cumulative GPA falls below 3.00, the student will be placed on academic probation, and financial support may be discontinued. A 2.00 (“C”) grade earned in any class may be applied toward graduation only if the cumulative GPA at the time of application for graduation continues at a minimum 3.00 (“B”) . Any grade below a 2.00 (“C”) may not be applied toward graduation.

Graduation

A student will be recommended for the MSBPS degree provided they:

1. Are not on probation or suspension and has completed all prescribed academic requirements with a cumulative GPA of above 3.00 and has no outstanding grade of “I”, “NCR,” or “U”. A 2.00 (C) grade earned in any class may be applied toward graduation only if the overall GPA at the time of application for graduation continues at a minimum 3.00 (B) cumulative GPA.
2. Have satisfactorily completed and orally defended a written thesis.
3. Have completed the Comprehensive Examination on Biotechnology and Pharmaceutical Sciences and the HSRT-N Assessment.
4. Have demonstrated no serious deficiencies in ethical, professional, or personal conduct, as defined in University Catalog, “General Academic Policies and Procedures” section, which would make it inappropriate to award the MSBPS degree.
5. Have complied with all the legal and financial requirements of the University as stated in the University Catalog.
6. Have attended in person and participated in the Commencement ceremony at which time the MSBPS degree is conferred. Unless special permission has been granted by the Dean, each student must participate in their respective commencement ceremony. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31 of that calendar year. No student will receive their degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

Ad-Hoc Graduate Student Performance Committee

The GSPC is an *ad-hoc* committee that can be activated by the Graduate Program Committee to: (1) recommend policies and standards for students’ academic performance; (2) review student performance and

professional conduct, and advise, as appropriate; and (3) review all cases involving grade appeals and allegations of student misconduct. All policy recommendations from the GSPC are forwarded to the Graduate Program Committee and reported to the Department Committee; all recommendations concerning academic or disciplinary action are forwarded to the Dean.

Evaluation of Student Academic Performance (Academic Hearing Process)

An issue related to student academic performance can be brought forward by faculty, student, or staff and reported to the program director. Upon receipt of the complaint and supporting material, the program director will review the issue and forward the case to the graduate program committee. The graduate program committee will consider the complaint and determine whether the case warrants activation of the GSPC, according to GSPC roles and responsibilities as described in this catalog.

The GSPC will review the supporting material provided and may require further investigation and discovery of additional material as needed from all parties involved. During the investigation, the student will be requested to submit a written response pertaining to the case. Upon evaluation of all material, the GSPC will invite the parties involved to present their perspective on the academic performance issue. The student may request permission for a mentor to appear at the meeting. It is the student's responsibility to request the GSPC Chair in writing and identify the proposed mentor. The Chair will determine whether to grant the student's request. The mentor's role will only be one of emotional support, and they are not to participate in the meeting unless the Committee feels that the mentor has information directly related to the case, at which time they will become a witness and no longer act as a mentor.

All recommendations of the GSPC will be made in writing to the program director and shared with the graduate program committee. In consultation with the graduate program committee, the program director will decide on the matter. If the decision involves withdrawal from the program, the program director will forward a recommendation to the Dean of the College of Pharmacy, who will make a decision and inform the student in writing, typically within five working days of receipt of recommendations. The Dean may schedule a meeting with the student before making a final decision. All efforts must be made to consider the case in a reasonable timeline, not to exceed twenty working days from the beginning to the final decision, whenever possible.

Evaluation of Student Conduct (Student Conduct Hearing Process)

For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct", located in the General Section of the University Catalog.

Adverse Actions

Probation

The program director on behalf of the College Dean may place students on probation for the following reasons (these are in addition to the reasons listed in the Satisfactory Academic Progress section of the University Catalog):

1. Inadequate academic progress as determined by the Graduate Program Committee or the GSPC. This includes, but is not limited to, receiving a "U" grade in any course or system.

2. A cumulative GPA below 3.00.
3. Failure to perform in a professional manner.
4. Serious deficiencies in ethical or personal conduct.

A student on probation for receiving a grade of “U” or for a cumulative GPA less than 3.00 will be removed from probation after one semester provided, they have regained a cumulative GPA of at least 3.00 and/or have remediated the failed course. A student on probation due to unprofessional, unethical, or personal conduct issues will be removed from probation when the specified terms of probation are met according to College, University, local, state, or federal guidelines and laws. Students on probation are to remove themselves from all leadership roles in co-curricular activities associated with the University and/or with professional associations. Decisions related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Course Remediation

A student who has taken all course assessments but has receives a grade of “U” for a course, will be permitted to remediate by way of taking a cumulative exam at a date determined by the course facilitator and student. The remediation exam must be taken within six (6) months from the date of the official grade submission of the course to the Registrar’s Office. The remediation exam must be passed ($\geq 70\%$) for the “U” grade to be replaced by a “C” grade, otherwise the student must retake the course at the next time it is offered.

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on “Financial Aid Warning” status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College's standards for professional/personal conduct, as defined by the College. If the student does not meet the College's professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work- Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty or desiring content support. It is free to all students. Students can be recommended for this program by any faculty member or may self-identify to TAP to receive assistance. Tutors are experienced students who are in good academic standing and are identified through an on-line application process as well as faculty/staff recommendation. Group tutoring is the methodology most used by the TAP. To receive TAP services during a semester, students first must have a LEAD counseling appointment during the semester. For more information on academic counseling and the TAP program, contact the Office of Learning Enhancement and Academic Development (LEAD).

Academic Suspension

Students who are deemed unable to continue in the curriculum due to inadequate performance and are required to repeat a given academic year or portion thereof will be placed on academic suspension through such time as they can resume their studies by starting the courses the student is required to repeat. Throughout the time the student is academically suspended, they are also on academic probation, and remains on academic probation until all coursework has been satisfactorily remediated. A student may not receive financial aid during any time of a suspension. Students on Academic Suspension are not registered as active matriculates and should use this time to remediate for the deficiency for which the Academic Suspension was levied..

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies, as implemented through the procedures outlined in the University Catalog. A student may not receive financial aid during any time of suspension.

Summary Suspension

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, SVP/Provost, or Dean has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal

If the cumulative GPA remains below a 3.00 after the student completes 6 (six) graded credit units subsequent to being placed on academic probation, the student will be dismissed from the program. The MSBPS program is a research and thesis based program that places heavy emphasis and importance on student research training, aptitude, and progression. Thus, students who receive a No-Credit (NCR) grade for the PHSC 6999 (Research and Thesis) course will be dismissed regardless of GPA or academic standing in the program.

Appeal Process

Students may appeal decisions regarding suspension, student conduct, academic progression/promotion, and graduation according to the regulations listed in the Student Appeal Process section of the University Catalog.

Evaluation and Grading

Program Learning Outcomes

1. Demonstrate in-depth knowledge of basic concepts and research in biotechnology and pharmaceutical sciences.
 - MSBPS graduates should be able to demonstrate knowledge of the interdisciplinary field of Biotechnology and Pharmaceutical Sciences including drug target discovery, design of new drugs, drug delivery, pharmacodynamics, and pharmacokinetics.
2. Critically evaluate research methodology and findings of studies within biotechnology and pharmaceutical sciences.
 - MSBPS graduates should be able to evaluate evidence through proper interpretation of data and by making logical and appropriate inferences.
3. Apply biotechnology and pharmaceutical science research methodology and advance research within a self-selected area of expertise in their own research projects.
 - MSBPS graduates should be able to demonstrate research skills specific to their field of study.
4. Communicate biotechnological and pharmaceutical science concepts and research findings through oral and written presentations.
 - MSBPS graduates should be able to demonstrate oral and written communication skills, which includes public speaking, generating clear presentations, and writing their research thesis and manuscripts.
5. Demonstrate effective teamwork.
 - MSBPS graduates should be able to work within a team as demonstrated through course work and working with their advisor on their thesis project.
6. Conduct research adhering to standards for ethical and responsible research, and reason through ethically challenging situations.
 - MSBPS graduates should be able to demonstrate ethical conduct and be able to reason through ethically questionable situations related to their scientific field.

Grading Scale

Final course grades are given based upon the traditional 4-point letter system, as follows:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
A	Excellent	4.00
B	Good	3.00
C	Satisfactory	2.00
U	Unsatisfactory	0.00
CR	Credit	N/A
NCR	No Credit	N/A

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A

Audit

An “AU” (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Missing Grades

A grade of “M” for Missing will be input by the Office of the Registrar if a student’s grade is not available by the deadline for grade submission. An “M” grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. “M” grades should not be used by the program in place of an Incomplete (“I”) grade.

Incomplete

An “I” grade will only be assigned to students whose professional commitments and/or personal responsibilities prevent them from completing the requirements of the course. A student may remove an “I” grade by completing course requirements within the following six calendar months or the final grade will be permanently recorded as a “U”. This rule applies regardless of the student’s enrollment status. A student not enrolled during the following six months must still successfully remove the “I” grade. The instructor must certify any grade changes.

Grade Reports

Official grades are turned in to the Registrar from the Departmental Office, at which time the online student records system, Self-Service, is updated. Official grade reports and unofficial transcripts will be available on the Self-Service student records system throughout the academic year.

Appealing a Course Grade

Within five (5) working days from the receipt of the course grade, the student may appeal the grade in writing to the Dean of the College of Pharmacy. The Dean has the authority to make a decision regarding the appeal. The Dean may request input from appropriate sources related to the course grade, including course facilitator, instructor(s), faculty, and/or appropriate committees. The Dean will inform the student of their decision in writing within ten (10) working days from the time the appeal was submitted to the Dean. Dean's decisions related to grades are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Credit Hour Calculation

The MSBPS program awards one credit hours for every 15 hours of lecture or 30 hours of workshop/discussion/laboratory work.

Curriculum Organization

To graduate, students are required to complete a minimum of 36 credit hours, which includes PHSC 6000 Graduate Seminar each semester (see the list of required courses listed below).

Required Courses

Subject/Course #	Course Title	Credit Hours
PHSC 5001	Principles of Biomedical Ethics	1.00
PHSC 5201	Pharmacokinetics, Pharmacodynamics & Pharmacogenomics	4.00
PHSC 5202	Pharmaceutics & Nanotechnology	4.00
PHSC 5500	Biostatistics	2.00
PHSC 6000	Graduate Seminar (4 semesters)	4 x 1.00
Various Course #	Elective	≥ 1.00
PHSC 6999	Research & Thesis	20.00
Total Required Credit Hours:		36.00

Elective Courses

Subject/Course #	Course Title	Credit Hours
PHSC 5111	Leadership Skills	1.00
PHSC 5112	Chemistry of Cosmetics	1.00
PHSC 5200	Biomedical Sciences	3.00
PHSC 6101	Novel Dosage Forms	3.00
PHSC 6103	Product Development	3.00
PHSC 6201	Advanced Pharmacokinetics	2.00
PHSC 6202	Computer-Aided Drug Design	3.00
PHSC 6301	Neuropharmacology	2.00
PHSC 6302	Cardiovascular Physiology & Pharmacology	3.00
PHSC 6303	Cancer Biology, Therapy & Prevention	2.00
PHSC 6401	Immunology	2.00
PHSC 6500	Special Topics in Biotechnology and Pharmaceutical Sciences	1.00 - 4.00
PHSC 6501	Recent Advances in Antimicrobials	2.00

Continuous Registration

Subject/Course #	Course Title	Credit Hours
PHSC 6999A	Research & Thesis Continuation*	0.50

* Students who do not complete elements of PHSC 6999 Research & Thesis in the 4th semester in which they are enrolled will continue their work in PHSC 6999A in the following semester(s).

Course Descriptions

All courses are awarded letter grades, except when indicated otherwise.

PHSC 5001 Principles of Biomedical Ethics (1 credit hour)

This course consists of three topics within modern biomedical ethics. First, the course will survey the various moral philosophies that are used in society as well as the biomedical enterprise. Second, the course will utilize a small group format to discuss medical scenarios to tease apart ethical approaches and the conflict between various ethical theories. Lastly, the course will continue in the small group format to discuss research ethics and use real cases to examine the role that ethics and ethical theories play in laboratory science. Students are also expected to explore their own ethical philosophy and articulate this philosophy in line with the traditional philosophies that will be discussed in class. *Prerequisite: None*

PHSC 5111 Leadership Skills (1 credit hour)

This is an exploratory course for students to find the leader within. There are on-line modules for reading, and self-assessments and projects for defining leadership. Discussion groups and guest speakers discuss leadership styles and roles in various settings. A second domain involves interaction with a leadership mentor. Lastly, students use reflections to define leadership and how they fit into leadership. *Prerequisite: None*

PHSC 5112 Chemistry of Cosmetics (1 credit hour)

This course deals with formulation and applications of cosmetics and personal care products, including diverse topics such as skin, hair, bath products, sunscreens, perfumes and examines the microbiology and the preservation of cosmetics. The legislation of cosmetics will also briefly be examined. *Prerequisite: None*

PHSC 5200 Biomedical Sciences (3 credit hours)

This course provides an introduction to Biomedical Sciences by focusing on the foundations of genetics, cell biology and organ system biology that are part of modern biomedical research. In addition, the course introduces different aspects of the pathology of diseases by exploring how diseases develop within a human. *Prerequisite: None*

PHSC 5201 Pharmacokinetics, Pharmacodynamics & Pharmacogenomics (4 credit hours)

This course exposes students to fundamental principles underlying pharmacokinetics, pharmacodynamics, and pharmacogenomics. Specifically, students will learn about drug absorption, distribution, metabolism, and excretion (ADME), also known as “what the body does to a drug”. As well as generic mechanisms of drug action (dynamics), also known as “what the drug does to the body”. Lastly, the course will explore how ADME and dynamics are altered by the genomics of a patient. The topics in this course are to prepare students for advance study in the field of biotechnology and pharmaceutical sciences. *Prerequisite: None*

PHSC 5202 Pharmaceutics & Nanotechnology (4 credit hours)

Pharmaceutics and Nanotechnology will cover topics in physical pharmacy, pre-formulation, formulation of basic and advanced drug delivery system designs. Specific topics such as thermodynamics, drug stability and solubility, protein, peptide formulations, liposomal and polymer-based nanotechnology products development will be covered extensively. *Prerequisite: None*

PHSC 5500 Biostatistics (2 credit hours)

This course is designed to provide fundamental principles of experimental design suitable for students in the biotechnological and pharmaceutical sciences. The fundamentals of experimental design consist of formulating a testable hypothesis, developing various measurement strategies, ethical treatment of research

subjects, validity, experimental and correlational research strategies, decision making in data collection and data interpretation. *Prerequisite: None*

PHSC 6000 Graduate Seminar (1 credit hour, CR/NCR)

Students enrolled in Graduate Seminar will present a journal article of their or their advisor's choosing to the department once during the semester. The presentation follows the format of a one-hour plenary session at scientific meetings. To get credit for the course the students must evaluate each presentation. Students are expected to read the articles and be prepared to ask questions of the presenter. *Prerequisite: None*

PHSC 6101 Novel Dosage Forms (3 credit hours)

Drug formulation approaches have evolved over the years wherein conventional dosage forms, such as tablets and capsules, have expanded to include an array of novel formulations that are intended for transport of pharmaceutical compounds for desired therapeutic effect while maintaining safety profiles. This new generation of dosage forms is classified as Novel Drug Delivery Systems (NDDS) which includes formulations such as liposomes, microspheres, nanoparticles, self micro-emulsifying drug delivery systems (SMEDDS) and drug targeting etc. Students in this course will receive advanced information about NDDS through didactic, interactive lectures as well as hands-on laboratory exercises where they will learn to prepare new formulations and analyze their properties. Course assessments will be conducted via a combination of exams, term paper and written laboratory reports. *Prerequisite: None*

PHSC 6103 Product Development (3 credit hours)

Pharmaceutical products range from conventional dosage forms such as tablets and capsules to more novel dosage forms such as liposomes and polymeric nanoparticles. Students in this laboratory-based course will engage with the teaching faculty to identify products which will be developed within the Pharmaceutics labs. Thereafter, students will conduct feasibility and optimization studies to characterize the developed pharmaceutical product. No didactic instruction will be conducted however students must consult with the facilitator and teaching faculty at every step of the product development process. The course will culminate with the writing of a product development paper in the manuscript style of a peer reviewed journal (TBD) and an oral presentation of findings. *Prerequisite: None*

PHSC 6201 Advanced Pharmacokinetics (2 credit hours)

This course introduces the student to the kinetic processes by which drugs are absorbed, distributed, and eliminated from the body, and to the mathematical methods of describing and quantitating these processes. These concepts will be used for the understanding of the factors which can influence the utilization profile of a drug. The design and implementation of pharmacokinetic studies and the analysis and interpretation of the data obtained will be emphasized. *Prerequisite: The Pharmacokinetics component of PHSC 5201 Pharmacokinetics, Pharmacodynamics & Pharmacogenomics*

PHSC 6202 Computer-Aided Drug Design (3 credit hours)

Contemporary drug design and discovery draws upon many disciplines that requires students having a broad knowledge of chemistry, physics, molecular biology, pharmacology, and computer technology. This advanced elective course is designed for graduate students in biotechnology and pharmaceutical sciences major to assemble the concepts and strategies on computer-aided drug design and discovery. Examples in structure-based design for a variety of diseases using pharmacophore modeling, QSAR, virtual screening, molecular dynamics and free energy calculations, ADMET property prediction will be introduced. While covering the fundamental concepts behind the methods, this course will provide a strong focus on the practical aspects of computer-assisted drug design using various software packages, such as MOE, OpenEye, AutoDock, NAMD, VMD. The hands-on training sections will be especially valuable to students who wish to use computer-based

methods to enhance the productivity of their research or to acquire the skills in biotechnology and pharmaceutical industry R&D. *Prerequisite: None*

PHSC 6301 Neuropharmacology (2 credit hours)

This course is designed to enable students to understand how drugs alter neuronal communication and how these events lead to a change in behavior or alter the physiological state. Students in particular will learn about the role of different neurotransmitter/neuropeptide systems, their receptor types, drugs interacting with the neurotransmitter/neuropeptide systems, receptor/drug-mediated signal transduction, and the effects of drugs in addiction and other neuropsychiatric disorders. *Prerequisite: None*

PHSC 6302 Cardiovascular Physiology & Pharmacology (3 credit hours)

Cardiovascular Physiology and Pharmacology is designed to give students a foundational understanding of concepts underlying normal cardiovascular function and how those mechanisms become altered in cardiovascular disease. The course will also cover cardiovascular pharmacology, with students presenting recent findings from primary literature on drugs that are used to treat cardiovascular pathophysiology. *Prerequisite: None*

PHSC 6303 Cancer Biology, Therapy & Prevention (2 credit hours)

Significant advances over the last decades have greatly increased the knowledge of cancer. It is now recognized that cancer is a collection of disorders with complex biology. Despite the complexity of cancer, basic, translational, and clinical research has resulted in steady but incremental advances in prevention and therapy. This course will provide an introduction to cancer biology, therapy and prevention through interactive lectures and discussions. Particular interest will be paid to the molecular, cellular and genetic basis of disease, as well as the application in prevention, cancer chemotherapy, targeted therapy and immunotherapy, thus highlighting the challenges in this field of research and the possible avenues to explore. The objective of this course is designed to enable the students to understand basic principles of cancer biology and pharmacology and apply this knowledge into the practice of better drug development. *Prerequisite: None*

PHSC 6401 Immunology (2 credit hours)

This course is designed to enable the students to understand basic principles of immunology and apply this knowledge to better immunotherapy development and the importance of immunology in biotechnology and pharmaceutical sciences. *Prerequisite: None*

PHSC 6500 Special Topics in Biotechnology and Pharmaceutical Sciences (1-4 credit hours)

This course is designed to enable the students to understand advanced principles of their topic area through reading, analyzing and presenting research literature. *Prerequisite: None*

PHSC 6501 Recent Advances in Antimicrobials (2 credit hours)

Recent Advances in Antimicrobials does not have any pre- or co-requisites; however, it is designed for students who have a solid foundation in pharmacology. It covers diseases caused by viruses, bacteria, fungi, and parasites—often referred to as infectious diseases—as well as agents used to treat these diseases with an emphasis on recent advances in their discovery and development. Antimicrobial resistance is an important problem in antimicrobial chemotherapy and will be discussed throughout the course. *Prerequisite: None*

PHSC 6999 Research & Thesis (1-9 credit hours, CR/NCR)

In this course, students are expected to conduct mentor-guided research based on a conceptualized project. The mentor meets with the student on a regular basis to assess the progress of the laboratory research experiments and help guide the project. The student is expected to conduct literature search and evaluation

based on their experimental work. Students will use the experimental findings to write a complete thesis. The course is a pass/fail course. Final assessment occurs when the student presents their thesis. *Prerequisite: None*

PHSC 6999A Research & Thesis Continuation (0.5 credit hour, CR/NCR)

PHSC 6999 Research & Thesis Continuation is a bridge between PHSC 6998 Research & Thesis and completion of the MSBPS program. Students will take this course to satisfy enrollment requirements while completing their thesis work if it is not completed after two full years of PHSC 6998 Research & Thesis. Aside from the credit hours and specified time when this class is available, PHSC 6999 Research & Thesis Continuation is identical to PHSC 6998 Research & Thesis. Due to this identity students should refer to the PHSC 6998 Research & Thesis syllabus for further details. The course is a pass/fail course, but final assessment of the student occurs when the student presents their thesis. *Prerequisite: PHSC 6999 Research & Thesis*

Honors and Awards

The following award is considered for presentation to MSBPS students annually:

Dean' List

Academic Calendar

Fall 2023	
August 7, 2023	First Day of MSBPS Orientation Week
August 14, 2023	Fall Classes Begin
September 4, 2023	Labor Day – No Classes
October 9, 2023	Indigenous Peoples’ Day – No Classes
November 10, 2023	Veterans Day Observed – No Classes
November 22, 2023	Thanksgiving Recess Begins @ 5:00 p.m.
November 27, 2023	Fall Classes Resume
December 22, 2023	Fall Classes End
December 23, 2023	Winter Recess Begins
Spring 2024	
January 8, 2024	Spring Classes Begin
January 15, 2024	Martin Luther King Jr. Day – No Classes
February 19, 2024	Presidents’ Day – No Classes
March 18, 2024	Spring Break Begins
March 25, 2024	Spring Classes Resume
May 16, 2024	College of Pharmacy Commencement Ceremony
May 17, 2024	Spring Classes End

Western University of Health Sciences

College of Pharmacy

**Doctor of Pharmacy (PharmD)
PharmD International Pathway (PIP) Program
2023/2024 Catalog**

College of Pharmacy

Doctor of Pharmacy Program

Accreditation

The College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE) located at 190 S. LaSalle Street, Suite 2850 Chicago, Illinois 60603-3410. Phone: (312) 664-3575; Fax: (866) 228-

2631 Website: www.acpe-accredit.org.

Accreditation Council for Pharmacy Education (ACPE) Policy on Complaints

Student pharmacists have a right to file a complaint with the Accreditation Council for Pharmacy Education (ACPE) if they feel the College of Pharmacy and/or any College of Pharmacy personnel is in violation of the accreditation standards or policies established by ACPE.

For further information, please see the following link:

<http://www.acpe-accredit.org/students/complaints.asp>.

General Information

Our Vision

To be leaders in pharmacy education, practice, and research

Our Mission

To develop leaders in patient care and research within a culture of excellence and inclusivity, who will advance health care through innovative pharmacy education and practice, advocacy, interprofessional collaboration, scholarship, and service.

Our Motto

Create. Care. Connect.

The Degree

Continuing Students – 4 Year Program

The Doctor of Pharmacy (PharmD) degree is awarded in recognition of the highest level of professional education in pharmacy in the United States. To earn the PharmD degree, student pharmacists complete four years of professional study following a minimum of two years of pre-professional education at an accredited college or university.

Incoming Classes – 3.5 Year Program

Beginning with the cohort matriculating in Fall of 2023, the PharmD program will be offered to incoming students as a 3.5-year program of professional study. This change is characterized by 2.5 years of didactic sequence and 1 year of experiential education (6 advanced pharmacy practice education rotations and 1 longitudinal advanced elective). The 3.5-year program is not available to students who originally matriculated into the PharmD program prior to Fall 2023. The determination of eligible cohorts for the 3.5-year program is final and not subject to appeal.

Student pharmacists who complete the 4-year or 3.5-year program are eligible to take state and national pharmacy licensing examinations provided they have satisfied other licensure requirements such as 1500 hours of internship experience. After passing this examination, graduates are licensed to perform all the duties and responsibilities of a practicing pharmacist.

The Doctor of Pharmacy Curriculum

To obtain the PharmD degree student pharmacists will complete a curriculum made up of four components: (1) the didactic curriculum, (2) experiential education curriculum, (3) the interprofessional curriculum, and (4) the professionalism curriculum.

The Didactic Curriculum Component

In the core didactic component of the program, student pharmacists will learn about biological systems and about drugs and their effect on the body. They will take courses in areas such as therapeutics, health care administration, pharmacology, immunology, pharmaceuticals, pharmacogenomics and pharmacokinetics and learn how to apply this knowledge to pharmacy practice. Their studies will include communication skills, patient counseling, pharmacy practice laws and regulations, health care systems, physical assessment and evaluation of the medical literature.

The Experiential Education Curriculum Component: General Information

The clinical training component comprises of 60 credit hours, which is 36% of the total curricular requirements. The pharmacy practice experiential education curriculum begins with the Introductory Pharmacy Practice Experiential (IPPE-1) course (PHRM 5997) and exposes student pharmacists to community pharmacy practice. It is a four-week (40 hours/week) experience (160 experiential hours, 4 credit hours), during the summer of the first year. Every student pharmacist will complete the course by the start of the second year. For student pharmacists enrolled in the PharmD International Pathway (PIP) Program, the IPPE-1 course (PHRM 6300) will run for four weeks (experiential and credit hours are the same as 5997), at the beginning of the summer between the P-2 and P-3 years.

The IPPE-2 course (PHRM 6999) is scheduled during the summer between the second and third years. It consists of a four-week (40 hours/week) experience [(160 experiential hours, 4 credit hours)] that exposes student pharmacists to institutional/inpatient pharmacy practice.

In several different patient-centered training sessions, particularly during the third and fourth years, the student pharmacist will be given an opportunity to put into practice what they have learned in the classroom. Under the supervision of a staff pharmacist, clinical pharmacist and/or faculty member, they will assess and counsel patients, monitor their drug therapies and be involved in most aspects of pharmacy practice. They will spend a total of 36 weeks in these training sessions, called advanced pharmacy practice experiences (APPE) (36 credit hours), which are delivered during a yearly cycle or over a calendar year that starts during the spring of P3 year. Such pharmacy practice experiences will take place in hospitals as well as in clinics, community pharmacies and other settings where pharmacists practice.

The Experiential Education Curriculum Component: Continuing Students – 4-Year Program

After the APPE's are completed, student pharmacists undergo the 16-week Advanced Elective (AE) (16 credit hours) and will have the option of a research or leadership/entrepreneurial track. This 4-month

experience (e.g., rotation/research experience, specialized training, business administration and ownership, etc.) allows student pharmacists to develop more skills and insight in a specific practice area. By the start of the student's last year, individuals should identify an area of professional interest as described below. The 16-week AE program is designed to provide a capstone experience in the student pharmacist's chosen area of interest (e.g., administration, various clinical settings, pediatrics, infectious disease, internal medicine, cardiology, renal, oncology, ICU, ambulatory care, community practice, compounding, pharmacoeconomics, managed care, psychiatry, teaching, pharmaceutical industry, pharmacy informatics, digital health, administration, and pharmacy ownership, etc.).

A student pharmacist may withdraw from an APPE within the first 2 weeks of the experience without receiving a grade of NCR. After the two-week period, withdrawal from an APPE will result in a grade of NCR. If a student pharmacist withdraws from an APPE, they will be required to complete an appropriate replacement APPE during their "Off" rotation, or after their Advanced Elective, as appropriate. NCR grades due to withdrawal from an APPE after the first two weeks will be handled in accordance with the policies discussed later in this document.

The Experiential Education Curriculum Component: Incoming Classes – 3.5-Year Program

The cohort matriculating in Fall of 2023 will also complete 1 year of APPEs. However, the AE that previously took place in Spring of Year 4 will now be incorporated into Spring and Fall of the P3 and P4 years, respectively, and termed Longitudinal Advanced Elective (LAE). Moving the LAE will provide a longitudinal component in Spring of the P3 year for the initial phases of the research or leadership/entrepreneurial track, followed by a dedicated 6-week rotation for completion of the project in Fall of the P4 year. This 6-week rotation will replace the "Off" rotation from the 4-year model. Given this change, if a student pharmacist withdraws within the first two weeks of an APPE rotation, they will be reassigned an appropriate APPE in the following rotation cycle after graduation. The LAE will essentially provide an identical capstone experience but will be delivered longitudinally throughout the APPEs experience.

A student pharmacist may withdraw from an APPE within the first 2 weeks of the experience without receiving a grade of NCR. After the two-week period, withdrawal from an APPE will result in a grade of NCR. If a student pharmacist withdraws from an APPE, they will be required to complete an appropriate replacement APPE in the rotation cycle of the following year. NCR grades due to withdrawal from an APPE after the first two weeks will be handled in accordance with the policies discussed later in this document.

The Interprofessional Curriculum Component

Student pharmacists in their first and second professional years are required to participate in a series of Interprofessional Education (IPE) courses. These courses prepare health professions students to practice health care services through a team approach. The IPE courses instill non-technical competencies including communication, collaborative practice, and scope of practice. Working in small interprofessional teams, student pharmacists apply these competencies as they jointly explore cases or activities presenting common clinical scenarios or conditions with other health professions students. These cases and activities integrate elements common to all professions, including ethical, behavior, social and psychological issues.

The Professional Development Curriculum Component

The College of Pharmacy values the development of student pharmacists into contributing members of the profession of Pharmacy and expects all graduates to acquire and maintain the highest level of professional attitudes and behaviors. To promulgate this belief, student pharmacists must participate in at least five professional development activities during each of the first two academic years, and five in the last two academic years (combined). These activities are divided into five categories: (1) professional education, (2) patient care service, (3) legislative advocacy, (4) professional service and leadership and (5) healthcare related community service and philanthropy.

In addition, all student pharmacists are required to participate in the longitudinal curriculum, Exploring Leadership and Self-Awareness (ELSA) in order to fulfill the Professional Development Curriculum requirements. ELSA comprises noon-time activities once every quarter overseen by a faculty team advisor. The topics covered include Self-Awareness, Emotional Intelligence, StrengthsFinder, Well-Being, Grit, Resilience and integrating these areas with personal and professional goals.

Personal Competencies for Admission and Matriculation

A candidate for admission to the Doctor of Pharmacy program must possess, or be able to achieve through a reasonable accommodation, certain intellectual, emotional, and physical abilities, that would enable the individual to acquire the knowledge, technical and clinical skills needed to complete, successfully, the curriculum in order to pursue a career in pharmacy practice. Upon matriculation to the program, the student must continue to possess, or be able to achieve through a reasonable accommodation, the personal competencies outlined below throughout their progression in the Doctor of Pharmacy program. The practice of pharmacy requires the performance of specific functions that fall into five broad skills categories, including, but not limited to the areas outlined below.

For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (^{HF}CDHP) at [Disability Accommodations \(e-mail\)](#) or (909) 469-5297 or visit the [^{HF}CDHP web site](#).

Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation:

Observation Skills

Candidates must be able to observe lectures, demonstrations, and experiments in all types of settings. A candidate must be able to accurately observe a patient's condition and elicit information to obtain a history and use appropriate physical assessment techniques in order to evaluate, recommend and initiate a suitable therapeutic plan. Pharmacy practice requires the ability to visually interpret prescription and medication orders and accurately distinguish one product from another. Observation of the technical quality of manufactured, as well as compounded medications is required. Candidates must be able to prepare medications for dispensing to patients and observe the activities of technical staff operating under their supervision in accordance with state law.

Communication Skills

Candidates must be able to communicate professionally and effectively in both academic and health care settings. This requires the ability to understand, write and speak fluent English to record information accurately and communicate effectively and sensitively with faculty and staff, patients, and members of the healthcare team. The candidate must also be able to recognize nonverbal communication cues. Candidates must be able to elicit a medical and medication history and correctly interpret the information obtained to develop an accurate patient care plan. Candidates must be able to document drug therapy consultations and pharmacist interventions in an appropriate, professionally written format that meets commonly accepted standards for the exchange of information among health care professionals. Candidates must be able to complete professional communication activities in an efficient manner considering the response time required to deliver optimal pharmacy services.

Motor Skills

Candidates must possess the motor function necessary to fulfill all types of medication orders/prescriptions, compound medications, the safe and aseptic handling of sterile pharmaceutical preparations; the proper operation and demonstration of diagnostic equipment for patient assessment such as peak flow meters

and glucose monitors; and the ability to deliver or administer patient therapies. Patient therapies include, but are not limited to, immunizations and cardiopulmonary resuscitation, and first-aid treatment. Candidates must be able to use pharmacy equipment, technologies, and computer-based information systems to retrieve, assess, and enter patient and non-patient specific healthcare related data. Candidates must have sufficient physical stamina to complete the rigorous didactic, laboratory and clinical experiences, which consist of long periods of sitting, standing, or moving.

Interpretative, Conceptual and Quantitative Skills

Candidates must be able to utilize learning techniques that will allow mastery of the pharmacy curriculum when delivered through a variety of modalities including didactic instruction, group-based learning, independent learning, projects, reports, experiential training, and computer assisted learning. Candidates must be able to memorize, measure, calculate, reason, and demonstrate a fundamental and continuing ability to use analytical reasoning independently and in collaboration with others to assimilate knowledge, solve problems, and explain health care situations. The candidate must be able to use information to develop appropriate drug therapy and monitoring plans in a reasonable amount of time appropriate to the situation and safety of the patient.

Behavioral and Social Skills

Candidates must possess the maturity and emotional stability required for full utilization of their intellectual abilities, the exercise of sound judgment and the prompt completion of all academic and patient care responsibilities. The candidate must maintain professional and ethical standards appropriate to their educational level and the ability to work in an interprofessional environment. Candidates must also be able to adapt to changes, function in the face of uncertainty in clinical situations, display flexibility, and be able to ensure prompt and safe completion of all responsibilities. Candidates must be able to effectively function individually and in teams, in situations of emotional and physical stress; contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes. Compassion, integrity, interpersonal skills, motivation and concern for others are humanistic qualities that will be assessed during the admissions and educational process.

Programmatic Outcomes

The faculty of the College has defined a set of minimal, concise, program outcomes for the Doctor of Pharmacy Program at Western University of Health Sciences. Graduates from our Doctor of Pharmacy Program are expected to provide pharmaceutical care as entry-level pharmacists. As such, these outcomes reflect the knowledge, skills and attitudes of generalist, entry-level pharmacists who are able to deliver high quality pharmaceutical care.

The program outcomes were developed by a national panel of pharmacy educators and are essential elements of pharmacy education accreditation. The outcomes are well aligned with the vision of the WesternU College of Pharmacy: ***“Develop leaders in pharmaceutical care and research who will advance global health outcomes through innovative pharmacy practice, interprofessional collaboration, scholarship and service”.***

The program outcomes delineate the knowledge, skills and attitudes that student pharmacists must develop in order to practice competent pharmaceutical care. They provide the minimal set of abilities that a student should master during their education and training within our Program. These outcomes are consistent with current accreditation standards and other professional standards, guidelines and codes. They provide the basis upon which the Doctor of Pharmacy curriculum and student competency will be assessed.

Program Outcomes	
1..1	Learner (Learner) Develop, integrate and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems and advance population health and patient centered care.
2.1	Patient-centered care (Caregiver) Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans and document activities).
2.2	Medication use systems management (Manager) Manage patient healthcare needs using human, financial, technological and physical resources to optimize the safety and efficacy of medication use systems.
2.3	Health and wellness (Promoter) Design prevention, intervention and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
2.4	Population-based care (Provider) Describe how population-based care influences patient centered care and influences the development of practice guidelines and evidence-based best practices.

3.1	Problem Solving (Problem Solver) Identify problems, explore and prioritize potential strategies and design, implement and evaluate a viable solution.
3.2	Educator (Educator) Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
3.3	Patient Advocacy (Advocate) Assure that patients' best interests are represented.
3.4	Interprofessional collaboration (Collaborator) Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding and values to meet patient care needs.
3.5	Cultural sensitivity (Includer) Recognize social determinants of health to diminish disparities and inequities in access to quality care.
3.6	Communication (Communicator) Effectively communicate verbally and nonverbally when interacting with an individual, group or organization.

4.1	Self-awareness (Self-aware) Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation and emotions that could enhance or limit personal and professional growth.
4.2	Leadership (Leader) Demonstrate responsibility for creating and achieving shared goals, regardless of position.
4.3	Innovation and Entrepreneurship (Innovator) Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
4.4	Professionalism (Professional) Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers and society.

Admissions Policies and Procedures

Admission to the College of Pharmacy is on a highly competitive basis. Each year we receive many more applications than we can accommodate in our program. At WesternU, we retain smaller class sizes, offering accepted student pharmacists a closer relationship with their faculty and fellow student pharmacists. The College of Pharmacy is looking for individuals who add to the diversity of our student body, have excellent communication skills, demonstrate compassion, are dependable, display good judgment and critical thinking abilities, and exhibit dedication towards advancing the profession. Admissions decisions are final and not subject to appeal.

Non-Discrimination, Anti-Harassment and Non-Retaliation Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community, and applicants, in accordance with all applicable laws.

WesternU also prohibits any form of retaliation against a person, who under good faith, reported a violation under the policy or who participated in any investigation or proceeding under the policy. Violations of the policy will lead to prompt and appropriate administrative action, including and up to termination of employment or expulsion from the University.

Reasonable Accommodation for Disabilities

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodation. A student who discloses a disability and requests accommodation will be referred to the Harris Family Center for Disability and Health Policy (^{HF}CDHP). The student will be asked to provide documentation of the disability for the purposes of determining appropriate accommodations. The College of Pharmacy will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation can contact the ^{HF}CDHP office.

Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2023/2024 academic year. Current admission and application requirements for the PharmD program, including prerequisite coursework requirements, can be located on the [Prospective Student website](#).

The College of Pharmacy Admissions Committee will consider applicants with a minimum of two years of college (60 academic semester hours or 90-quarter hours) of pre-pharmacy study at an accredited college or

university. The minimum preferred overall pre-pharmacy and science grade point average is a 2.50. Grades of "C-" or lower in any of the prerequisite courses are not accepted. Prerequisite courses are subject to review each year. Exception: Due to significant educational challenges applicants may have encountered during the COVID-19 pandemic, "pass" grades for prerequisites will be approved on a case by cases basis. Pre-requisite laboratory courses that were canceled by undergraduate institutions due to COVID-19 will be waived.

Applicants who have received a baccalaureate degree or higher will be considered more favorably than applicants who have fulfilled only the minimum requirements.

Prerequisite Courses

Prerequisites	Duration	
College English*	1 Semester	* Non-science prerequisites and electives will be waived for students who have a confirmed baccalaureate degree at the time of <u>matriculation</u> (does not include calculus).
English Composition*	1 Semester	
Speech Communication*	1 Semester	
General Chemistry (w/ Lab)	2 Semesters	#Elective 1 (one course must be completed from this category): Economics, Anatomy, Statistics, Physics, or other Upper Science Division courses.
Organic Chemistry (w/ Lab)	2 Semesters	
Human Physiology	1 Semester	
Biochemistry/Molecular Biology/Cell Biology	1 Semester	#Elective 2 (one course must be completed from this category): Public Speaking or Social Sciences courses
General Biology	1 Semester	
Calculus	1 Semester	
Electives *#	2 Semesters	

- All advanced placement (AP) credit test scores that were previously accepted by the applicant's undergraduate institution are acceptable (time limit of 10 years).
- Introductory level courses in the sciences are not accepted.
- Physiology must be taken from the physiology, anatomy and physiology, biology, or zoology departments.
- We do not accept substitutions or waive any of the prerequisite courses.
- English as a Second Language (ESL) courses are not accepted for the English requirement. English courses must be taken from the English department.
- All prerequisite course work in progress must be completed no later than the spring semester or quarter immediately preceding matriculation.
- Summer session courses taken immediately prior to matriculation at WesternU are not accepted.
- Transfer of Credit, CLEP or Credit for Experiential learning is not recognized by the program.

Standardized Examinations

- Pharmacy College Admissions Test (PCAT) is not required.
- Test of English as a Foreign Language (TOEFL)

TOEFL is required for all applicants submitting course work from foreign schools. A minimum preferred score of 213 for the Computer Based test or 79 for the Internet Based TOEFL (IBT) test must be submitted by March 1 prior to matriculation. TOEFL scores are valid for two years. For more information regarding the TOEFL test, please visit their website at <http://www.ets.org/toefl>.

Exception: The TOEFL exam will be waived for permanent and temporary residents of the United States who have completed the English and Speech prerequisites of the College from an accredited institution in the United States.

English courses taken from foreign countries whose native language is English will be accepted (e.g., Canada, Australia, Great Britain, New Zealand, and the British West Indies).

Recommendations

Two letters of recommendation are required as part of the admissions application, however three are preferred. Recommendation forms are available via PharmCAS (see below). The recommendations should state the nature and extent to which the recommender knows the candidate and should elaborate on the applicant's attributes and abilities including communication skills, ethics, interpersonal skills and motivation toward the profession.

Application Procedures and Deadlines

The Pharmacy College Application Services (PharmCAS) is the centralized application service for WesternU's College of Pharmacy. PharmCAS offers a web-based application service that allows applicants to use a single application and one set of materials to apply to multiple PharmD programs.

WesternU's application deadline to apply to PharmCAS is March 1st. Application materials must be complete and submitted to PharmCAS by the deadline. It may take approximately 4-5 weeks for PharmCAS to process application materials and forward them to Western University of Health Sciences. To apply to PharmCAS, or to request an application, visit their website at <http://www.pharmcas.org>.

All application materials can be located on our website at <http://prospective.westernu.edu/pharmacy-pharmd/apply-13/>. Applicants who do not submit all application materials by the deadline may not be eligible to continue in the admissions process. The minimum preferred GPA for consideration is a 2.50 (overall) and a 2.50 (sciences). WesternU is not responsible for delays in mail delivery. We strongly encourage candidates to apply early.

Faculty in the College of Pharmacy will screen each applicant's admissions file to determine whether an applicant will be granted an interview. Candidates selected for an interview will be required to participate in an assessment of written and verbal communication skills. Interview sessions are conducted during the weekends (Saturdays) and, only under special circumstances, during the weekday. Virtual interviews are offered on a case-by-case basis. Decisions of the Admissions Committee regarding the admission of applicants to the Doctor of Pharmacy program are final.

Applicants admitted to the College of Pharmacy are required to pay an initial \$200.00 enrollment deposit and an additional \$300.00 after March 1st. Upon enrollment, this deposit is applied toward the tuition for the academic year. Persons who fail to enroll forfeit the entire deposit.

Applicants with Foreign Coursework

Applicants who wish to use coursework completed outside the United States must submit their transcripts for evaluation to a [Western University of Health Sciences Approved Service](#) at the candidate's expense. A course-by-course evaluation is required, and all coursework must be designated as undergraduate, graduate or professional. Western University only honors evaluations from one of the approved services. The official evaluation must be included with the supplemental application packet.

International Students

International students and any other applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. For more detailed information, please visit the web page for [International Students](#).

Transfers from Other Schools

A transfer applicant is a student currently enrolled in a Doctor of Pharmacy (PharmD) program at an ACPE-accredited School/College of Pharmacy and is applying to the WesternU COP PharmD program. The applicant must be in good academic standing. Applicants who have been asked to leave their original PharmD program due to academic deficiencies, and/or professional misconduct, are not eligible to apply. The applicant must submit all of the following materials by June 1st of the academic year they wish to transfer:

1. A written request for transfer
 - ° The letter must state the reason for the transfer request, address their current academic status, and their plan for success in the WesternU COP PharmD program.
2. Official, unopened transcripts must be submitted directly from the following:
 - ° Original PharmD program
 - ° All undergraduate institutions where pre-pharmacy coursework was completed. An undergraduate GPA of 2.50 or higher is preferred.
 - ° All post-baccalaureate institutions (if applicable)
3. Syllabi of all courses completed at their original PharmD program.
4. Two letters of recommendation
 - ° One from a faculty member, preferably an administrator (e.g. Academic or Student Affairs) at their original PharmD program.
 - ° One from an external practicing pharmacist.
5. Copy of the applicant's valid pharmacy intern license.
6. Transfer application form.

Materials should be mailed to: Director of University Admissions, Western University of Health Sciences, 309 E. Second Street, Pomona, CA 91766.

Qualified applicants will be invited to participate in an admission interview. Due to differences in professional pharmacy curricula, if an applicant is approved for transfer into our PharmD program, there is no guarantee that they will be granted the same year of standing as in the original PharmD program. This will be determined by the College of Pharmacy following careful evaluation of the completed transfer application.

PharmD International Pathway (PIP) Program

Description of the PIP Program

The PIP Program was formerly known as the International Post-Baccalaureate PharmD (IPBP) Program prior to the 2021-2022 application cycle. The WesternU College of Pharmacy offers a unique opportunity for American and/or foreign trained pharmacists or other healthcare-related disciplines with a bachelor's degree (B.S. or equivalent) who wish to progress to the Doctor of Pharmacy (PharmD) degree. Applicants are admitted with advanced standing into the second year of our traditional PharmD curriculum, thereby bypassing the first year. The Doctor of Pharmacy degree awarded to the student pharmacist in the international program is the same as those awarded to our student pharmacists in the traditional PharmD program. Please refer to the PharmD section of the catalog for additional information on academic and student conduct policies and procedures.

Application Procedure

1. Original Admission Application Form (completed and signed).
2. Application Deadline: All application materials must be received or postmarked by **March 1**, for admission in the following academic year.
3. Application Processing Fee: Non-refundable application fee for \$65 payable to Western University of Health Sciences.
4. International Student Application (ISA): International applicants, applicants who are not U.S. citizens and who are living in the U.S. and applicants who have applied for permanent residency but have not been approved at the time of application must complete the International Student Application (ISA). The ISA must be included in the candidate's Supplemental Application. There is no fee for the ISA.
5. Resume/Curriculum Vitae: Please provide a current resume or curriculum vitae, if available.
6. Bachelor of Science (or equivalent) in Pharmacy or other healthcare-related discipline: Candidates should provide a copy of their degree certificate and enclose it with their application.
7. Official Transcripts: Submit official transcripts from all schools attended in the United States and/or an evaluation of a candidate's credentials from each college or university attended in a foreign country. Please see the list of foreign credentials evaluation services. Transcript evaluation must come directly from the evaluation service. Photocopies are not acceptable. The minimum GPA requirement for admission into the program is 2.50 on a 4.00 scale.
8. Personal Questionnaire: Candidates should complete the questionnaire and enclose it with their application. The questionnaire can be downloaded from the PIP website.
9. TOEFL (Test of English as a Foreign Language): TOEFL, including essay, is required for all applicants submitting course work from foreign schools and for all permanent or temporary residents of the United States. Exception: The TOEFL exam will be waived for applicants who have graduated with a confirmed

baccalaureate or higher degree from a United States institution. A minimum preferred score of 213 for the Computer Based test or 79 for the Internet Based TOEFL test must be submitted by June of the year of matriculation. TOEFL scores are valid for two (2) years. TOEFL scores will not be waived for pending baccalaureate and/or higher degrees or pending naturalization appointments. Official scores must be sent directly from the Education Testing Services (ETS). Photocopies are not acceptable. For more information regarding the TOEFL test, please visit their website at <http://toefl.org>

10. FPGEE (Foreign Pharmacy Graduate Equivalency Examination): FPGEE scores are not required for entry into the PIP program.
11. Internal Assessment (IA): The Internal Assessment (IA) exam will be considered for admission into the program if administered during the admission cycle.
12. References: Three satisfactory recommendations (forms provided) from qualified individuals (not related to the candidate) capable of evaluating their overall personality, professional enthusiasm, and integrity. Each recommendation must be submitted in a sealed envelope that is signed over the seal by the recommender.
13. Verification of Employment (Optional): Letter(s) from current employer(s) verifying employment status. If self-employed, provide supporting documentation.

Interview Guidelines

Upon successful completion of the above requirements, candidates may be invited for an interview session on or off-campus, based on satisfactory preliminary file evaluation.

IA Examination

This exam, if administered, may serve as an entrance exam for admissions into the PIP program.

Oral Communication Skills

These skills will be evaluated during a personal interview session conducted by members of the admissions committee. Each interview session will be approximately 30 minutes in duration. The purpose of this exercise will be to determine the candidate's command of the English language as well as interpersonal skills.

Written Communication Skills

All candidates will be required to take a written essay test wherein a topic of general interest will be presented. Time allowed for this activity is approximately 45 minutes. The purpose of this exercise will be to assess the candidate's overall ability and effectiveness in reading, writing and comprehension of the English language.

Course Waiver Policy

Applicants accepted to the PIP Program may be granted course waivers for all first-year coursework in the PharmD program. The maximum number of credit hours that will be waived is 44.50 credit hours. Only credit hours relevant to the bachelor's degree in pharmacy granted by the applicant's institution may be used to waive first year PharmD course requirements.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please see the [Registration Late Fees](#) page on the Registrar's Office website.

Student Health Insurance Requirement

All full-time students at Western University of Health Sciences are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) page on the Registrar's Office website.

New Student Orientation/Welcome Week

Attendance at all Orientation is mandatory for all incoming first-year student pharmacists. For additional information on Welcome Week activities for the College of Pharmacy, please visit <http://www.westernu.edu/students/welcome-week/>.

Student Initiated Changes in Enrollment Status

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct and orderly operation. The student concedes this right by act of matriculation. For additional information on withdrawing from the PharmD or PIP program, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Full-Time/Part-Time Status

All PharmD/PIP students enrolled in at least one class/rotation are considered full-time students.

Time Limits: Continuing Students – 4-Year Program

The Doctor of Pharmacy program is designed to be completed in four (4) years of full-time study. The requirements for the degree must be fulfilled within 6 years from the date of matriculation to the program. Students who are unable to meet the 6-year time limit for the PharmD program will be referred to the SPC for review and may be subject to administrative withdrawal.

The PharmD International Pathway program is designed to be completed in three (3) years of full-time study. The requirements for the degree must be fulfilled within 4 years, 6 months from the date of matriculation to the program. Students who are unable to meet the 4-year, 6-month time limit for the PIP program will be referred to the SPC for review and may be subject to administrative withdrawal.

Time Limits: 3.5-Year Program

The Doctor of Pharmacy program is designed to be completed in 3 years, 6 months of full-time study. The requirements for the degree must be fulfilled within 5 years, 3 months from the date of matriculation to the program. Students who are unable to meet the 5-year, 3-month time limit for the PharmD program will be referred to the SPC for review and may be subject to administrative withdrawal.

Tuition and Fees

In estimating costs for one academic year of study at WesternU College of Pharmacy, student pharmacists should include tuition and fees, laptop computer and printer, books and supplies, room and board and other miscellaneous expenses. By action of the Board of Trustees, Doctor of Pharmacy tuition and fees for the 2023/2024 academic year (subject to change) are as follows:

\$55,619.00	Annual Tuition
\$40.00	Student Body Fee

Other Fees and Expenses

\$22.88	Top Hat Classroom License Fee(Approximate)
\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (per month)
\$350.00	Graduation Fee
\$235.00	Annual Parking Permit (Auto)
\$40.00	Locker Key Replacement Fee
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee
\$150.00	Dosimetry Badge Replacement Fee
\$TBD	Breakage Fee (Replacement Cost)

Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified PharmD curriculum or who are directed to repeat one or more courses but not the entire academic year are charged a per credit hour tuition rate. This rate is calculated by dividing the total credit hours required for a class year by the annual tuition. The per credit hour rates for 2023/2024 are shown below:

\$1,308.68	PharmD Year 1 Modified Curriculum Per Credit Hour Charge
\$1,293.47	PharmD Year 2 Modified Curriculum Per Credit Hour Charge
\$1,885.39	PharmD Year 3 Modified Curriculum Per Credit Hour Charge
\$1,390.48	PharmD Year 4 Modified Curriculum Per Credit Hour Charge
\$1,183.38	PIP Year 1 Modified Curriculum Per Credit Hour Charge
\$1,660.27	PIP Year 2 Modified Curriculum Per Credit Hour Charge
\$1,390.48	PIP Year 3 Modified Curriculum Per Credit Hour Charge

Computer Technology

The College of Pharmacy requires that each enrolled student pharmacist have a notebook or laptop computer during class, after class hours and while on rotations. Privacy screens/filters are required for all notebook and laptop computers for in-class assessments. Laptop specifications can be found at

<https://support.westernu.edu - Laptop Requirements>.

Financial Assistance

All PharmD/PIP student pharmacists are eligible to apply for need-based financial aid provided they meet established criteria. For information, please visit the [Office of Financial Aid website](#).

General Academic Policies and Procedures

Academic Advisement

Student pharmacists are assigned a faculty advisor, which provides student pharmacists the opportunity to develop sustained, individual advisement on academic and professional levels. Student pharmacists may request a change of advisor, if needed, through the office of the Assistant Dean of Student Affairs (or their designee).

Course Participation and Attendance

Student pharmacists are expected to be in class during all instruction hours specified in the course schedule.

Student pharmacists are required to participate in all assessed activities (assignments, exams, etc.). When a student pharmacist must be absent, they must contact the Course Facilitator prior to the missed class. If unable to reach the Facilitator, the student pharmacist must leave a voice-mail message, an e-mail message or a message with a staff support person or the Assistant Dean of Student Affairs that includes a contact telephone number.

WesternU publishes an annual list of federal holidays observed by the University. A student pharmacist who requests time off for days other than those observed by WesternU must do so by completing the “Excused Absence” form and submitting it to the Course Facilitator a minimum of five (5) school days before the start of the course in which the holiday falls. If the request is approved by the Course Facilitator, the student pharmacist is responsible for any work missed on the date(s) absent. All assignments must be completed by the scheduled time. However, if the student pharmacist fails to notify the Course Facilitator in the time frame noted above, the absence will be considered an unexcused absence, and no make-up assessment will be permitted. The WesternU holiday schedule does not apply to student pharmacists on Introductory Pharmacy Practice Experience – 2, Advanced Pharmacy Practice Experiences, and on off-campus Advance Electives/Longitudinal Advanced Electives. Student pharmacists will follow the rotation site schedule on Introductory Pharmacy Practice Experience – 2, Advanced Pharmacy Practice Experiences, and on Advance Elective/Longitudinal Advanced Electives.

An absence may be excused by the course facilitator for student pharmacists participating in approved professional development activities, in situations involving illness, or in other emergencies. In all cases when the absence is unplanned, documentation of the reason(s) for the absence must be provided to the course facilitator upon return to class. A copy of this documentation will be forwarded to the Assistant Dean of Student Affairs for inclusion in the student pharmacist’s file. The course facilitator/faculty will determine how the missed materials will be completed. If emergencies arise that require a student pharmacist to miss more than one assessed course activity or more than three (3) days of the class, the student pharmacist may be required to retake the course.

The course facilitator is responsible for determining whether absences will be excused or unexcused. The course facilitator’s decision is final and not subject to appeal.

Examples of situations when absences may not be excused include (but are not limited to) the following:

1. **Missed team assignments:** An individual student pharmacist may not be able to demonstrate mastery of course material without completing the assignment within the context of a team.

- 2. Missed assessments of clinical skills:** An individual student pharmacist may not be able to demonstrate mastery of clinical skills without the specific circumstances arranged within the course.

This policy also applies to student pharmacists on IPPE/APPE/AE/LAE. These student pharmacists are also governed by policies contained in the individual IPPE course syllabi or the APPE syllabi and by rotation-specific requirements.

Elective Coursework

Student pharmacists in the PharmD program are required to complete four (4) credits of didactic electives in order to graduate. Student pharmacists in the PIP program are required to complete three (3) credits of didactic electives in order to graduate. Student pharmacists may not retake an elective course previously completed with credit. All didactic elective credits must be completed prior to the start of the APPE rotations. The grading system for didactic elective courses will be determined by course facilitators. The facilitator may assign a letter grade or a credit/no credit grade.

All elective course enrollment for fall term must be finalized during the first week of the term. For spring term, all elective course enrollment must be finalized prior to winter break. After the enrollment, student pharmacists may only add or drop elective courses with consent from faculty facilitator who will evaluate each case independently. All add/drop of elective courses must be completed during the first 2 weeks of the term.

Independent Study

Because of the unique and intensive nature of the College of Pharmacy's curriculum, the collaborative teaching and learning processes among team members and the sequencing of key courses, the Faculty does not believe that independent learning of didactic coursework meets the goals of the Doctor of Pharmacy program. In special cases, e.g. involving illness, reasonable accommodations will be made to permit the student pharmacist to continue in their course of study if possible. Additionally, the collaborative learning process among team members is a critical element of the curriculum. Student pharmacists accepted into the program must understand that their grades require successful collaboration with team members. Independent study of courses in the didactic curriculum in the College of Pharmacy is not permitted either in summer or during the academic year.

Research Activities

Student pharmacists in the College of Pharmacy are encouraged to participate in research under the direction of faculty advisor(s). Student pharmacists with appropriate interests and academic preparation may participate in research as part of the elective program.

Annual Health Clearance Requirements

The Annual Health Clearance Requirements can be located in the University Catalog. Students will not be permitted to begin any clinical practice experiences without adherence to the Annual Health Clearance and Pharmacy Intern License requirements described below. This is in addition to what is outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

Pharmacy Intern License Requirement

All student pharmacists are required to be licensed interns with the California State Board of Pharmacy during all phases of the experiential program (IPPE, APPE, AE, LAE and all professional development curriculum activities). First year student pharmacists are required to file a copy of their intern license with the Office of Experiential Education by the first Monday in October of their first year in the PharmD program. Student pharmacists unable to obtain a valid pharmacy intern license by the conclusion of the P1 Fall Semester will not be permitted to begin any clinical practice experience and may be subject to a Leave of Absence. Student pharmacists found not eligible for an intern license by the State Board of Pharmacy will be referred to the SPC for review and may be dismissed from the PharmD program. The California State Board of Pharmacy is a body independent of the College of Pharmacy. The College of Pharmacy assumes no liability for decisions made by the Board regarding the status of a student pharmacist's intern license. The Board of Pharmacy requires the College to inform them when a student pharmacist is placed on suspension or on a leave of absence. Any student pharmacist who is not actively enrolled in coursework as a result of being under academic suspension or leave of absence may have their intern license suspended during this time period. The student pharmacist should contact the CA State Board of Pharmacy directly for further information.

Protocol for Input on Matters of Student Concern

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college's Student Affairs personnel, then the College Dean. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, then Dean, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility. Specific college policies regarding issue/dispute resolution are indicated in the appropriate sections of this catalog.

Student Injuries and Illnesses in Clinical Settings

If a student is injured or is exposed to potentially infectious (includes blood borne pathogens) or hazardous substances during a clinical rotation the student is required to notify the clinical instructor immediately and seek assessment and/or treatment per facility policy. Follow-up care should be continued at the contracted clinical facility as needed and ordered by the evaluating health care professional. Expenses incurred are to be submitted to the student's personal insurance as the primary coverage and to the university as the secondary insurance, for the reported incident only. The Incident Report Form can be found on the university website and must be completed by the student and/or faculty and submitted electronically. There may also be a

requirement to fill out a more detailed report within the student's program of study (please refer to specific program clinical handbook).

Drugs and Alcohol on Campus Policy

The Drugs and Alcohol on Campus Policy can be located in the University Catalog. Students will be required to complete a drug screening along with a background check on an annual basis to be permitted to begin any clinical practice experiences. This is in addition to what is outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

Standards of Academic Integrity, Professionalism and Student Conduct (“Standards of Student Conduct”)

The University Standards of Academic Integrity, Professionalism and Student Conduct can be located in the University Catalog. The standards outlined below are in addition to those outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

College of Pharmacy Honor Code

Honesty and integrity are among the most valued traits of a pharmacist. Each student pharmacist is expected to assume personal responsibility for those traits as part of their professional development. Academic dishonesty includes, but is not limited to, cheating, plagiarism, using unauthorized resources during examination(s), as well as signing another person’s name to an attendance or examination document. Matters of academic and/or professional misconduct will be handled consistently with the University and College policies and procedures as outlined in the respective catalogs. In addition to the reporting expectations outlined in the University Catalog’s Standards of Student Conduct, any individual who witnesses or becomes aware of a possible violation of this Honor Code is bound to report the incident to the appropriate College of Pharmacy personnel.

Academic Honesty

Academic honesty includes, but is not limited to, maintaining original assessment answers after the graded examination has been returned, maintaining honesty during assessments, bringing only authorized resources to exams or other assessed exercises, signing only their name on attendance records or team examinations/assignments and giving proper credit when citing another person’s work.

Violations of Academic Honesty include all forms of cheating and plagiarism.

Cheating

Cheating is the unauthorized use of information or study guides in any academic exercise. The methods of cheating are varied and well known. Cheating includes, but is not limited to:

- Copying from others during an assessment
- Sharing answers for a take-home assessment
- Using unauthorized notes during an examination
- Taking an assessment for another student.
- Asking or allowing another student to take an assessment for them.
- Tampering with an assessment after it has been corrected, then returning it for more credit than deserved.

Plagiarism

Plagiarism is academic theft. It refers to the use of another’s ideas or words without proper attribution or credit. An author’s work is their property and should be respected by appropriate documentation. Credit must be given:

- For every direct quotation.
- When a work is paraphrased or summarized in whole or in part in their own words.
- For information that is not common knowledge. Information is common knowledge when it appears in several sources about the subject.

There is no distinction between those who violate rules of academic honesty and those who allow it to occur. Work in draft form may also be subject to assessment of plagiarism, so all student pharmacists are encouraged to ensure that their work is free from plagiarism before it is given to a faculty member and/or preceptor for review.

Professional Conduct

Professional conduct includes, but is not limited to, all items as appropriate under the “Professional Standards” section below. All student pharmacists are expected to maintain the highest standards of professionalism at all times.

Professional Standards

Professional Dress and Behavior

Student pharmacists are expected to dress and act appropriately. Student pharmacists are expected to follow all rules established by faculty and preceptors in the classroom, during clinical skills labs, at practice sites and during College-sponsored events. When requested, student pharmacists should use professional attire, such as wearing their white coats.

Respect

Student pharmacists should show respect to their fellow classmates, staff, faculty, colleagues and their patients. As future professionals, each student pharmacist must assume personal responsibility for honesty and integrity.

Professionalism

A more comprehensive description of professionalism expectations for student pharmacists includes:

1. Altruism
 - a. I will place my patients’ best interest above all others.
 - b. I will demonstrate unselfish concern for the welfare of others.
2. Accountability
 - a. I will acknowledge my limitations and seek help from an appropriate source when my knowledge, skills, abilities or judgment is inadequate for the academic or professional circumstance.
 - b. I will assume responsibility for my actions.
3. Excellence
 - a. I will exhibit my best effort in all academic and professional activities and endeavors.
 - b. I will commit to continual self-assessment, development and lifelong learning.
4. Duty
 - a. I will maintain a professional appearance when represented as a student pharmacist.

- b. I will come prepared and adhere to established times for classes, assessments, laboratories, rotations and meetings.
 - c. I will utilize time efficiently and will adhere to established deadlines for projects and assignments.
 - d. I will acknowledge academic priorities over professional and personal activities.
 - e. I will consult with faculty when professional or personal activities conflict with academic responsibilities and give due consideration to their recommendations.
 - f. I will be present and will actively contribute in all team activities.
 - g. I will formulate constructive evaluation of others' performance and will communicate it in a professional manner.
 - h. I will demonstrate respect for patient privacy and maintain strict patient confidentiality.
5. Honor and Integrity
- a. I will honor my commitments to others.
 - b. I will act with honesty and integrity at all times.
 - c. I will adhere to Western University of Health Sciences' Standards of Academic Integrity, Professionalism and Student Conduct as outlined in the University Catalog.
 - d. I will adhere to the profession's code of ethics for pharmacists.
 - e. I will perform all projects and assignments in an objective manner and will give credit to others who were actively involved in the development of ideas and outcomes.
6. Respect for Others
- a. I will use professional language at all times when communicating as a student pharmacist.
 - b. I will maintain a professional attitude/demeanor at all times when communicating as a student pharmacist.
 - c. I will display active listening and show regard in the presence of classmates, faculty, staff, patients and health care professionals.
 - d. I will display sensitivity towards other cultures, races, religions, genders and sexual orientations.
 - e. I will contribute to an environment conducive to learning.
 - f. I will display a positive attitude when receiving constructive feedback.
 - g. I will strive to resolve conflict in a respectful manner.
 - h. I will exhibit empathy, concern and respect for my patients and their representatives.
 - i. I will interact with peers, healthcare professionals and patients with integrity and respect.

Reporting Violations

Responsibility of the Student Pharmacist

In addition to the reporting expectations outlined in the University Catalog's Standards of Student Conduct, because there is no distinction between those who violate rules of academic and professional honesty and those who allow it to occur, student pharmacists have a professional obligation to report violations. Violation of the College of Pharmacy or University Standards of Student Conduct should first be reported to those closest to the source of the violation; this may include course faculty, course facilitators, faculty advisors or the Office of the Dean. When appropriate, student pharmacists may report a witnessed violation to the Assistant Dean of Student Affairs, who will maintain the student pharmacist's anonymity.

Responsibility of the Assistant Dean of Student Affairs

In addition to the reporting expectations outlined in the University Catalog's Standards of Student Conduct, upon receiving a report of academic or professional misconduct from a student pharmacist, the Assistant Dean of Student Affairs will report this violation to the appropriate person involved, course facilitator or Office of the Dean, while maintaining student anonymity.

Academic Misconduct

Responsibility of the Faculty

When faculty observe or are made aware of a violation, they have the authority to handle an incident directly. The following list is meant to be illustrative rather than exhaustive as all faculty reserve the right to impose sanctions based upon their good judgment of the given situation:

- Verbal reprimand and/or moving a student pharmacist during an assessment
- No credit given for the question or assessment
- Assignment of additional work
- Re-examination
- Lowering the course grade.
- Assignment of a "U" grade for the course.

If the faculty member imposes any or all of these remedies, they will notify the student pharmacist and submit an "Academic and Professional Misconduct Report Form" to the Office of the Dean. If a student pharmacist receives a "U" grade because of academic misconduct, the student pharmacist is not eligible for course remediation and must repeat the course during the next academic year.

Professional Misconduct

Responsibility of the Faculty and Staff

When faculty or staff observe or are made aware of a violation, they are to complete and Academic and Professional Misconduct Report Form. The completed Form is submitted to the Dean.

The following list of sanctions that can be implemented in established cases of Professional Misconduct is meant to be illustrative rather than exhaustive:

- Write a formal letter of apology.
- May not hold office in any College or University organization for one academic year.
- Complete additional professional activities.
- Write a 10-page report on professionalism and professional conduct in the pharmacy/health care environment.

- Be subject to a conduct suspension.

Responsibility of the Dean

The Dean has the sole authority to adjudicate and impose any sanctions on all conduct issues. Once the Dean receives an “Academic and Professional Misconduct Report Form”, the Dean may resolve the matter without convening a hearing before the college’s Student Performance Committee, unless the student requests that a hearing be convened, provided the following: 1) Dean informs the student , in writing, of the allegations, potential sanctions and the student’s right to a hearing before the SPC and 2) the student fails to request a hearing within 5 business days of receipt of notice from the Dean . While the SPC addresses situations that cover academic performance, professionalism and student conduct; there may be times where the hearing process in the University’s Catalog supersedes the College Catalog. Generally, this occurs when a student is alleged to be in violation of the University’s Standards of Student Conduct or College conduct policies and procedures. In the event that the University Catalog applies, the College will follow all University hearing policies and procedures as applicable. For further information regarding the University hearing process, please refer to “Information for Students about Hearings Involving Alleged Violations of the Standards of Student Conduct,” located in University Catalog.

Evaluation of Student Conduct (Student Conduct Hearing Process)

Upon preliminary investigation, the Student Performance Committee may request that the issue(s) be referred back to the Dean with a rationale as to why this would be a more appropriate venue to address the issue(s). When the Student Performance Committee believes that a case warrants formal investigation, the Committee will appoint a Student Conduct Subcommittee, which shall consist of at least one member of the Student Performance Committee, who shall serve as Chair, two voting faculty members not on the Committee and the Assistant Dean for Student Affairs who will serve as a non-voting member.

As future professionals, each student pharmacist must assume personal responsibility for honesty and integrity.

When dealing with allegations of student pharmacist violations of professional conduct, the Student Performance Committee follows the following procedure. For a full account of the hearing process, please refer to “Information for Students about Hearings Involving Alleged Violations of the Standards of Student Conduct,” located in University Catalog.

1. The Committee Chair will notify the student pharmacist in writing of the specific charges and the time and date of the hearing where the charges will be considered by the Committee/Subcommittee.
2. The notice shall state whether dismissal from the University may be considered if the charges are found to be true.
3. If a member of the Student Performance Committee/Subcommittee has a conflict of interest regarding the allegations, the chairperson of the Committee/Subcommittee shall recuse the member and will appoint another faculty member to serve as a member of the Committee/Subcommittee for the purposes of hearing and deliberating on the allegations.
4. Except as noted below, the meeting to consider the charges will be closed to all individuals not directly involved.
5. The Committee/Subcommittee may exclude witnesses except during the time they are testifying.

6. If the notice of the hearing states that dismissal from the University will be considered if the charges are found to be true, or if the circumstances warrant, the student pharmacist may request permission for a mentor to appear at the meeting to assist the student pharmacist.
 - a. The mentor is normally limited to advising the student pharmacist and is not permitted to examine witnesses or otherwise participate directly in the proceedings.
 - b. The student pharmacist shall make any request for a mentor to appear or participate in writing, and the request must identify the mentor the student pharmacist desires and provide any additional information the student pharmacist deems relevant to the request.
 - c. If the allegation involves activities that may result in criminal charges being filed, the student pharmacist's request for a mentor must be granted.
 - d. In other circumstances the Chair of the Committee/Subcommittee will normally inform the student pharmacist within three (3) business days of receipt of the request whether the mentor will be permitted to attend the hearing.
7. If the student pharmacist requests, the specific charges will be read to the student pharmacist by the Chair of the Committee/Subcommittee. If the charges are not read, the charges will be deemed those specified in the notice of the hearing.
8. The student pharmacist will be permitted the opportunity to testify and present evidence and witnesses on their behalf.
9. In addition, the student pharmacist, as well as any witnesses, is subject to questioning by members of the Committee/Subcommittee.
10. The student pharmacist will also be provided the opportunity to question witnesses called by the Committee/Subcommittee. If the Subcommittee agrees to consider affidavits, declarations and other written statements and documents as part of its deliberations, the student pharmacist will be provided copies of any such documents at least two (2) days prior to the hearing.
11. If the student pharmacist desires to present any written documents, these documents must be provided to the hearing panel at least two (2) days prior to the hearing. The student pharmacist is responsible for presenting all evidence they deem relevant at the scheduled hearing unless such evidence cannot be presented at that time due to circumstances beyond the student pharmacist's control. Should such be the case, the Chair of the Committee/Subcommittee, at their discretion, may grant a continuation of the hearing if warranted.
12. Similarly, if a party or witness called by the Committee/ Subcommittee is unavailable, but whose testimony is considered important to the hearing or due to other circumstances, a continuation of the hearing may also be granted.
13. The Committee/Subcommittee shall determine whether, based on the evidence presented, it is more likely than not that the allegation is in violation of University and/or College conduct policies.
14. As per the University catalog, if a violation has been found to have occurred, the Committee will convene a second hearing for the purpose of considering recommended sanctions. The student has the right to present, at this hearing, evidence of any mitigating circumstances that the student believes should be considered. The Committee may consider any prior record of discipline and any other information that is pertinent to recommending sanctions.
15. If a Subcommittee facilitated a Student Conduct hearing, the Student Conduct Subcommittee will forward their recommendation to the Student Performance Committee.
16. The Student Performance Committee will review the recommendation and then forward the original recommendation, along with a statement of concurrence or of an alternate recommendation, to the Dean. The Dean has the authority to accept the recommendations or may make such other decisions, as they deem appropriate under the circumstances.

17. The Dean will issue the final decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean's decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Student conduct hearings are governed by the University Catalog in the "Information for Students about Hearings Involving Alleged Violations of the Standards of Student Conduct,". In the event that the College catalog conflicts with the University Catalog, the College will follow all University hearing policies and procedures as applicable.

Student Conduct Records

Student Conduct records will be maintained by the Office of the Dean of the College of Pharmacy for seven years or until the student pharmacist for whom they pertain graduates, unless the Dean determines there is good reason to retain the records longer. In cases where the result is dismissal, records will be maintained indefinitely.

Conduct Suspension

Conduct suspension may be imposed because of conduct/behaviors that are deemed by the Student Performance Committee to be adversely affecting the student pharmacist's pharmacy school performance and ability to engage the subject material, but the behavior-conduct does not, in the opinion of the Committee, warrant a recommendation for dismissal. The student pharmacist would be recommended for conduct suspension for a period of time deemed appropriate by the Student Performance Committee and/or Dean, but generally would not exceed one academic year or until the conditions that provoked the conduct suspension in the first place are satisfactorily remedied in the opinion of the Student Performance Committee/Dean.

Appeal Process

In accordance with University catalog, the Dean shall have authority to make decisions regarding a student's status in matters of academic progression/promotion, suspension, student conduct, dismissal and graduation. Students may request an appeal of the Dean's decision to the Provost by following the process defined in the 'Student Appeal Process' section of the University Catalog.

Standards of Academic Progress

Student pharmacists are required to maintain a cumulative 2.00 grade point average (GPA) during the didactic portion of the curriculum. The academic year is divided into two academic terms with the first (fall) term consisting of courses offered between August and December and the second (spring) term consisting of courses offered between January and May.

The student pharmacist's cumulative GPA will be calculated at the end of each academic term. For the first and second years, an academic term is equal to a semester. For the third year, the academic "didactic term" includes courses PHRM 6301-6306, while the "APPE" term includes courses R1-R2.

Student Performance Committee

The College of Pharmacy Student Performance Committee is charged with the following responsibilities:

(a) to periodically review the academic achievement and comprehensive evidence of progress of all student pharmacists who are pursuing the PharmD degree (particular attention will be given to student pharmacists in academic difficulty as their grades are made available to the Committee by the Registrar and/or the Associate Dean for Academic and Student Affairs) and (b) to receive reports from the College Dean regarding any student pharmacist whose professional or personal conduct is deemed unsatisfactory. Appropriate professional and personal conduct is defined by the University's and College's codes of professional conduct (refer to Standards of Academic Integrity, Professionalism and Student Conduct section above and/or the University Catalog).

Evaluation of Student Academic Performance (Academic Hearing Process)

A student pharmacist who wishes to appeal their academic standing (repeat, probation, suspension, dismissal, etc.) must meet with the Assistant Dean of Student Affairs who may counsel the student pharmacist prior to submitting the appeal.

In order for an Appeal to be considered, the student pharmacist must:

- Submit the appeal in writing to the Assistant Dean of Student Affairs within five business days of receiving a letter of their change in academic status.
- Specify why they are appealing their change in academic status and why the college policy is not applicable to their situation.
- Provide any documentation/evidence to support their appeal.

The appeal shall be submitted to the Assistant Dean of Student Affairs who, upon receipt, will forward a copy of the appeal to the Chair of the Student Performance Committee. If the Student Performance Committee, upon review of the appeal, believes that the case warrants formal investigation, the Committee may decide to investigate the matter or decide that an Appeals Sub-Committee will be appointed. If the Committee elects to investigate the matter, they may request a meeting with the student before deliberating on the appeal at hand.

If an Appeals Sub-Committee is appointed, it shall consist of at least one member of the Student Performance Committee, who shall serve as Chair, two voting faculty members not on the Committee, and one student pharmacist representative. All members of the Appeals Sub-Committee have full voting privileges.

The Appeals Sub-Committee will conduct its own investigation in conjunction with such an appeal following established procedural guidelines for handling student appeals of an academic nature. The student pharmacist making the appeal will be invited to meet with the Appeal Sub-Committee to substantiate their appeal. The Appeals Sub-Committee will forward their recommendation to the Student Performance Committee. The Student Performance Committee will review the recommendation and then forward the original recommendation, along with a statement of concurrence or of an alternate recommendation, to the Dean. Should the Student Performance Committee elect to investigate the matter, it will follow the same procedures as the Appeal Sub-Committee and forward the Committee's recommendation to the Dean. If dismissal is the recommendation, the Dean may schedule a meeting with the student before making a final decision. In accordance with the University catalog, the Dean shall have authority to make decisions regarding a student's status in matters of academic standing. Students may request an appeal of the Dean's decision to the Provost by following the process defined in the 'Student Appeal Process' section of the University Catalog. Decisions related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Academic Progression in the Didactic Curriculum

The Student Performance Committee will review each student pharmacist's progress at the end of each academic term. Student pharmacists must complete all courses successfully in a subordinate year of the program before they can progress to the next year in the program. In addition, student pharmacists must complete all didactic courses successfully before they will be allowed to start the Advanced Pharmacy Practice Experience portion of the curriculum.

Early Intervention Program

An early intervention program known as "Supporting Student Success" (SSS) has been implemented to support the academic success of our student pharmacists. This program provides interventions as soon as it is established by the Office of Academic and Student Affairs that a student pharmacist may be in academic distress based on performance in assessments in block courses. Some resources that are made available to the student pharmacists include course facilitator and faculty assistance, peer mentoring, note taking facilities (when available), and counseling on non-academic issues by the Assistant Dean of Student Affairs. Students who meet the criteria for early intervention are highly encouraged to seek support from the various resources made available to them. Additionally, student pharmacists are also directed to use university resources such as the TAP program (see below) to receive immediate assistance. The Student Performance Committee reviews progress of students on a periodic basis.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist student pharmacists experiencing academic difficulty. Student pharmacists will be recommended for this program by a faculty advisor or professor. Student pharmacists may also self-identify to TAP to receive assistance. The tutors will be chosen on the recommendation of the faculty in each discipline. Group tutoring is the methodology most used by the TAP department. For assistance, contact the Learning Enhancement and Academic Development Office (LEAD).

Eligibility to Participate in Advanced Pharmacy Practice Experiences (APPEs)

Student pharmacists may not start an APPE until the Student Performance Committee has been notified that all courses have been successfully completed. The Student Performance Committee will ensure that student pharmacists are academically eligible to begin APPE's. Student pharmacists with less than a 2.00 cumulative GPA following the third-year didactic term cannot begin the APPE portion of the curriculum and will automatically be placed on academic suspension (see "Academic Suspension", below).

Progression to the Fourth Professional Year

Student pharmacists must have completed at least two APPE's successfully in their P3 year to progress to the fourth year of the program. Exceptions to this policy will be considered on a case-by-case basis.

Graduation

A student pharmacist will be recommended for the Doctor of Pharmacy degree if the student pharmacist meets the following:

1. Is not on probation or suspension and has completed all prescribed academic and clinical requirements with a cumulative grade point average of or above 2.00. In addition, student has no outstanding grade of "I", "NCR" or "U" in coursework required for completion of the PharmD degree. (**Exception:** Student pharmacists entering in fall 2015 and beyond are required to complete four credit hours of elective coursework. Students with a "NCR" or "U" grade in an elective course may still graduate if they have successfully completed the four-credit hour elective requirement.)
2. Has demonstrated no serious deficiencies in ethical, professional or personal conduct, as defined in University Catalog, "General Academic Policies and Procedures" section, which would make it inappropriate to award the degree of Doctor of Pharmacy.
3. Has complied with all legal and financial requirements of the University, as stated in the University Catalog.
4. Has attended in person and participated in the Commencement ceremony at which time the Doctor of Pharmacy degree is conferred. Unless special permission has been granted by the Dean, each student pharmacist must participate in their respective commencement ceremony. If the Dean grants special permission for excusal from commencement, the graduate may be required to present himself or herself to the Dean or their designee at another specified date to take their profession's oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Student pharmacists may participate in commencement activities provided they will be on track to complete all requirements of the program by December 31 of that calendar year. No student pharmacist will receive their degree until all requirements for graduation have been completed. Degrees will be dated as appropriate to completion date.

Adverse Actions

Academic Probation

Student pharmacists will be placed on academic probation under the following circumstances (see **University Catalog, General Academic Policies and Procedures section**):

1. A student pharmacist earns a failing ("U") grade in any didactic course (see section on "Remediation of Courses in the Didactic Curriculum").

2. A student pharmacist does not achieve the required 2.00 cumulative GPA at the end of the academic year for which they are enrolled. Student pharmacists placed on academic probation for having less than 2.00 at the end of the academic year will be required to remediate or repeat all coursework in which they received a “U” grade for the same academic year for which the student pharmacist’s cumulative GPA was below 2.00 (see section on “Remediation of Courses in the Didactic Curriculum”).
3. The first time a student pharmacist receives a failing grade for IPPE1 and/or IPPE 2 or any APPE rotation (see section regarding Failure to Meet Standards – First APPE Rotation Actions).
4. A student pharmacist receives a failing (“NCR”) grade during the Advance Elective/Longitudinal Advanced Elective rotation (see section regarding Failure to Meet Standards – Advance Elective/Longitudinal Advanced Elective Rotation Action).

Student pharmacists in Year 2 (P2) of the professional program may be asked to complete the IPPE2 (PHRM 6999) summer rotation requirement even if they have failed the didactic component that would require them to repeat the year.

Student pharmacists successfully completing IPPE-1 5997/6300, IPPE-2 6999, IPE 5000, IPE 5100, IPE 6000 and/or IPE 6100 (i.e., received a CR grade) will not have to retake those requirements when repeating courses or returning from a leave of absence.

The action will be communicated with the student pharmacist on behalf of the office of the Dean in writing. When a student pharmacist has been placed on probation, the following apply:

1. The student pharmacist may not hold office in any University or College organization.
2. Within 2 weeks of the date that the student pharmacist receives notification of their academic probation, the student pharmacist must meet with:
 - a. The Learning Enhancement and Academic Development (LEAD) office staff to develop an academic action plan. The student pharmacist must obtain a signature from the LEAD office documenting agreement on the action plan.
 - b. The student pharmacist’s faculty advisor to review the student pharmacist’s proposed improvement plan. The student pharmacist must obtain a signature from the faculty advisor documenting agreement on the action plan.
 - c. The Associate Dean for Academic and Student Affairs to provide the required signed documentation.
 - d. The Assistant Dean of Student Affairs, if it is determined that non-academic issues (e.g., illness, family emergency, death or acute or chronic illness of an immediate family member, divorce or other personal family concerns) are impacting academic performance.

In addition, student pharmacists are encouraged to seek regular assistance from any University or College resource deemed necessary to improve their academic performance over the duration of probation. Decisions related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on “Financial Aid Warning” status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal

Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work- Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Remediation for Courses in the Didactic Curriculum

A student pharmacist who receives a “U” grade in a required didactic course must remediate the course successfully to progress in the curriculum. However, a maximum of only three “U” grades are remediable per academic year, for the first two years of the didactic curriculum. For the third-year didactic term, a maximum of two “U” grades can be remediated. A student pharmacist receiving four “U” grades in either of the first two academic years of the required didactic courses in the curriculum will be ineligible for remediation and will be required to repeat the year in which the “U” grades were received. A student pharmacist receiving three “U” grades during the third-year didactic term will also be ineligible for remediation and be required to repeat the year in which the “U” grades were received. As per University guidelines, the student will be automatically placed on academic suspension during this time. This rule will apply regardless of the GPA of the student pharmacist at the time of receiving four “U” grades in either of the first two academic years, or three “U” grades in the third academic term. Student pharmacists repeating the year will have to retake only those courses for which they received the “U” grades. No remediation is allowed for student pharmacists who receive a “U” grade in a repeated course (see section on “permanent dismissal for academic reasons”). A student pharmacist cannot repeat any given year of the curriculum more than once, under any circumstances.

Remediation is not a substitute for full course participation. To be eligible for remediation, a student pharmacist must have taken all exams, completed all course assignments and participated in all graded

activities, unless excused (refer to Course Participation and Attendance section). Student pharmacists who have not completed all course-assessed activities are not eligible for course remediation.

Remediation should include a joint (faculty and student pharmacist) diagnostic evaluation of the student pharmacist's weaknesses, a self-directed plan for strengthening the student pharmacist's weaknesses with periodic reviews in consultation with the facilitator, followed by a comprehensive assessment, as recommended by the course facilitator, over the entire course material.

The Student Performance Committee, in consultation with the course facilitators, will set the remediation schedule. First and second year student pharmacists will have their remediation exams scheduled during the month of June. Third year student pharmacists will remediate failed courses prior to beginning the Advanced Pharmacy Practice Experiences (APPE) and will be required to take R-1 as an "Off" rotation for the classes graduating in 2024, 2025, and 2026. The exception will be for the cohort matriculating in Fall of 2023 because they will not have an "Off" rotation during their APPEs. A failed rotation will be remediated during the following APPEs rotation cycle or calendar year. Student pharmacists will be informed of the remediation dates via email with at least 72 hours advance notice. Student pharmacists who require remediation but are unable to make themselves available on the designated examination date will not be allowed to progress in the curriculum and will be placed on academic suspension. They will be required to repeat the course at the next regularly scheduled offering.

Student pharmacists who require remediation are encouraged to share their June/February plans with the appropriate course facilitators prior to the remediation dates being determined. Once the remediation dates are confirmed, there will be no changes made to accommodate student pharmacist requests. There will be no make-up remediation examinations.

Student pharmacists must pass the remediation examination and all other required assignments in order to pass the course.

After completing a remediation examination, the highest grade that a student will be able to achieve for the course will be a "C".

Student pharmacists who fail the remediation exam will not be allowed to progress to the next year and must repeat the course at its next offering.

Remediation for Courses in the Elective Curriculum

There will be no remediation for the didactic elective courses. Student pharmacists receiving a "U" grade or a "No Credit" grade must fulfill the required credits by retaking the same course or a different elective course.

Academic Suspension

As per University and College guidelines student pharmacists who are deemed unable to continue in the curriculum due to inadequate performance and are required to repeat a given academic year or portion thereof, will be placed on academic suspension through such time as they can resume their studies by starting the courses the student is required to repeat. Throughout the time the student is on academic

suspension, they are also on academic probation, and remains on academic probation until all coursework has been satisfactorily remediated.

Permanent Dismissal for Academic Reasons

A student pharmacist is subject to permanent dismissal from the program if they fail to accomplish course-learning objectives and/or fails to achieve academic expectations even after granted the opportunity to repeat coursework. Reasons for academic dismissal are as follows:

1. A student pharmacist earns a failing grade (“U”) in any five (5) required courses during the first year of the curriculum (P1). This rule does not apply to incoming PIP students.
2. A student pharmacist earns a failing grade (“U”) in any required course that the student pharmacist is repeating.
3. A student pharmacist fails to earn a semester GPA of 2.00 by the end of the first term of repeated coursework.
4. A student pharmacist fails to earn a cumulative GPA of 2.00 at the end of the academic year for which the student pharmacist was placed on probation previously.
5. A student pharmacist earns a failing grade (“U”) in a required course after remediation during a repeat year regardless of GPA.
6. A student pharmacist currently repeating coursework due to sub-standard academic performance is found in violation of the University’s or College’s Standards of Academic Integrity, Professionalism and Student Conduct at a level that merits course failure or repeating the course.
7. A student pharmacist fails (receives an “NCR” grade) any APPE rotation after the student has been required to re-start the APPE rotation sequence due to failure to meet performance standards for the APPE rotations (see section regarding Failure to Meet Standards – Second APPE Rotation Actions).
8. A student pharmacist fails any IPPE (1 and/or 2) rotation after the student pharmacist has been required to re-start the IPPE rotation sequence due to failure to meet performance standards for the IPPE rotations (see section regarding Failure to Meet Standards – IPPE Rotation Actions).

Failure to Meet Standards – IPPE Rotation Actions

When a student pharmacist receives a failing or incomplete (I) grade in a pharmacy practice experience, the Assistant Dean for Experiential Education or their designee will notify the Associate Dean for Academic and Student Affairs in a timely manner upon which the student pharmacist will be placed on Academic Probation.

Student pharmacists must repeat any pharmacy practice experience in which a failing grade is issued. The experience must be repeated with a WesternU-paid, full-time faculty member. If the failing grade is earned in an experience for which no WesternU-paid, full-time faculty member is available to serve as preceptor, the student pharmacist will retake the experience with a preceptor selected by the Assistant Dean for Experiential Education.

Receipt of a failing grade for any repeat IPPE experience may result in permanent dismissal from the PharmD program.

In the event that an “I” grade is converted into a failing grade, the terms and conditions governing the receipt of a first failing grade in an IPPE rotation will be followed.

Failure to Meet Standards – First APPE Rotation Actions

APPE grades are assigned by the Assistant Dean for Experiential Education and are primarily based upon the evaluations submitted by each student pharmacist’s preceptor. In the case of a student pharmacist not reporting to a pharmacy practice experience without an appropriate excused absence, the Assistant Dean for Experiential Education shall report a grade of “NCR”.

When a student pharmacist receives a “NCR” or incomplete (I) grade, the Assistant Dean for Experiential Education or their designee will notify the Associate Dean for Academic and Student Affairs in a timely manner. The student pharmacist will be allowed to continue with their scheduled pharmacy practice experiences but will be placed on Academic Probation by the Associate Dean for Academic and Student Affairs.

Student pharmacists must repeat any pharmacy practice experience in which an “NCR” grade is issued. The experience must be repeated with a WesternU-paid, full-time faculty member. If the “NCR” grade is earned in an experience for which no WesternU-paid, full-time faculty member is available to serve as preceptor, the student pharmacist will retake the experience with a preceptor selected by the Assistant Dean for Experiential Education.

In the event that an “I” grade is converted into a “NCR” grade, the terms and conditions governing the receipt of a first “NCR” grade in an APPE rotation will be followed. Pharmacy practice experiences that need to be repeated should, where possible, be made up during the student pharmacist’s designated “Off” rotation. Should a student pharmacist need to make up an experience after a designated “Off rotation” has been completed, the experience must be made up after the scheduled Advanced Elective Rotation. The exception will be for the cohort matriculating in Fall of 2023 because they will not have an “Off” rotation during their APPEs. A failed rotation will be remediated and will complete an appropriate replacement APPE during the following APPEs rotation cycle or calendar year. No “split” pharmacy practice experiences will be allowed. To monitor the quality of a student pharmacist’s performance on APPEs, all student pharmacists must complete at least one APPE with a preferred experiential site (as defined by the Office of Experiential Education) with preference being given to voting, full-time faculty members of the College. If a student pharmacist fails this required APPE assignment, they must complete another APPE successfully with another voting, full-time faculty member.

Receipt of a failing grade for any repeat APPE experience may result in permanent dismissal from the PharmD program.

Failure to Meet Standards – Second APPE Rotation Actions

In the event that a student pharmacist receives a “NCR” grade for a second APPE, the student pharmacist will be placed on academic suspension and required to repeat the entire APPE sequence (six (6) experiences).

Student pharmacists will be able to re-start/repeat the APPE sequence only once. Thus, student pharmacists repeating the APPE sequence cannot fail any further pharmacy practice experiences. Receipt of an “NCR” grade for any experience after re-starting the APPE sequence may result in permanent dismissal from the PharmD program.

Failure to Meet Standards – Advance Elective/Longitudinal Advanced Elective Rotation

When a student pharmacist receives a “NCR” or an incomplete grade, “I”, in the Advance Elective/Longitudinal Advanced Elective (program, the Assistant Dean for Experiential Education or their designee will notify the Associate Dean for Academic and Student Affairs in a timely manner. If a student pharmacist receives a grade of “NCR” for an Advance Elective/Longitudinal Advanced Elective, they will be placed on academic probation by the Associate Dean for Academic and Student Affairs. The student pharmacist must repeat the AE/LAE in which the “NCR” grade was issued with a WesternU paid, full-time faculty member at a time that is mutually agreed upon by the Assistant Dean for Experiential Education and the preceptor. If this “NCR” grade is earned in an AE/LAE for which there is no WesternU full-time, paid faculty member to serve as preceptor, the student pharmacist will complete the AE/LAE with a preceptor selected by the Assistant Dean for Experiential Education at a time that is mutually agreed upon by the Assistant Dean for Experiential Education and the designated preceptor. Student pharmacists who receive a “NCR” grade for an AE/LAE will not be eligible to graduate until the AE/LAE is repeated successfully and a grade of “CR” is recorded.

Appeal Process

In accordance with the University catalog, the Dean shall have authority to make decisions regarding a student’s status in matters of academic progression/promotion, suspension, student conduct, dismissal and graduation. Students may request an appeal of the Dean’s decision to the Provost by following the process defined in the ‘Student Appeal Process’ section of the University Catalog.

Evaluation and Grading

Student pharmacists are required to meet a specified set of outcome objectives in each course as described in each course syllabus/block plan. The course facilitator will provide student pharmacists with the learning objectives, instructional methods, assessment strategies, schedules and the grading criteria, in writing, prior to the beginning of each course. Achievement of course learning objectives will be based on performance on individual quizzes, examinations and on any other graded assignments or criteria, including team or independent Pass/No Pass assessments, established by the course facilitator.

Grading Scales

Course grades, including those for Introductory Pharmacy Practice Experiences (IPPE-1 (PHRM 5997, 6300) and IPPE-2 (PHRM 6999) will be assigned as follows grades are rounded to the nearest percent):

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
A	90-100%	4.00
B	80-89%	3.00
C	70-79%	2.00
U	Less than 70%	0.00

Grading criteria for the Introductory Pharmacy Practice Experiences (IPPE-1 and IPPE-2) are described in their individual course syllabi. Grading for the Advanced Pharmacy Practice Experiences (APPEs) is described in detail in The Syllabus for Advanced Pharmacy Practice Experiences.

Grades for Advanced Pharmacy Practice Experiences (APPEs) /Advance Elective (AE)/ Longitudinal Advanced Electives (LAE) grades will be assigned as follows:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
CR	Credit	N/A
NCR	No Credit	N/A

Grading for the Interprofessional Education (IPE) courses (IPE 5000, IPE 5100, IPE 6000, and IPE 6100) is described in their individual course syllabi. Grades in these courses will be assigned as follows:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
CR	Credit	N/A
NCR	No Credit	N/A

Administrative Grades

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
M	Missing	N/A
TR	Transfer	N/A
W	Withdrawal	N/A
WPC	Waived for Prior Credit	N/A

Audit

An “AU” (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Missing Grades

A grade of ‘M’ for Missing will be input by the Office of the Registrar if a student’s grade is not available by the deadline for grade submission. An ‘M’ grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. ‘M’ grades should not be used by the program in place of an incomplete, “I”, grade.

Incomplete grade, “I”

A course facilitator has the option of assigning an incomplete grade under the following circumstances:

1. A student pharmacist has a verifiable “Excused Absence” for missing an assessed activity due to a verifiable “Excused Absence” (see Course Participation and Attendance).
2. Course facilitators are responsible for identifying the most appropriate methods(s) for assessing student pharmacists’ mastery of specific skills and/or topics. For some assessed activities, course facilitators may specify within a course block plan that sub-standard performance on specific assessed activities can result in “I” grades. Typically, this will apply to skills for which student pharmacists must demonstrate mastery before proceeding to more advanced topics or skills.

The following describes the process necessary for resolving an incomplete grade.

The student pharmacist is responsible for meeting with the course facilitator to receive direction regarding what is necessary to resolve the incomplete grade. In a meeting between the student pharmacist and the course facilitator issuing the “I” grade, an Incomplete Contract Form must be completed. The form is available from the College of Pharmacy Academic and Student Affairs Office or from the Registrar’s intranet site. The Contract Form stipulates the requirements of the student pharmacist that are needed to remove the incomplete grade. The original form will be kept by the course facilitator. Copies of the form must be sent to the student pharmacist, to the College of Pharmacy Assistant Dean of Student Affairs (for inclusion in the student pharmacist’s file), and to the Registrar’s Office.

The grade of “I” is not to be awarded in place of a failing grade or when the student pharmacist is required to repeat the course. In such a case, a grade other than “I” must be assigned. In the event that an “I” grade is carried into a new academic year the Dean may conditionally promote the student pharmacist to the next academic year in the program pending the satisfactory clearance of the incomplete grade.

If a student pharmacist fails to comply with the conditions outlined in the notification, or fails to satisfactorily convert the incomplete grade to a passing grade, the incomplete grade will be converted to a “U” grade (if the “I” grade was issued in a didactic course) or to an “NCR” grade (if the “I” grade was issued in an experience course). The student pharmacist will be placed on academic suspension and will be required to repeat the course at the next regularly scheduled offering.

In the event that the “I” grade is converted to a “U” grade; the student pharmacist’s GPA will be recalculated. If there are any consequences for academic progression, the consequences will be effective the same day the incomplete grade is changed (see Failure to Meet Standards).

Grade Reports

Official grades are turned in to the Registrar by the faculty of the College of Pharmacy, at which time the [Student Portal](#), is updated. Official grade reports and unofficial transcripts will be available on the Student Portal throughout the academic year.

Course Grade Appeals

Faculty has the expertise and authority to render judgment regarding the quality of a student pharmacist’s academic work. The course facilitator has final responsibility in assigning grades to activities assessed within a course. A grade appeal shall be confined to charges of unfair action toward an individual student pharmacist and may not involve a challenge of an instructor’s grading standard. In all instances, a student pharmacist who believes that an appropriate grade has not been assigned must first seek to resolve the matter informally with the course facilitator. If the matter cannot be resolved informally, the student pharmacist may then submit an appeal. The Assistant Dean of Student Affairs may counsel the student pharmacist prior to submitting the appeal.

Course Grade Appeals will only be considered when they meet the following required criteria:

1. Only the final grade in a course may be appealed. In the absence of compelling reasons, such as clerical error, prejudice or capriciousness, the grade assigned by the course facilitator is to be considered final. The course facilitator has final decision regarding:
 - a. Any questions or concerns related to grades assigned to specific course assessments.
 - b. Any questions or concerns relating to specific test/exam questions.
 - c. Any questions or concerns related to the interpretation of grading criteria for assessing mastery of course material.
2. In a grade appeal, only arbitrariness, prejudice/bias and/or error will be considered as legitimate grounds for an appeal:
 - a. **Arbitrariness:** The grade awarded is not indicative of the student pharmacist’s academic performance on record and represents such a substantial departure from accepted academic norms as to demonstrate that the facilitator did not follow College policy or the course syllabus.
 - b. **Prejudice/Bias:** The grade awarded was motivated by ill will or preconceived notions of poor student performance by the facilitator/faculty.
 - c. **Error:** The facilitator made a mistake. There was a computation error resulting in an incorrect final grade, but the facilitator refuses to correct the error. This procedure does not cover instances where student pharmacists have been assigned grades based on academic dishonesty, academic misconduct or violation of the assessment day policy.
3. In order for a Grade Appeal to be considered, the student pharmacist must:
 - a. Submit the grade appeal in writing to the Assistant Dean of Student Affairs within five business days of the final posting of the grade.
 - b. Specify in the written appeal how the Required Criteria (above) apply to the situation.
 - c. Provide specific documentation/evidence in support of the applicable Required Criteria.

The appeal shall be submitted to the Assistant Dean of Student Affairs who, upon receipt, will forward a copy of the appeal to the Chair of the Student Performance Committee. If the Student Performance Committee, upon review of the appeal, believes that the case warrants formal investigation, the Committee may decide to investigate the matter or decide that a Grade Appeals Sub-Committee will be appointed. If the Committee elects to investigate the matter, they may request a meeting with the student before deliberating on the appeal at hand.

If a Grade Appeals Sub-Committee is appointed, it shall consist of at least one member of the Student Performance Committee, who shall serve as Chair, two voting faculty members not on the Committee, and one student pharmacist representative. All members of the Grade Appeals Sub-Committee have full voting privileges.

The Grade Appeals Sub-Committee will conduct its own investigation in conjunction with such an appeal following established procedural guidelines for handling student appeals of an academic nature. The student pharmacist making the appeal will be invited to meet with the Grade Appeal Sub-Committee to substantiate their appeal. The Grade Appeals Sub-Committee will forward their recommendation to the Student Performance Committee. The Student Performance Committee will review the recommendation and then forward the original recommendation, along with a statement of concurrence or of an alternate recommendation, to the Dean. Should the Student Performance Committee elect to investigate the matter, it will follow the same procedures as the Grade Appeal Sub-Committee and forward the Committee's recommendation to the Dean. The Dean's decision on the grade earned by the student pharmacist is final and Dean's decisions related to grades are considered final and is not appealable to the Provost (See University Catalog, Student Appeal Process).

Credit Hour Calculation

The College of Pharmacy calculates credit hours as follows:

- 15 hours of lecture = 1 credit hour
- 30 hours of workshops/discussions/laboratory = 1 credit hour
- For IPPE courses (PHRM 5997, 6300, and 6999), 40 contact hours = 1 credit hour
- For APPE (PHRM 7000-level courses) and AE/LAE (PHRM 8400), 40 contact hours = 1 credit hour

Curriculum Organization

Continuing Students: 4-Year Program

Year 1

The 5000 series is assigned to didactic blocks in the Basic Science Foundations and Professional Practice Foundation blocks for the first-year pharmacy student pharmacists (P1).

Year 1, Fall Semester, PharmD		
Course	Title	Credit Hours
IPE 5000	Patient Centered Cases I	1.00
PHRM 5110	Introduction to Pharmacy and Healthcare Systems	2.00
PHRM 5111	Foundations of Pharmacy Practice and Self Care Therapeutics I	4.00
PHRM 5221	Pharmacological Basis of Therapeutics I	3.50
PHRM 5222	Pharmacological Basis of Therapeutics II	3.00
PHRM 5301	Pharmaceutics/Biopharmaceutics I	3.50
PHRM 5401	Immunology	3.50
PHRM ELEC	Elective Courses	0.00 - 4.00
Semester Total:		20.50 – 24.50
Year 1, Spring Semester, PharmD		
Course	Title	Credit Hours
IPE 5100	Patient Centered Cases II	1.00
PHRM 5112	Foundations of Pharmacy Practice and Self Care Therapeutics II	4.00
PHRM 5113	Research Methods and Biostatistics	1.00
PHRM 5114	Pharmacy Calculations (On-line)	1.00
PHRM 5223	Pharmacological Basis of Therapeutics III	3.00
PHRM 5224	Pharmacological Basis of Therapeutics IV	3.50
PHRM 5302	Pharmacogenomics and Pharmaceutics	3.00
PHRM 5501	Pharmacokinetics	3.50
PHRM 5997	Introductory Pharmacy Practice Experience 1	4.00
PHRM ELEC	Elective Courses	0.00 - 4.00
Semester Total:		24.00 – 28.00
Year 1 Total:		44.50 – 48.50

Year 2, Year 3 – Fall Semester

The 6200 series describes the didactic curriculum for second-year student pharmacists (P2). The 6300 series denotes the didactic curriculum for the first half of the third year (P3). The series of Pharmacy Practice blocks (6201 – 6306) presents topics and accompanying skills that lay the foundation for the practice of pharmacy. The focus of the pharmacy practice blocks is to teach student pharmacists how to integrate the knowledge, skills, and attitudes necessary for patient-centered practice in a variety of areas in pharmacy practice. An introduction to the epidemiology, evidence-based medicine, genomics, literature evaluation, pathophysiology, clinical pharmacokinetics, and therapeutics relevant to various disease states and syndromes are covered in these blocks. In addition, a variety of skills and screening tools used to assess and monitor therapeutics effectiveness are expected to be mastered. Emphasis is placed on the principles addressing pharmaceutical care; pharmacoconomics; pharmacy management; ethical, legal, and professional responsibilities; assessment, evaluation, and dissemination of drug information; written and verbal communication and drug distribution. The overall goal of each block is to enable student pharmacists to integrate their knowledge of the disease state topic(s) presented in the context of formulating an individualized pharmacotherapeutics plan for a given patient. Emphasis is placed on communication skills that assess a student pharmacist's ability to educate health professionals and patients regarding lifestyle changes and drug therapy for specific diseases in a clear, concise and organized manner. Collaboration with peers (teams) occurs in each block in order to teach student pharmacists how to work with others.

Pharmacy Practice blocks 6205, 6210 and 6306 are designed to allow the student pharmacist an opportunity to strengthen and expand their knowledge and skills in the content areas previously covered while exploring some aspects of disease states in greater depth or breadth. Student pharmacists engage in team discussions that incorporate and integrate aspects of those disease states previously covered. Skills (e.g., counseling, patient education, calculation applications, drug information and drug monitoring activities) relevant to the practice of pharmacy will be practiced during these blocks. The blocks consist of series of assessments to ensure retention and integration of knowledge and skills acquired in previous blocks.

Year 2, Fall Semester, PharmD		
Course	Title	Credit Hours
IPE 6000	Team Training in Healthcare I	1.00
PHRM 6201	Pharmacy Practice I	4.00
PHRM 6202	Pharmacy Practice II	4.00
PHRM 6203	Pharmacy Practice III	4.00
PHRM 6204	Pharmacy Practice IV	4.00
PHRM 6205	Pharmacy Practice V	3.50
PHRM ELEC	Elective Courses	0.00 - 4.00
Semester Total:		20.50 – 24.50
Year 2, Spring Semester, PharmD		
Course	Title	Credit Hours
IPE 6100	Team Training in Healthcare II	1.00
PHRM 6206	Pharmacy Practice VI	4.00
PHRM 6207	Pharmacy Practice VII	4.00
PHRM 6208	Pharmacy Practice VIII	4.00
PHRM 6209	Pharmacy Practice IX	4.00
PHRM 6210	Pharmacy Practice X	3.50
PHRM 6999	Introductory Pharmacy Practice Experience 2	4.00
PHRM ELEC	Elective Courses	0.00 - 4.00
Semester Total:		24.50 – 28.50
Year 2 Total:		45.00 – 49.00
Year 3, Fall Semester, PharmD		
Course	Title	Credit Hours
PHRM 6301	Pharmacy Practice XI	4.00
PHRM 6302	Pharmacy Practice XII	4.00
PHRM 6303	Pharmacy Practice XIII	4.00
PHRM 6304	Pharmacy Practice XIV	4.00
PHRM 6305	Pharmacy Practice XV	3.50
PHRM ELEC	Elective Courses	0.00 - 4.00
Semester Total:		19.50 – 23.50

Year 3 – Spring Semester, Year 4

The Advanced Pharmacy Practice Experiences (APPEs) provide one year of supervised clinical education. Student pharmacists advance their knowledge in areas such as taking drug histories, providing patient education, interpreting diagnostic data and dispensing and compounding medications. The 7000 series are designated for the APPE rotations. All PharmD and PIP student pharmacists are required to complete PHRM 7110, 7120, 7210, 7220, 7330 and 7340. The 8000 series is designed for elective coursework. The elective program is a capstone experience designed to prepare the student pharmacist for their role as an entry-level practitioner. Electives are offered in areas such as research, teaching and advanced clinical practice. A project is required of each student pharmacist. Student pharmacists must complete 16 credit hours of elective coursework in the 8000 series.

COVID-19 Contingency for the advanced experiential curriculum

In the event that the COVID-19 Pandemic continues to have a temporary and fluctuating impact on the availability of APPE and AE rotation sites, a **possible** modification as outlined below, may need to be put into place to ensure that all students (and their families) stay safe, complete training to become highly qualified pharmacists, and meet the ACPE accreditation standards. Student pharmacists will be notified at the earliest opportunity of any actual impact on their experiential curriculum.

All student pharmacists must complete at least one rotation in each of the following rotation types: General Medicine (PHRM 7220), Ambulatory Care (PHRM 7210), Health System Practice (PHRM 7120), and Advanced Community Practice (PHRM 7110). Additionally, all students will complete at least 2 elective APPE rotations (PHRM 7330 and PHRM 7340). Based on rotations completed and ensuring that requirements are met, student pharmacists will then complete either a 12-16-week Advanced Elective (PHRM 8400) or 2 additional electives (PHRM 7330 and PHRM 7340). This ensures that all student pharmacists meet the accreditation requirements and complete the same number of credit hours as all other student pharmacists.

Year 3, Spring Semester, PharmD		
Course	Title	Credit Hours
PHRM 6306	Pharmacy Practice XVI	4.00
APPE R1*	PHRM 7110, 7120, 7210, 7220, 7330 or 7340	6.00
APPE R2*	PHRM 7110, 7120, 7210, 7220, 7330 or 7340	6.00
Semester Total:		10.00 – 16.00
Year 3 Total:		29.50 - 39.50
Year 4, Fall Semester, PharmD		
Course	Title	Credit Hours
APPE R3*	PHRM 7110, 7120, 7210, 7220, 7330 or 7340	6.00
APPE R4*	PHRM 7110, 7120, 7210, 7220, 7330 or 7340	6.00
APPE R5*	PHRM 7110, 7120, 7210, 7220, 7330 or 7340	6.00
APPE R6*	PHRM 7110, 7120, 7210, 7220, 7330 or 7340	6.00
APPE R7*	PHRM 7110, 7120, 7210, 7220, 7330 or 7340	6.00
Semester Total:		24.00 – 30.00
Year 4, Spring Semester, PharmD		
Course	Title	Credit Hours
PHRM 8400	Advanced Electives	16.00
Semester Total:		16.00
Year 4 Total:		40.00 – 46.00
TOTAL CREDIT HOURS (FOR FOUR YEARS)		169.00

**Student pharmacists will take one of the APPE rotations as an “OFF” rotation, and do not earn course credit during this time.*

3.5-Year Program

Beginning with the cohort matriculating in Fall of 2023, the following curriculum requirements reflect the 3.5-year PHARM D program. The didactic portion of the curriculum Year 1 Fall Semester through a portion of Year 3 Spring Semester will be the same as the 4-year program. The Advanced Electives will be incorporated into Spring of the P3 year as a Longitudinal Advanced Elective, with a dedicated rotation replacing the “OFF” rotation in Year 4 of the Fall semester.

Year 1, Fall Semester, PharmD		
Course	Title	Credit Hours
IPE 5000	Patient Centered Cases I	1.00
PHRM 5110	Introduction to Pharmacy and Healthcare Systems	2.00
PHRM 5111	Foundations of Pharmacy Practice and Self Care Therapeutics I	4.00
PHRM 5221	Pharmacological Basis of Therapeutics I	3.50
PHRM 5222	Pharmacological Basis of Therapeutics II	3.00
PHRM 5301	Pharmaceutics/Biopharmaceutics I	3.50
PHRM 5401	Immunology	3.50
PHRM ELEC	Elective Courses	0.00 - 4.00
	Semester Total:	20.50 – 24.50

Year 1, Spring Semester, PharmD		
Course	Title	Credit Hours
IPE 5100	Patient Centered Cases II	1.00
PHRM 5112	Foundations of Pharmacy Practice and Self Care Therapeutics II	4.00
PHRM 5113	Research Methods and Biostatistics	1.00
PHRM 5114	Pharmacy Calculations (On-line)	1.00
PHRM 5223	Pharmacological Basis of Therapeutics III	3.00
PHRM 5224	Pharmacological Basis of Therapeutics IV	3.50
PHRM 5302	Pharmacogenomics and Pharmaceutics	3.00
PHRM 5501	Pharmacokinetics	3.50
PHRM 5997	Introductory Pharmacy Practice Experience 1	4.00
PHRM ELEC	Elective Courses	0.00 - 4.00
	Semester Total:	24.00 – 28.00
	Year 1 Total:	44.50 – 48.50

Year 2, Fall Semester, PharmD 2026a Onward		
Course	Title	Credit Hours
IPE 6000	Team Training in Healthcare I	1.00
PHRM 6201	Pharmacy Practice I	4.00
PHRM 6202	Pharmacy Practice II	4.00
PHRM 6203	Pharmacy Practice III	4.00
PHRM 6204	Pharmacy Practice IV	4.00
PHRM 6205	Pharmacy Practice V	3.50
PHRM ELEC	Elective Courses	0.00 - 4.00
	Semester Total:	20.50 – 24.50

Year 2, Spring Semester, PharmD 2026a Onward		
Course	Title	Credit Hours
IPE 6100	Team Training in Healthcare II	1.00
PHRM 6206	Pharmacy Practice VI	4.00
PHRM 6207	Pharmacy Practice VII	4.00
PHRM 6208	Pharmacy Practice VIII	4.00
PHRM 6209	Pharmacy Practice IX	4.00
PHRM 6210	Pharmacy Practice X	3.50
PHRM 6999	Introductory Pharmacy Practice Experience 2	4.00
PHRM ELEC	Elective Courses	0.00 - 4.00
Semester Total:		24.50 – 28.50
Year 2 Total:		45.00 – 49.00
Year 3, Fall Semester, PharmD 2026a Onward		
Course	Title	Credit Hours
PHRM 6301	Pharmacy Practice XI	4.00
PHRM 6302	Pharmacy Practice XII	4.00
PHRM 6303	Pharmacy Practice XIII	4.00
PHRM 6304	Pharmacy Practice XIV	4.00
PHRM 6305	Pharmacy Practice XV	3.50
PHRM ELEC	Elective Courses	0.00 - 4.00
Semester Total:		19.50 – 23.50
Year 3, Spring Semester, PharmD 2026a Onward		
Course	Title	Credit Hours
PHRM 6306	Pharmacy Practice XVI	4.00
APPE R1	PHRM 7110, 7120, 7210, 7220, 7330 or 7340	6.00
APPE R2	PHRM 7110, 7120, 7210, 7220, 7330 or 7340	6.00
Semester Total:		16.00
Year 3 Total:		35.50 - 39.50
Year 4, Fall Semester, PharmD 2024 - 2026		
Course	Title	Credit Hours
APPE R3	PHRM 7110, 7120, 7210, 7220, 7330, or 7340	6.00
LAE [±]	PHRM 8400	16.00 (6.00 (rotation) + 10.00 (longitudinal))
APPE R5 [±]	PHRM 7110, 7120, 7210, 7220, 7330, 7340, or LAE	6.00
APPE R6 [±]	PHRM 7110, 7120, 7210, 7220, 7330, 7340, or LAE	6.00
APPE R7	PHRM 7110, 7120, 7210, 7220, 7330, 7340, or LAE	6.00
Semester Total:		40.00
Year 4 Total:		40.00
TOTAL CREDIT HOURS (FOR 3.5 YEARS)		169.00

Curriculum Organization (PIP Track)

Year 1

Year 1, Fall Semester, PIP		
Course	Title	Credit Hours
IPE 6000	Team Training in Healthcare I	1.00
PHRM 5601	Overview of Clinical Practice	4.00
PHRM 6201	Pharmacy Practice I	4.00
PHRM 6202	Pharmacy Practice II	4.00
PHRM 6203	Pharmacy Practice III	4.00
PHRM 6204	Pharmacy Practice IV	4.00
PHRM 6205	Pharmacy Practice V	3.50
PHRM ELEC	Elective Courses	0.00 – 3.00
Semester Total:		24.50 – 27.50
Year 1, Spring Semester, PIP		
Course	Title	Credit Hours
IPE 6100	Team Training in Healthcare II	1.00
PHRM 6206	Pharmacy Practice VI	4.00
PHRM 6207	Pharmacy Practice VII	4.00
PHRM 6208	Pharmacy Practice VIII	4.00
PHRM 6209	Pharmacy Practice IX	4.00
PHRM 6210	Pharmacy Practice X	3.50
PHRM 6300 or 6999	Introductory Pharmacy Practice Experience I/II	4.00
PHRM ELEC	Elective Courses	0.00 – 3.00
Semester Total:		24.50 – 27.50
Year 1 Total:		49.00 – 52.00

Year 2

COVID-19 Contingency for the advanced experiential curriculum

In the event that the COVID-19 Pandemic continues to have a temporary and fluctuating impact on the availability of APPE and AE rotation sites, a **possible** modification as outlined below, may need to be put into place to ensure that all students (and their families) stay safe, complete training to become highly qualified pharmacists, and meet the ACPE accreditation standards. Student pharmacists will be notified at the earliest opportunity of any actual impact on their experiential curriculum.

All student pharmacists must complete at least one rotation in each of the following rotation types: General Medicine (PHRM 7220), Ambulatory Care (PHRM 7210), Health System Practice (PHRM 7120), and Advanced Community Practice (PHRM 7110). Additionally, all students will complete at least 2 elective APPE rotations (PHRM 7330 and PHRM 7340). Based on rotations completed and ensuring that requirements are met, student pharmacists will then complete either a 16-week Advanced Elective (PHRM 8400) or 2 additional electives (PHRM 7330 and PHRM 7340). This ensures that all student pharmacists meet the accreditation requirements and complete the same number of credit hours as all other student pharmacists.

Year 2, Fall Semester, PIP		
Course	Title	Credit Hours
PHRM 6300 or 6999	Introductory Pharmacy Practice Experience I/II	4.00
PHRM 6301	Pharmacy Practice XI	4.00
PHRM 6302	Pharmacy Practice XII	4.00
PHRM 6303	Pharmacy Practice XIII	4.00
PHRM 6304	Pharmacy Practice XIV	4.00
PHRM 6305	Pharmacy Practice XV	3.50
PHRM ELEC	Elective Courses	0.00 – 3.00
Semester Total:		23.50 – 26.50

COVID-19 Contingency for the advanced experiential curriculum

In the event that the COVID-19 Pandemic continues to have a temporary and fluctuating impact on the availability of APPE and AE rotation sites, a **possible** modification as outlined below, may need to be put into place to ensure that all students (and their families) stay safe, complete training to become highly qualified pharmacists, and meet the ACPE accreditation standards. Student pharmacists will be notified at the earliest opportunity of any actual impact on their experiential curriculum.

All student pharmacists must complete at least one rotation in each of the following rotation types: General Medicine (PHRM 7220), Ambulatory Care (PHRM 7210), Health System Practice (PHRM 7120), and Advanced Community Practice (PHRM 7110). Additionally, all students will complete at least 2 elective APPE rotations (PHRM 7330 and PHRM 7340). Based on rotations completed and ensuring that requirements are met, student pharmacists will then complete either a 16-week Advanced Elective (PHRM 8400) or 2 additional electives (PHRM 7330 and PHRM 7340). This ensures that all student pharmacists meet the accreditation requirements and complete the same number of credit hours as all other student pharmacists.

Year 2, Spring Semester, PIP		
Course	Title	Credit Hours
PHRM 6306	Pharmacy Practice XVI	4.00
APPE R1*	PHRM 7110, 7120, 7210, 7220, 7330, or 7340	6.00
APPE R2*	PHRM 7110, 7120, 7210, 7220, 7330, or 7340	6.00
Semester Total:		10.00 - 16.00
Year 2 Total:		33.50 - 42.50

Year 3

Year 3, Fall Semester, PIP		
Course	Title	Credit Hours
APPE R3*	PHRM 7110, 7120, 7210, 7220, 7330, or 7340	6.00
APPE R4*	PHRM 7110, 7120, 7210, 7220, 7330, or 7340	6.00
APPE R5*	PHRM 7110, 7120, 7210, 7220, 7330, or 7340	6.00
APPE R6*	PHRM 7110, 7120, 7210, 7220, 7330, or 7340	6.00
APPE R7*	PHRM 7110, 7120, 7210, 7220, 7330, or 7340	6.00
Semester Total:		24.00 - 30.00
Year 3, Spring Semester, PIP		
Course	Title	Credit Hours
PHRM 8400	Advanced Electives	16.00
Semester Total:		16.00
Year 3 Total:		40.00 - 46.00
TOTAL CREDIT HOURS (FOR THREE YEARS)		131.50

**Student pharmacists will take one of the APPE rotations as an "OFF" rotation, and do not earn course credit during this time.*

Course Descriptions

Blocks listed in this catalog are subject to change through established academic channels. New blocks and changes in existing blocks are approved by the College of Pharmacy Curriculum Committee and the Faculty.

All courses are awarded letter grades, except when indicated otherwise.

IPE 5000 Patient Centered Cases – An Interprofessional Approach I (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course introduces students to practicing health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social and psychological issues. This course is a graduate requirement for all health professional programs.

IPE 5100 Patient Centered Cases – An Interprofessional Approach II (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course introduces students to practicing health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social and psychological issues. This course is a graduation requirement for all health professional programs.

IPE 6000 Team Training in Health Care I (1.0 credit hour, CR/NCR)

IPE 6000 will continue to build upon the knowledge from the IPE 5000 series and will expand upon that knowledge and require the student to learn and apply advanced tools and strategies that are crucial to develop a collaborative health care team. The majority of the course is delivered on-line with students engaging in a large-scale tabletop activity where they apply team tools necessary to solve health care challenges.

IPE 6100 Team Training in Health Care II (1.0 credit hour, CR/NCR)

IPE 6100 is a continuation of IPE 6000; IPE 6100 will continue to build upon the knowledge from IPE 6100 and the IPE 5000 series but will expand upon that knowledge and require the student to learn and apply advanced tools and strategies that are crucial to develop a collaborative healthcare team. The majority of the course is independent study with students engaging in a large-scale tabletop activity where they apply team tools necessary to solve a healthcare dilemma.

PHRM 5110 Introduction to Pharmacy and Healthcare Systems (2.0 credits)

Introduction to Pharmacy and Healthcare Systems (PHRM 5110) will introduce the student pharmacist to the knowledge, skills and attitude necessary for: 1) successful completion of the PharmD curriculum and 2) active participation in elevating pharmacy practice for the public benefit. The course will provide a foundational primer on healthcare systems and the pharmacists' critical role in these systems. Topics include challenges in contemporary pharmacy practice, the role of the pharmacist as a healthcare provider, pharmaceutical care, the role of pharmacist as provider of evidence-based medical information, the US health care system (history, overview, stakeholders, providers, public health policies, and the Food and Drug Administration), health care financing (Medicare, Medicaid, private insurance, and managed care), and an introduction to pharmacy

practice (community pharmacy and hospital pharmacy) clerkships (IPPE). Student pharmacist will also be required to participate in Medicare Part D Outreach programs.

PHRM 5111 Foundations of Pharmacy Practice and Self-Care Therapeutics I (4.0 credits)

Foundations of Pharmacy Practice/ Self-Care Therapeutics I (PHRM 5111) is designed to introduce the student pharmacist to the knowledge, skills, and attitudes necessary to complete the PharmD curriculum and develop foundation skills for patient-centered practice. Written and verbal communication skills and team collaboration skills are developed through SOAP notes and simulated patient encounters. Topics include written and verbal communication skills, ethics, law, professionalism, pharmaceutical care, patient counseling skills, screening skills development, the role of the pharmacist in self-care therapeutics, the proper selection, use & counseling of nonprescription medications and dietary supplements, patient assessment skills utilizing the QuEST/SCHOLAR-MAC method. Immunization training will also be included and covers the clinical preparation of the common vaccines and the administration of the vaccines.

PHRM 5112 Foundations of Pharmacy Practice and Self-Care Therapeutics II (4.0 credits)

This course reinforces the knowledge, skills, and attitudes introduced in PHRM 5111. Written and verbal communication skills and team collaboration skills are further developed through the use of SOAP notes and simulated patient encounters. General topics include the factors that lead patients to self-diagnose and self-treat their medical conditions, the role of the pharmacist in self-care therapeutics, the proper selection and use of nonprescription medications and dietary supplements, patient assessment skills utilizing the QuEST/SCHOLAR method, nonprescription and dietary supplement product counseling, and contemporary pharmacy practice issues, laws, and regulations. Prerequisite: PHRM 5111.

PHRM 5113 Research Methods and Biostatistics (1.0 credit)

This block focuses on an introduction to research methodology and biostatistics. Students are expected to use the tools in this block to critically review and evaluate current research in clinical studies. They will also be able to build on the foundation learned in this block for future application in research and clinical settings.

PHRM 5114 Pharmacy Calculations (1.0 credit)

Pharmaceutical Calculations is an essential skill to all practicing pharmacists. Therefore, it is taught in PHRM 5114 but tested for retention throughout the curriculum in the P2 and P3 years. This will be a self-paced course using online lectures and online assessments, in addition to class meetings for reviews and 2 examinations (midterm and final exam). The lecture series will consist of problems dealing with aliquots, concentration, dosing patients, alligation, dilution of solutions, isotonicity, IV rates of flow, milliequivalents, milliosmoles, among other basic pharmacy calculation concepts. The objectives of this course are to apply the fundamentals of calculations and measurement to mathematical problems associated with pharmacy, to accurately use formulas, approximate equivalents, and nomograms to calculate doses, to memorize specific nomenclature (metric, apothecary and avoirdupois systems, Latin abbreviations) needed to interpret a prescription order, to accurately utilize dimensional analysis, ratio-proportion, and other methods of measurement to convert between units

PHRM 5221 Pharmacological Basis of Therapeutics I (3.5 credits)

PHRM 5221 begins a series of four courses (PHRM 5221-5224) that integrate pharmacology, pathophysiology, medicinal chemistry and toxicology. Taken in their entirety they are referred to as the Pharmacological Basis of Therapeutics (PBT) block. These courses build on the principles acquired in biochemistry, anatomy, microbiology and physiology. The objective of these courses is to present the principles of drug-receptor selectivity, mechanisms of action of drugs and the rationale for their therapeutic use. The series of courses focus on pharmacodynamics (how the drug affects the body's functions) and pharmacokinetics (how the body handles the drug) and provides an integrated, scientific basis for understanding desired effects (therapeutic uses) and undesired side effects (adverse effects or drug-induced toxicity). The series focuses on the human system and provides the organizational knowledge and background relevant to the pharmacy practice sequence of courses presented in the second and third years. Principles addressing cellular, tissue and organ physiology provide a conceptual framework to introduce pharmacology by emphasizing commonalities of drug mechanism with drug classification. Prototype drugs in each pharmacological class are provided for comparing and contrasting with other agents in the same class and/or for other drugs used therapeutically but with different mechanisms of action. Fundamental principles are emphasized with the intent of providing their relevance for prevention and treatment of disease using therapeutic agents, most of which can be considered as modification of intrinsic, biological compounds.

PHRM 5221 begins with an introduction to pharmacology, including drug-receptor interactions, pharmacokinetics and pharmacodynamics. Parasympathetic and sympathetic agents that affect the autonomic nervous system will also be covered, as well as drugs used in the treatment of asthma. The course consists of four team assignments and three examinations, with the final exam being cumulative.

PHRM 5222 Pharmacological Basis of Therapeutics II (3.0 credits)

PHRM 5222 is part of the series of courses (PHRM 5221, 5222, 5223, and 5224) that integrates pharmacology, physiology & pathophysiology, and medicinal chemistry, building on the principles acquired in PHRM 5221 and prerequisite courses of biochemistry, anatomy, and physiology. The objective of PHRM 5222 is to present normal physiology followed by pathophysiology and then culminate with standard pharmacological treatments. The bulk of the course is focused on drug-receptor selectivity, mechanisms of action of drugs, and the rationale for their therapeutic use based on the pathophysiology of the disease. PHRM 5222 focuses on pharmacodynamics (how the drug affects the body's functions) and briefly covers pharmacokinetics (how the body handles the drug) of select drugs. Additionally, PHRM 5222 provides an integrated, scientific basis for understanding desired effects (therapeutic uses) and undesired side effects (adverse effects or drug-induced toxicity). PHRM 5222 focuses on the adult human system. It provides the organizational knowledge and background relevant to the pharmacy practice sequence of courses presented in the second year. Principles addressing cellular, tissue, and organ physiology provide a conceptual framework to introduce pharmacology by emphasizing commonalities of drug mechanisms with drug classification. Common and prototype drugs in each pharmacological class are discussed, specifically to compare and contrast with other agents in the same class and for other drugs used therapeutically but with different mechanisms of action. Fundamental principles are emphasized to provide their relevance for preventing and treating disease using therapeutic agents, most of which can be considered modifications of intrinsic biological processes.

PHRM 5223 Pharmacological Basis of Therapeutics III (3.0 credits)

PHRM 5223, which is a continuation of PHRM 5221 and PHRM 5222, will mainly focus on the central nervous system. In this course, student pharmacists will discuss central nervous system anatomy, physiology, pharmacology, and medicinal chemistry. The medicinal chemistry portion builds on the students' background in organic (functional group) chemistry and its relevance in diagnosing and treating disease, as well as developing therapeutic agents. Physiology is reviewed with an eye toward introducing the organization of biological systems (homeostasis) then demonstrating how the breakdown of organization (pathology) leads to disease and the modulation (interference or enhancement) of cellular function, which provides the basis for therapeutic intervention. The intent is to introduce an integration of relevant biochemistry, molecular biology, physiology, and pathophysiology. Further, pharmacology focuses not only on the effect of the body on the drug, like medicinal chemistry, but also addresses how the drug works on the body. Principles addressing basic anatomy, cellular and tissue physiology provide a conceptual framework to introduce pharmacology by emphasizing commonalities of drug mechanism with drug classification. Fundamental principles are emphasized with the intent of providing their relevance for prevention and treatment of disease using therapeutic agents. Clinically relevant conditions will include a series of neurological and psychiatric disorder, as well as pain systems and their relevant pharmacotherapies. This class also introduces endocrine hormonal signaling and how defects in these pathways are treated with pharmacotherapy. The concept of hormone replacement therapy will be introduced. Fundamental information will be introduced in lectures, reinforced during team assignment and assessed during quizzes and exams.

PHRM 5224 Pharmacological Basis of Therapeutics IV (3.5 credits)

PHRM 5224 is the last in the series of courses (PHRM 5221, 5222, 5223 and 5224) that integrates pharmacology, pathophysiology, medicinal chemistry and toxicology building on the principles acquired in biochemistry, anatomy, and physiology. As described under Block Description of PHRM 5221, the objective of these courses is to present the principles of drug-receptor selectivity, mechanisms of action of drugs, and the rationale for their therapeutic use. The series of courses focuses on Pharmacodynamics (how the drug affects the body's functions) and Pharmacokinetics (how the body handles the drug) and provides an integrated, scientific basis for understanding desired effects (therapeutic uses) and undesired side effects (adverse effects or drug-induced toxicity). The series focuses on the human system and provides the organizational knowledge and background relevant to the pharmacy practice sequence of courses presented in the second and third years. Principles addressing cellular, tissue, and organ physiology provide a conceptual framework to introduce pharmacology by emphasizing commonalities of drug mechanism with drug classification. Prototype drugs in each pharmacological class are provided for comparing and contrasting with other agents in the same class and/or for other drugs used therapeutically but with different mechanisms of action. Fundamental principles are emphasized with the intent of providing their relevance for prevention and treatment of disease using therapeutic agents, most of which can be considered as modifications of intrinsic, biological compounds.

PHRM 5224 introduces agents used to treat cancer as well as viral, bacterial, fungal, and parasitic diseases. This subject is then extended into the pharmacology and medicinal chemistry of these agents, including the designation of prototype drugs that are used to treat different pathological conditions. This course also includes an introduction of agents used in the treatment of diseases of the gastrointestinal (GI) system. A

review of the pertinent anatomy and physiology of this system is presented, which is then extended into the pharmacology of prototype drugs that are used to treat pathological conditions affecting this organ system. There is also an introduction into toxicology with an emphasis on commonly encountered toxicities and their antidotes.

PHRM 5301 Pharmaceutics/Biopharmaceutics (3.5 credits)

This block introduces the student pharmacists to physicochemical principles governing the pharmaceutical dosage forms. These principles are essential for the understanding of the manufacture, compounding, and proper use of liquid (homogeneous and disperse systems) and solid dosage forms.

How the block relates to the philosophy of pharmaceutical care:

This block examines the manufacture, compounding, and proper use of solid and liquid dosage forms (powders, granules, tablets, capsules, lozenges, solutions, suspensions, emulsions). As the drug product expert of the health care team, pharmacists are expected to solve drug product and dosage problems. Pharmacists are the ONLY members of the health care team with any significant background in the design and formulation of these dosage forms and an understanding of their inactive ingredients. This knowledge is important and useful since the last step in developing a drug therapy plan is selection of the appropriate dosage form for a particular patient. This selection may also involve the modification of a commercial product and/or compounding of a unique product.

PHRM 5302 Pharmacogenomics and Pharmaceutics (3.0 credits)

Personalized prescriptions based on your genes, monoclonal antibodies targeting specific gene product, as well as antisense oligonucleotides: these are some of the new phrases you will hear as we enter the era of genomic and precision medicine. The practice of pharmacy is being transformed by cutting-edge scientific developments and findings that are giving rise to new molecular tools and therapies. The goal of the block is to prepare future pharmacists to utilize and incorporate new technological and scientific developments in genetics/genomics into their daily practice. This course will cover basic genetic principles and clinical application of pharmacogenomics in drug therapy, including the role of genetics in medicine, genetic testing, bioinformatics, in particular, pharmacogenomics in drug metabolism, drug transport and drug targets, and clinical application. Upon completion of this course, student pharmacists should understand the concept that genetic information of patients can be used to maximize the efficacy of drugs and avoid adverse side reactions. The course is a foundation to prepare students for future “Patient Centered Care” with abilities to explain the basic concepts of influence of genetic factors in maintenance of health and development of disease, to identify the most appropriate pharmacogenomic test for patient, and to interpret the results of the testing and make drug therapy recommendations based on the results. This course is aimed at providing the first-year student pharmacist with no or little prior knowledge of medical genetics with knowledge, skills and attitudes established by the National Coalition for Health Professional Education in Genetics (NCHPEG). Elements of pharmaceutical biotechnology, sterile and nonsterile compounding will also be discussed.

How the block relates to the philosophy of pharmaceutical care:

(1) Pharmacists need a thorough understanding of the genetic component of patient variability to deliver effective pharmaceutical care. Current concepts in drug therapy often attempt drug treatment of large patient populations as groups, irrespective of the potential for individual, genetically based differences in drug response. However, it is well recognized that most medications exhibit wide inter-patient variability in their efficacy and toxicity.

(2) In recent years, biotechnology drug product including peptides, proteins, monoclonal antibodies, as well as antisense oligonucleotides have gained a share of prescribed pharmaceuticals. The field of pharmaceutical biotechnology has become an increasingly important component in the education of future pharmacists

PHRM 5401 Immunology (3.5 credits)

This course introduces students to the basic principles of immunology including cells, organs and effector systems involved in both innate and adaptive immune responses. Topics include regulatory interactions between different components of the immune system and the deleterious effects of aberrant immune processes. Focus will include understanding of immunopathology of disease states and pharmaceutical intervention as treatment.

PHRM 5501 Pharmacokinetics (3.5 credits)

PHRM 5501 is the pharmacokinetics course offered to first-year student pharmacists in the College of Pharmacy. This course is designed to introduce student pharmacists to basic principles and concepts of pharmacokinetics, and to teach student pharmacists how to apply pharmacokinetic principles in clinical situations. Student pharmacists are expected to make rational drug therapy decisions in their future pharmacy practice based on the knowledge learned from this course.

There are two primary sections in this course: basic pharmacokinetics and applied pharmacokinetics. In the early section of the block, student pharmacists learn basic pharmacokinetic concepts such as drug absorption, drug distribution, drug metabolism, and drug excretion and pharmacokinetic parameters, including rate constant, half-life, volume of distribution, and clearance. Student pharmacists learn to obtain pharmacokinetic parameters using compartmental modeling and model-independent analyses. The relevance of pharmacokinetics in drug action and toxicity and the factors influencing pharmacokinetics of drugs are also discussed. The course demonstrates the use of pharmacokinetic principles and essential equations in predicting plasma drug concentrations, as well as the changes in plasma drug concentrations that accrue over time, following a single dose and multiple dose regimens. In the latter part of the block, these principles and concepts are reinforced in clinical situations to allow student pharmacists to learn the importance and process of therapeutic drug monitoring. The effects of age, weight, other drugs, and various disease states on pharmacokinetic parameters are presented.

PHRM 5601 Overview of Clinical Practice (4.0 credits)

In the PharmD International Pathway (PIP) Program, student pharmacists begin their studies during the second year of the traditional PharmD program at WesternU. Thus, the purpose of this course is to introduce them to the block system of instruction at WesternU College of Pharmacy, to provide them with information to transition successfully into the second year of the traditional PharmD program, and to equip them with a background knowledge and skills to enable them to complete their PharmD program. Topics covered include an Overview of US Healthcare Systems and important topics in US Pharmacy, an introduction to assessments that pharmacists will need in practice, an introduction to biostatistics, pharmacy calculations and pharmacokinetics, as well as training in immunizations.

PHRM 5997 Introductory Pharmacy Practice Experience 1 (IPPE-1) (4.0 credits)

This course marks the beginning of the experiential training in the community pharmacy setting (Introductory Pharmacy Practice Experience-1 or IPPE-1). ***The IPPE-1 requires student pharmacists to go to their practice site five days per week. This program will run for four weeks (160 hours).***

Through the IPPE-1, student pharmacists are expected to master foundational competencies in three domains: Communication, Professionalism, and the Practice of Pharmacy. These competencies address the basic skills that prepare the student pharmacist for the Advanced Pharmacy Practice Experiences (APPEs) offered through the pharmacy curriculum. As such, they represent an intermediate point in the professional development of a pharmacist. They are applicable across a spectrum of practice and other experiential settings and are expected to build in complexity over time.

Western University of Health Sciences, in conjunction with community pharmacy partners, team up to provide the student pharmacists with a practical knowledge base of successful practice activities that highlight the relevance of didactic course work concurrently being taught and focus the student pharmacist's perspective on the emerging new role of the community pharmacist.

The types of activities that student pharmacists will be engaged while at their IPPE-1 site include reading and interpreting prescriptions, filling medications, counseling patients on general medication information for a specific drug, and assisting patients in identifying appropriate over-the-counter medications for their needs. Other tasks are likely to include assisting with inventory management, helping resolve third-party billing issues, and contacting physicians' offices and other pharmacies as needed to assist in the care of the patients. The on-campus discussion sessions will include discussion about activities at their IPPE-1 site, group learning activities, lectures on contemporary community pharmacy law, and other activities as outlined below.

PHRM 6201 Pharmacy Practice I (4.0 credits)

This block uses a clinical, case-based approach that enables the student pharmacist to develop the fundamental skills of evidence-based clinical practice through teaching how to ask answerable clinical questions, how to conduct effective searches for the best evidence, how to critically appraise the evidence for its validity and importance, and how to integrate patient values and circumstances to formulate an evidence-based decision.

PHRM 6202 Pharmacy Practice II (4.0 credits)

This block is designed to introduce student pharmacists to the management (evaluation, treatment, monitoring, and follow-up) of patients with kidney, fluids, electrolytes and acid/base disorders and common gastrointestinal disorders. In addition, this block will deal with some special populations, i.e., pediatric and geriatric populations. Student pharmacists will integrate knowledge, attitudes, and skills in a variety of ways to accomplish the block outcomes. This block contains anatomy, biochemistry, physiology, pharmacology, pharmacokinetics, pharmacotherapy, and clinical trial evidence as they relate to nephrology, fluid, electrolytes, acid/base and the gastrointestinal tract. Accordingly, the overall goal of this block is to enable student pharmacists to integrate their knowledge of these disciplines in the context of formulating an individualized pharmacotherapeutic plan for a given patient.

PHRM 6203 Pharmacy Practice III (4.0 credits)

This block is designed to equip student pharmacists with essential knowledge, skills, and attitude required for providing pharmaceutical care to patients with diabetes, hypertension, or dyslipidemia as an entry-level practitioner. This block will build on the foundations, such as anatomy, biochemistry, physiology, pharmacology, and pharmacokinetics, as well as the pharmacotherapeutics of renal disease to introduce the management of diabetes, hypertension, and dyslipidemia. Throughout the block, there will be emphasis on utilizing up to date evidence-based clinical data to make patient-specific therapeutic decisions. The management of diabetes, hypertension, and dyslipidemia is continuously evolving, and student pharmacists will also obtain skills to stay current with the rapidly changing information.

PHRM 6204 Pharmacy Practice IV (4.0 credits)

This block is designed to equip students with essential knowledge, skills, and attitude required for providing pharmaceutical care to patients with cardiovascular disorders as an entry-level practitioner. This block will build on the foundations, such as anatomy, biochemistry, physiology, pharmacology, and pharmacokinetics, as well as the pharmacotherapeutics of the basic metabolic syndrome (e.g. hypertension, diabetes, hyperlipidemia) to introduce the management of advanced cardiovascular disorders. Throughout the block, there will be emphasis on utilizing up to date evidence-based clinical data to make patient specific therapeutic decisions for patients with cardiovascular disorders. The management of cardiovascular disorder is continuously evolving. As such, the students will also obtain skills to stay current with the rapidly changing cardiovascular therapeutics.

PHRM 6205 Pharmacy Practice V (3.5 credits)

Learning to integrate and apply knowledge to complex patient cases with multi-disease states and drug-related problems is essential to successful practice as a pharmacist. This course will integrate the information from PHRM 6201-6204 as well as pharmacy year one didactics. The student pharmacists are required to apply the knowledge and skills to complex multi-disease patient cases using interactive methods.

PHRM 6206 Practice Pharmacy VI (4.0 credits)

This block is a continuation of the Pharmacy Practice (therapeutics) series of courses. PHRM 6206: Pharmacy Practice VI focuses on providing the student pharmacist with an understanding of the gastrointestinal and hepatobiliary systems. Specific emphasis will be placed on the pharmacologic treatment of various gastrointestinal disorders (gastroesophageal reflux disease, peptic ulcer disease, inflammatory bowel disease, irritable bowel disease, celiac disease), parenteral and enteral nutrition, and liver topics (alcoholic liver disease, drug-induced liver injury, non-alcoholic fatty liver disease, acute liver failure, cirrhosis).

PHRM 6207 Pharmacy Practice VII (4.0 credits)

This block is designed for the second-year pharmacy student to learn how to solve patient-based pharmacotherapeutic problems in airway diseases, arthritic disorders, and women's health issues. Asthma, COPD, and contraceptive technology, pathophysiology, and treatment are introduced in this course, including national guidelines for diagnosis and treatment. Major concepts of prior block material are reinforced throughout the block. Some lectures require viewing pre-recorded materials.

PHRM 6208 Pharmacy Practice VIII (4.0 credits)

The purpose of this block is to enable students to integrate the pathophysiology, medicinal chemistry, pharmacology and therapeutic knowledge in the management of specific psychiatric disease states. In addition, the block discusses men's health topics, urinary incontinence, benign prostate hypertrophy, erectile dysfunction, and glaucoma.

Psychotropic medications, defined as psychoactive medications used for the purpose of treating mental illness, are among the most commonly prescribed medications by clinicians and dispensed from pharmacies. They often play a role to minimize symptoms as well as maximize quality of life and functional status of psychiatric patients. In tailoring pharmacologic regimens for these patients, clinicians need to give careful attention to accurate diagnosis, appropriate dosing, adverse effects, drug interactions and pertinent drug pharmacokinetics.

An ongoing evaluation of effectiveness requires reassessment at regular intervals to rethink medication regimens in light of changes in the health, life circumstances, or mental status of psychiatric patients. Pharmacists can play an important role from drug selection and monitoring to patient education and counseling. This course is intended to prepare student pharmacists to play these roles.

PHRM 6209 Pharmacy Practice IX (4.0 credits)

This block is a continuation of PHRM 6208 and focuses on the epidemiology, pathophysiology, pharmacology and pharmacotherapy relevant to diseases affecting the central nervous system, including epilepsy, headache, pain and pain management, Parkinson's disease, multiple sclerosis, dementia and stroke in addition to a couple of non-neurology clinical topics such as dermatology addressing Accutane and topical steroids. Furthermore, Tobacco cessation training and pharmaceutical law are additional components of this block. The highlighted goals are to provide student pharmacists with the fundamental knowledge, skills and attitudes required to provide optimal pharmaceutical care to patients with various neurological disorders.

PHRM 6210 Pharmacy Practice X (3.5 credits)

Learning to integrate and apply knowledge to complex patient cases with multi-disease states and drug-related problems is essential to successful practice as a pharmacist. This course will integrate the information from PHRM 6201-6209 as well as pharmacy year one didactics. The student pharmacists are required to apply the knowledge and skills to complex multi-disease patient cases using interactive methods.

PHRM 6300 Introductory Pharmacy Practice Experience 1 - PIP (IPPE-1- PIP) (4.0 credits)

This course marks the beginning of the experiential training in the community pharmacy setting (Introductory Pharmacy Practice Experience-1 or IPPE-1). The IPPE-1 course (PHRM 6300) will run for four weeks (experiential and credit hour is the same as PHRM 5997), at the beginning of the summer between the P-2 and P-3 years. Through IPPE-1, student pharmacists are expected to master foundational competencies in three domains: Communication, Professionalism, and the Practice of Pharmacy. These competencies address the basic skills that prepare the student pharmacist for the Advanced Pharmacy Practice Experiences (APPEs) offered through the pharmacy curriculum. As such, they represent an intermediate point in the professional development of a pharmacist. They are applicable across a spectrum of practice and other experiential settings and are expected to build in complexity over time.

Western University of Health Sciences, in conjunction with community pharmacy partners, team up to provide the first-year student pharmacists with a practical knowledge base of successful practice activities that highlight the relevance of didactic course work concurrently being taught and focus the student pharmacist's perspective on the emerging new role of the community pharmacist.

PHRM 6301 Practice Pharmacy XI (4.0 credits)

This block is an integrated approach to microbiology, antimicrobial pharmacology, and infectious disease syndromes. The initial part of the block consists of identification, laboratory diagnosis, epidemiology, and modes of spread of the medically important pathogens. Pharmacology of the major classes of antimicrobial agents will be discussed. The latter part of the block will focus on the microbiology, epidemiology, pathogenesis, pathophysiology, clinical features, preventive and infection control measures associated with major infectious disease syndromes due to common bacteria.

PHRM 6302 Pharmacy Practice XII (4.0 credits)

PHRM 6302 is designed to equip student pharmacists with essential knowledge, skills, and attitude required for providing pharmaceutical care to patients with various infectious diseases as an entry-level practitioner. This block is an extension of PHRM 6301 with a focus on special patient populations, opportunistic infections, and infections more common in children. Treatment and counseling of patients with HIV/AIDS are presented. The pharmacology of antiviral and antifungal agents and the application in treating infections are discussed. A portion of the block focuses on the basic pharmacology of immunotherapeutic agents in organ transplantation, travel medicine, and pharmacokinetic applications of vancomycin and aminoglycosides.

PHRM 6303 Pharmacy Practice XIII (4.0 credits)

Cancer is the second most common cause of death in the United States. The war against cancer is a dynamic and rapidly changing field that requires a multidisciplinary approach. In the past decade, the paradigm for the treatment of cancer has evolved from using toxic, non-specific therapies to using rationally designed, specific therapies to target the molecular basis of disease. The increasing use of complex therapies with substantial toxicities requires the assistance of pharmacists who are knowledgeable about both the pharmacology and common toxicities of cancer therapeutic drugs and who are equipped to manage their side effects. This block is designed to introduce student pharmacists to several common malignancies and complications of both cancer and cancer therapy, which will form a foundation that student pharmacists can utilize to understand current and evolving strategies in cancer therapy. Throughout the block, student pharmacists will practice critical thinking and clinical decision-making skills using an interactive case study approach.

The contemporary pharmacist's role in hematology and oncology, however, is not limited to the treatment of patients with cancer. As such, student pharmacists will have the opportunity to explore a number of diverse issues during the block, such as hospice and palliative care, cancer prevention, chronic pain management, and the pharmacist's role in medication error prevention. At the conclusion of the block, student pharmacists will gain a better understanding not only of cancer therapeutics, but also the potential scope of the pharmacist's practice.

PHRM 6304 Pharmacy Practice XIV (4.0 credits)

PHRM 6304 provides student pharmacists an overview of pharmacy practice management in prominent pharmacy settings (community, ambulatory care, hospital and managed care). Student pharmacists are familiarized with the conceptual underpinnings and operations of pharmacy practice management, such as marketing, financial analysis, human resource management, and operations management (purchasing and inventory control). Disease state and Medication Therapy management (DSM/MTM) are emphasized as important components of community/ambulatory care pharmacy practice management. In the hospital setting, the importance of formulary decisions, medication safety, drug information, utilization review, and clinical therapy guidelines and protocols are stressed. Material from this block and the next block are enmeshed for continuity and integration. The course includes a team project and poster presentation on developing a disease management clinic in a community pharmacy setting. The block will also include the first part of the MTM certificate course.

PHRM 6305 Pharmacy Practice XV (3.5 credits)

This block will emphasize on the field of Health Outcomes and its applications to Pharmacy Practice. The ECHO (Economic, Clinical, and Humanistic Outcomes) model will be used as a framework of measuring program, procedure or product effectiveness. The block will revolve around Pharmacoeconomics, its importance in the current environment and its role in clinical decision making, e.g., by P&T committees that establish formularies. Further, various Patient-Reported Outcomes (PROs) will be introduced that provide a measure of patient preference in treatment plans and program effectiveness. Applications of these skills will be shown in various healthcare settings (health systems, managed care, community pharmacies). Topics covered in the block include an introduction to Pharmacoeconomics, a review of the methodology employed in pharmacoeconomic research, a basic review of modeling techniques such as decision models, the importance of quality-of-life, and how it impacts the delivery of health care today, and the role of Pharmacoeconomics in managed care and formulary and guideline development. Evidence based Medicine (EBM), biostatistical analyses and research methods will also be reviewed as necessary tools to evaluate clinical and pharmacoeconomic literature, and medical informatics will be covered.

PHRM 6306 Pharmacy Practice XVI (4.0 credits)

This block is designed to prepare the student pharmacist to optimally perform and to successfully complete the APPE rotations. Student pharmacists will learn pharmaceutical law so that they can practice legally and within the societal expectations for a professional pharmacist. Student pharmacists will develop thought processes through clinical case discussions by interacting with teammates and clinical practice faculty in a similar environment to APPE practice sites. Practice and EBP skills will be assessed through participation in an OSCE exercise and team journal club. Student pharmacists will integrate knowledge, attitudes, and skills in a variety of ways to accomplish the block outcomes. The overall goal of this block is to enable student pharmacists to integrate their knowledge of these skills in the context of formulating an individualized pharmacotherapeutic plan for a given patient. This block starts with a knowledge-based clinical examination that may include questions from any topic in the PharmD curriculum.

PHRM 6999 Introductory Practice Experience 2 (IPPE-2) (4.0 credits)

The primary goal of this pharmacy practice experience is for student pharmacists to achieve competency in the technical aspects of health-system pharmacy practice, and an introductory level of competency in the professional aspects. Student pharmacists should become familiar with the day-to-day functions, roles and responsibilities of the pharmacy, pharmacy technicians, and pharmacists within a health-system.

This experience marks the intermediate phase of the experiential training (Introductory Pharmacy Practice Experience-2 or IPPE-2). The IPPE-2 requires student pharmacists to go to their practice site five days per week, eight hours per day for four weeks (160 hours).

Through the IPPE-2, student pharmacists will be exposed to health-systems pharmacy practice and are expected to master foundational competencies in three domains: Communication, Professionalism and the Practice of Pharmacy. These competencies address the basic skills that prepare the student pharmacist for the Advanced Pharmacy Practice Experiences (APPEs) offered through the pharmacy curriculum. As such, they represent an intermediate point in the professional development of a pharmacist. They are applicable across a spectrum of practice and other experiential settings and are expected to build in complexity over time. During this introductory pharmacy practice experience, student pharmacists are expected to gain much of their experiences through observation and shadowing of pharmacy personnel and performing technician (intern) duties. Later, during advanced pharmacy practice experiences, students will be expected to gain much of their experiences through actual practice in more advanced professional activities under the direct supervision of a pharmacist.

WesternU and practicing pharmacy partners in the community team up to provide student pharmacists with a practical knowledge base of professional activities and focus the student pharmacist's perspective on the real-world role of the practicing pharmacist.

No student pharmacist will be allowed to start an (APPE) advanced rotation until the IPPE-2 has been successfully completed.

PHRM 7110 Advanced Community Practice (CP) (6.0 credits, CR/NCR)

Supervised advanced patient care experience in a community pharmacy setting under the supervision of a pharmacist preceptor.

PHRM 7120 Health-Systems Practice (HS) (6.0 credits, CR/NCR)

Supervised advanced patient care experience in an inpatient pharmacy setting under the supervision of a pharmacist preceptor.

PHRM 7210 Ambulatory Care (AC) (6.0 credits, CR/NCR)

Supervised clinical pharmacy experience emphasizing the development of pharmaceutical care skills in an outpatient setting.

PHRM 7220 General Medicine (GM) (6.0 credits, CR/NCR)

Supervised clinical pharmacy experience emphasizing the development of pharmaceutical care skills in a hospital or other acute-care institutional setting such as a long-term care facility.

PHRM 7330 Elective Pharmacy Practice Experience I (6.0 credits, CR/NCR)

Supervised education in clinical, administrative, or research settings that provide additional experience in specialty areas such as pediatrics, geriatrics, infectious disease, drug information, oncology, pharmaceutical research, pharmacy administration, etc.

PHRM 7340 Elective Pharmacy Practice Experience II (6.0 credits, CR/NCR)

Supervised education in clinical, administrative, or research settings that provide additional experience in specialty areas such as pediatrics, geriatrics, infectious disease, drug information, oncology, pharmaceutical research, pharmacy administration, etc. Prerequisite: PHRM 7330.

PHRM 8200 Elective Coursework (4.0 credits, CR/NCR)

Advanced level coursework in an area of special interest beyond that presented as part of the previous didactic coursework of the Doctor of Pharmacy Curriculum. Repeatable to a maximum of 16 credits.

PHRM 8400 Advance Elective/Longitudinal Advanced Electives (16.0 credits, CR/NCR)

Advanced clinical educational experiences in an area of special interest beyond that provided as part of the previous clinical coursework of the Doctor of Pharmacy curriculum. Student pharmacists choose a track or specialized experience to increase exposure in their area(s) of interest.

The Advance Elective and Longitudinal Advance Elective offer student pharmacists a novel learning experience. This rotation (e.g., research experience, specialized training, business administration etc.) allows student pharmacists to develop more skills and insight in a specific practice area. The AE/LAE program is designed to provide a capstone experience which allows student pharmacists to gain research skills or leadership/entrepreneurial skills related to a particular area of practice.

Please review the statement in the section on “Curriculum Organization” describing the contingency plan regarding the impact of the COVID pandemic on APPE and AE/LAE availability.

PHRM 8800 Other Electives (20.0 credits, CR/NCR)

Individualized, supervised educational experiences in an area of special interest related to pharmacy practice and/or pharmaceutical sciences beyond that provided by previous coursework in the Doctor of Pharmacy curriculum and not eligible for credit within PHRM 8200 or 8400.

PHRM ELC1 Introduction to Clinical Research (1.0 credit, Letter Grade, Fall)

Clinical research is defined as the study of a drug, biologic, or device in human subjects with the intent to discover potential beneficial effects and/or determine its safety and efficacy. This elective introduces students to clinical trials and basic clinical research principles for those interested in pursuing residency or a field of clinical research (fellowship, industry, FDA career). Throughout the elective course we will discuss principles of clinical research, experimental design, managing and monitoring clinical trials, data management and analysis, and regulatory affairs with drugs, biologics, and devices. Open to year 1 and year 2 PharmD students. See registration notification for capacity, course dates/times.

Clinical research is defined as the study of a drug, biologic, or device in human subjects with the intent to discover potential beneficial effects and/or determine its safety and efficacy. This elective introduces students to clinical trials and basic clinical research principles for those interested in pursuing residency or a field of clinical research (fellowship, industry, FDA career). Throughout the elective course we will discuss principles of clinical research, experimental design, managing and monitoring clinical trials, data management and analysis, and regulatory affairs with drugs, biologics, and devices.

PHRM ELC4 Independent Research (1.0 Credit, CR/NCR, Fall/Spring)

This block introduces the student pharmacists to independent research experiences under the supervision of a faculty member. The research experience may vary from bench research (pharmaceutical sciences) to clinical translational research (pharmacy practice). Student pharmacists will be expected to participate in research activities at the rate of 3 hours per week per credit. 30 hours of research must be completed by the end of the semester to earn a grade for the elective course. Schedules for research will be determined by the student pharmacist in consultation with the faculty preceptor. Student pharmacists will only be allowed a maximum of 2 professional elective credits over two semesters (1 credit each). Any additional research elective course while eligible for course credit, will not be counted towards the overall elective degree requirement.

Please note that all faculty members may not be able to offer the research elective course. Thus, the student pharmacist must email the faculty member directly to enquire about any openings for the desired semester (see faculty research and specialty profiles <http://www.westernu.edu/pharmacy/>). If a position is available, the student pharmacist must choose the “independent research” elective course during semester course registration.

Open to year 1, year 2 and year 3 PharmD students. See registration notification for capacity, course dates/times.

PHRM ELC5 Vaccines: Science and Society (1.0 Credit, CR/NCR, Spring)

The overall goal for this course is to allow for students to further appreciate the scientific and clinical basis of vaccination as well as the key aspects of society opinion that have recently been challenging vaccine usage. Overview of important vaccines and the scientific basis behind the efficacy and safety of these vaccines are introduced along with aspects of individual vaccines that are often discussed in society with regards to safety issues. The class will provide didactic instruction and reading blended with discussions on key topics. Open to year 1 PharmD students. See registration notification for capacity, course dates/times.

PHRM ELC6A Seminar in Professional Development (1.0 Credit, CR/NCR, Fall)

This seminar elective provides presentations related to careers, leadership, management, legal and regulatory issues, and other topics related to professional and personal development. This seminar course will give 1 unit of credit for attending a minimum number of these presentations and writing a minimum number of

reflections. Open to year 1 PharmD students and year 2 PharmD students that have not taken the course previously. This course is offered in the fall. See registration notification for capacity, course dates/times.

PHRM ELC6B Seminar in Professional Development (1.0 Credit, CR/NCR, Spring)

This seminar elective provides presentations related to careers, leadership, management, legal and regulatory issues, and other topics related to professional and personal development. This seminar course will give 1 unit of credit for attending a minimum number of these presentations and writing a minimum number of reflections. Open to year 1 PharmD students and year 2 PharmD students that have not taken the course previously. This course is offered in spring. See registration notification for capacity, course dates/times.

PHRM ELC7 Leadership in Pharmacy (1.0 Credit, CR/NCR, Spring)

This is an exploratory course for students to find the leader within. There are on-line modules for reading, and self-assessments and projects for defining leadership. Discussion groups and guest speakers discuss leadership styles and roles in various settings. A second domain involves interaction with a leadership mentor. Lastly, students use reflections to define leadership and how they fit into leadership. Open to year 2 PharmD students only. See registration notification for capacity, course dates/times.

PHRM ELC8 Food and Cooking Basics for Student Pharmacists (1.0 Credits, CR/NCR, Spring)

It's very difficult to advise a patient on healthy ways to select and prepare ingredients for a healthy lifestyle without first-hand experience. This course provides an introduction to the basics of cooking/preparing healthful and flavorful meals and snacks that fit within the limited time left in your day outside of the PharmD curriculum. It is targeted to those with minimal food shopping, meal-planning, and cooking experience and is perfect for students who have newly moved out on their own. Class sessions will be a mix of online modules, instructional videos, and live cook-along sessions via Zoom. Open to year 2 PharmD students only. See registration notification for capacity, course dates/times.

PHRM ELC10 The Chemistry of Cosmetics (1.0 Credit, Letter Grade, Spring)

This course introduces the components of cosmetic products, their function and chemistry. Specifically, we discuss cosmetics, such as skin and hair care products, sunscreens, and perfumes as well as product safety issues, and evaluation. The students have directed reading assignments and discussions. Open to year 2 PharmD students only. See registration notification for capacity, course dates/times.

PHRM ELC11 OTC and Self-care for PIP Students (1.0 Credit, CR/NCR, Spring)

This course provides an extended review of OTC and Self-care to supplement instruction in the IPBP program. Through this elective, faculty will go over key concepts in OTC/Self-care that will better prepare student pharmacists in the IPBP program for their career as students and practicing pharmacists. Open to year 2 PIP PharmD students only. See registration notification for capacity, course dates/times.

PHRM ELC12 Immunotherapies (1.0 Credit, CR/NCR, Fall)

This course provides an overview of commonly used immunotherapies and discussion of the disease states they can target. Discussions on the pros and cons of the immunotherapies are presented. Additional presentations from clinical and industry perspective are presented to give an overview of the role of pharmacists in working with these therapies. Open to year 2 and year 3 PharmD students only. See registration notification for capacity, course dates/times.

PHRM ELC13 Pharmacy Residency Elective Preparation (PREP) Course (1.0 credit, CR/NCR, Spring)

In this hands-on course, you will learn how to prepare for the pharmacy residency application process. We will guide you through researching residency programs, applying through PhORCAS, and preparing a *curriculum vitae* and letter of intent. You will also have opportunities to improve your clinical reasoning, oral presentation, and interview skills through direct interactions with the course facilitators, who will share their tips on how you can maximize your potential. Open to year 2 PharmD students only. See registration notification for capacity, course dates/times.

PHRM ELC15 Principles of Biomedical Ethics (1.0 Credit, Letter Grade, Spring)

This course consists of three topics within modern biomedical ethics. First, the course will survey the various moral philosophies that are used in society as well as the biomedical enterprise. Second, the course will utilize a small group format to discuss medical scenarios to tease apart ethical approaches and the conflict between various ethical theories. Lastly, the course will continue in the small group format to discuss research ethics and use real cases to examine the role that ethics and ethical theories play in laboratory science. Students are also expected to explore their own ethical philosophy and articulate this philosophy in line with the traditional philosophies that will be discussed in class. Open to year 2 PharmD students only. See registration notification for capacity, course dates/times.

PHRM ELC20 Stress Management for Student Pharmacists: MMY Method (MINDFULNESS, MEDITATION AND YOGA) (1.0 Credit, CR/NCR, Fall/Spring)

This elective is designed as an introductory to intermediate level course for the student pharmacist to learn basic techniques of Yogic breathing (Pranayama), postures (asanas), mindfulness and meditation towards relaxation and stress reduction. The benefits of the course are intended to be both short and long term, dependent on individual levels of practice. Open to year 1, year 2 and year 3 PharmD students in the fall term and year 1 and year 2 students in the spring term. See registration notification for capacity, course dates/times.

PHRM ELC22 Pharmacist & Patient Centered Diabetes Care Certificate Training Program (APhA) (2 Credits, Letter Grade, Fall/Spring)

The Pharmacist and Patient-Centered Diabetes Care is an APhA Certificate Training Program that many employers are requiring this certification program in both community and ambulatory care settings to advance the profession of pharmacy. This is an intensive training program designed for student pharmacists to equip with the knowledge, skills, and confidence needed to provide effective, evidence-based diabetes care. Five self-study modules provide comprehensive instruction in current diabetes concepts and standards of care. The live seminar incorporates case studies and hands-on skills focused on the situations most likely to be encountered in community and ambulatory care practice settings. Students will refine their skills on evaluating and adjusting drug therapy regimens for patients with type 1 and type 2 diabetes, counseling patients about lifestyle interventions, analyzing and interpreting self-monitoring of blood glucose results, and assessing the overall health status of patients to identify needed monitoring and interventions. Open to year 2 and year 3 PharmD students for the fall term and open to year 2 PharmD students for the spring term. See registration notification for capacity, course dates/times.

PHRM ELC24 Global Health Summer Rotation (2.0 Credits, CR/NCR, Summer)

This elective course aims to provide a global health experience to student pharmacists interested in learning about the pharmacy profession in countries outside of the USA. The course is offered during summer months of the P1 and P2 years and depends on availability of the international sites at the time of application. The total duration of the course will be 4 weeks of which 1-week accounts for travel back and forth from the international destination and also for report writing. The remaining 3 weeks will focus on spending time at the campus of our affiliate host institutions and visits to hospital pharmacies and pharmaceutical industries or as planned by the host institution. Current memorandums of understanding exist with institutions in China, Japan, Korea and Thailand. While there will be no tuition fee for participating in this elective course (provided it is within the credit limits as designated by the College), there will be costs pertaining to visa, travel, lodging and food which will be the responsibility of the student. Student pharmacists interested in this elective course can request estimated costs for the trip from the facilitator. A waiver form will need to be signed prior to travel. **Please note student pharmacists must enquire with the facilitator prior to registering for this elective.** Open to year 1 and year 2 PharmD students only. See registration notification for capacity, course dates/times.

PHRM ELC25 Advanced Clinical Research Design (1.0 Credit, CR/NCR, Spring)

This course aims to have the students learn various issues associated with clinical research and experimental designs. This elective helps students to learn the practical aspect of clinical trials and how to develop the study objectives, the research protocol, IRB preparation, study design issues, data analysis, and preparation of abstracts, and publish the findings. This course will help those interested in pursuing research career, i.e., fellowship, industry, or academia. Throughout the elective course we will discuss principles of the study objectives, clinical research/ experimental design, protocol development, managing and monitoring clinical trials, data management and analysis, and regulatory issues with drugs, and the student will have the opportunity to develop their own study protocol. Open to year 2 PharmD students only. See registration notification for capacity, course dates/times.

PHRM ELC26 History of Pharmacy in the US and Abroad (1.0 Credit, CR/NCR, Spring)

This course will explore the development of pharmacy as a profession and review how pharmacists have historically carved out roles for themselves in various career settings. Special emphasis will be placed on the history of pharmacists' relationships with other healthcare providers, their ethical responsibility to patients, and select advocacy initiatives (such as pharmacist provider status). Learning activities will include student presentations on notable pharmacists and their impact on the profession. Open to year 1 and year 2 PharmD students. See registration notification for capacity, course dates/times.

PHRM ELC27 Transgender Health (2.0 Credits, Letter Grade, Fall/Spring)

This course will introduce student pharmacists to the terms, concepts and guidelines related to transgender health. In addition, student pharmacists will gain insights into cross-sex hormonal therapy (CSHT) specific to transgender health and addressing primary care, preventive, and mental health perspectives of transgender patients. The live seminar incorporates active learning through interactive case studies and group discussions. Open to year 2 and 3 PharmD students in the fall and year 2 PharmD students in the spring. See registration notification for capacity, course dates/times.

PHRM ELC28 Advanced Informatics (1.0 Credit, CR/NCR, Fall/Spring)

This elective will serve as a project-based course in various areas of how health informatics relates to the real world. Students will be partnered in teams to work on specific project as required at the time. Students will have the ability to work together to create presentations on assigned research topics and projects regarding health technology and the impact on patient care. The elective will be a mixed approach with current papers and topics in informatics as well as project based. Student pharmacists will learn about advanced topics about various aspects of informatics. At the end of the course, a presentation of findings will be given by the student teams. Open to year 2 and 3 PharmD students in the fall and year 2 PharmD students in the spring. See registration notification for capacity, course dates/times.

PHRM ELC29 Personal Finances and Investments (1.0 Credit, CR/NCR, Spring)

Many students find it challenging to manage personal finances and invest when struggling with student loans and living expenses with little-to-modest income during academic training. This course provides an introduction to money management and optimizing practical yet realistic strategies to build their investment portfolio to exceed \$1 million dollars by retirement. The course will identify ways to budget for personal expenses, prioritize select debt repayments, and build additional savings for tax-sheltered investments. Furthermore, approaches to selecting stocks or mutual funds, sector rotation based on economy, and basic stock chart technical analyses will be introduced. Class sessions will be a combination of online modules, interactive discussion, personal budget challenge assignment with reflections, and development of a personal finance investment plan. All meetings will occur through Zoom. Open to year 2 PharmD students only. See registration notification for capacity, course dates/times.

PHRM ELC30 Introduction to Pharmaceutical Research (1.0 Credit, CR/NCR, Fall)

Pharmaceutical research produces drug products for treating various human diseases. This elective introduces the student pharmacist to the interdisciplinary nature and practice of pharmaceutical research. Throughout the course the student pharmacist will learn the history, science, scope, experimental design, intellectual property, and the skills to critically evaluate pharmaceutical research publications. The emphasis will be placed on pharmaceutical innovation. Open to years 1, 2 and 3 PharmD students. See registration notification for capacity, course dates/times.

PHRM ELC33 Oncology Practicum (1.0 Credit, CR/NCR, Fall/Spring)

The care of patients with cancer is complex, often involving multimodal therapies with high potential for toxicities. The pharmacist must be knowledgeable about cancer disease states and appropriate management of toxicities of cancer therapeutics to educate patients and optimize patient outcomes. This course will be led by a team of oncology pharmacist preceptors who will introduce student pharmacists to topics in oncology through interactive lectures, journal clubs and patient cases. By the end of the course, student pharmacists will be able to develop evidence-based pharmaceutical care plans and provide medication counseling for patients with cancer. Open to year 2 and year 3 PharmD students in the Fall and open to year 2 PharmD students only in the Spring. See registration notification for capacity, course dates/times.

PHRM ELC34 Artificial Intelligence in Pharmacy (1.0 Credit, CR/NCR, Fall/Spring)

This elective is to introduce the application of artificial intelligence in healthcare and in pharmacy. The student pharmacist will learn about where artificial intelligence is already seen in already being applied in pharmacy and how it can evolve in the near future. There are online video modules that will help to understand different concepts. The in-class quizzes and writing assignments will further strengthen different learning outcomes in the block. After the block, student pharmacists will be able to understand how artificial intelligence is applied in pharmacy and how it can change the practice of pharmacy and other healthcare fields. Open to years 1, 2 and 3 PharmD students. See registration notification for capacity, course dates/times.

PHRM ELC35 Managed Care (1.0 Credit, CR/NCR, Spring)

This course is an overview of managed care pharmacy to introduce students to different fields in pharmacy and gain some practical skills. The course will introduce different fields within managed care pharmacy and the roles of pharmacists. The students will also understand the different quality metrics health plans and healthcare providers try to meet. There will be some hands-on work to gain some experience with data analysis, prior authorizations and MTM cases. The class will be a combination of live lectures, online webinars, interactive discussion, and self-study homework. Open to Year 2 PharmD students only. See registration for capacity, course dates/times.

PHRM ELC36 Legislative Advocacy (1.0 Credit, CR/NCR, Fall)

This course focuses on teaching students' basic knowledge of the legislative process and fundamental advocacy techniques and how they can actively participate in the legislative process. Students will learn about current legislation relevant to pharmacy and how they can influence lobbyists, legislators, and policy professionals. Through this course, students will become aware of local, state, and national healthcare issues that affect pharmacists and their patients. Students will also learn about the role of professional organizations in the legislative process and the policy development process for these organizations. Students will participate in advocacy events such as a mock house of delegates and student legislative day. As part of this course, students will also write a letter to their legislator and schedule a meeting with their legislator's staff to discuss pharmacy-related issues and legislation. Open to years 1, 2 and 3 PharmD students. See registration notification for capacity, course dates/times.

ELC37 Happiness in Pharmacy School (1.0 Credit, CR/NCR, Fall)

Pharmacy school could have a negative impact on a student's sense of well-being. As the year progresses, students may experience stress and start to feel burned out. This course challenges students to explore and engage in activities that can increase their own happiness and help maintain their sense of well-being in the midst of a busy pharmacy school year. Together, we will dive into what the research says about we think will make us happy versus what actually makes us happy. We will also see what data there is regarding whether or not we can improve our own happiness. Through this course, students will identify evidence-based strategies they can put into practice in order to build healthier habits. Students will experiment with these practices to see if it helps them prevent burnout during the school year and assess what impact this has on their own happiness. Open to years 1, 2 and 3 PharmD students. See registration notification for capacity, course dates/times.

PHRM ELC38 Introduction to Scientific Writing and Publication (1.0 Credit, CR/NCR, Fall & Spring)

This elective is to introduce the basic elements in scientific writing and the publication process. Student pharmacists will learn how to evaluate a research article, a review article, and a book chapter. In addition, Student pharmacists will select a research topic of interest, collect relevant literature, and write a review article. Selection of an appropriate journal to publish the review article will also be discussed. By the end of the course, student pharmacists will have hands-on experience in writing a review article and be familiar with the process of journal selection and manuscript submission. Open to years 1,2 and 3 PharmD students in the fall and years 1 and 2 PharmD students in the spring. See registration notification for capacity, course dates/times.

PHRM ELC39 HPLC Practicum: Method Develop and Validation (1.0 Credit, CR/NCR, Fall)

This elective is to introduce the basic concepts in pharmaceutical and biomedical analysis. Particularly, the student pharmacists will learn the theory and instrumentation of high-performance liquid chromatography (HPLC) and its application in pharmaceutical and biomedical analysis. In addition, Student pharmacists will select a drug or an experimental therapeutic, develop and validate according to FDA guidelines an analytical HPLC assay for the selected chemical entity in plasma, and write a lab report. By the end of the course, student pharmacists will have the knowledge and hands-on experience in developing HPLC method for drug analysis in biological samples. Open to years 1,2, and 3 PharmD students. See registration notification for capacity, course dates/times.

PHRM ELC40 Sports and Pharmacy: Strengthening the mind, body, and pharmacy practice (1.0 Credit, CR/NCR, Spring)

This elective uncovers the relationship between sports and medicine/pharmacy. This elective will investigate the dynamic bi-directional relationship between sports and diseases and will explore the use of medications in sports. The course will encompass diverse lectures and topic discussions related to the aforementioned relationship including exercise-induced asthma, exercise-induced hypo/hyperglycemia, the effect of exercise on creatinine, and the use of illicit substances in sports among other topics. This information will be reinforced by playing various types of sports, which will also serve to provide stress relief and foster both interpersonal and professional relationships, effective communication and presentation skills, and team-building. Open to year 1 and 2 PharmD students only. See registration notification for capacity, course dates/times.

PHRM ELC41 Entrepreneurship in Startup Health (1.0 Credit, CR/NCR, Fall & Spring)

Description: This elective course will provide basic understanding of steps involved in building a healthcare Startups. This course consists of modules which will serve as a guide to execute healthcare startups by understanding idea generation, technology development, business planning and successful execution. Upon completion of the modules, student pharmacists will learn the strategies to analyze the healthcare market, learn how to make business as a legal entity, learn how to apply for patents and identify the funding sources

to build a startup. Students will learn to take ideas into healthcare business startups. Open to years 1,2 and 3 PharmD students in the fall and years 1 and 2 PharmD students in the spring. See registration notification for capacity, course dates/times.

PHRM ELC42 Value of Industry Pharmacists Case Competition (1.0 Credit, CR/NCR, Fall)

The goal of this course is to allow students to have a glimpse of the role of Industry Pharmacists through the participation of the Value of Industry Pharmacists (VIP) Case Competition in collaboration with the Industry Pharmacists Organization (IPhO). The students will be organized into subgroups based on functional areas including clinical sciences, regulatory affairs, commercial/marketing, and medical affairs. Faculty instructors will be available in-person or online to meet the students regularly to provide advice and guidance in these four functional areas. Faculty instructors are also available to review the PowerPoint Presentations that students prepare. By the end of this course, students will have PowerPoint Presentations for Midpoint and Final Submission to the National IPhO. Participation in VIPCC will allow for more experiences in this career field, potentially leading to industry fellow positions. Open to years 1,2, and 3 PharmD students. See registration notification for capacity, course dates/times.

PHRM ELC43 Cooperative Board Games (1 credit, CR/NCR, Spring)

In this elective course, student pharmacists will play a series of cooperative board games with their colleagues. Cooperative board games promote supportive collaboration and enable individuals to develop multiple skills essential for working together productively as a team, including communication, problem-solving, time management, decision-making, and following directions correctly. Upon the conclusion of each board game, student pharmacists will be expected to complete self-reflections, focused on what they learned from the game, about working in a team, and themselves. Open to year 1 PharmD students only. See registration notification for capacity, course dates/times.

Honors and Awards

The following awards for PharmD students are presented annually on Honors Day in April (some awards subject to change).

Albertsons/Sav-on Scholarship
The Robert L. and Mrs. Gloria Austin Scholarship
California Korean American Pharmacists Association Endowed Scholarship Cardinal Health Pharmacy Scholarship
CVS Health Foundation Pharmacy School Grants Program Scholarship
Dean's Endowment Scholarship
Dean's Merit Scholarship
Drs. Sumit & Bhavesh Desai Scholarship Endowment
East-West Scholarship
Good Neighbor Pharmacy/Institute for Community Pharmacy Scholarship
Hoffman Family Leadership Endowed Scholarship
Indian Pharmacists Association Endowed Scholarship
Melanie S. Lim Memorial Scholarship
Melinda Mah Memorial Scholarship
Sripriya (Priya) Upadhyayula Patel Memorial Endowed Scholarship
Ralphs Pharmacy Scholarship
Rite Aid Scholarship
Robinson Celebrating Diversity Endowment Scholarship
Rosenberg Endowed Scholarship RX Prep Scholarship
Dr. Sam Shimomura Scholarship Endowment The Thai Family Endowed Scholarship
Tribute to Caring Scholarship
Vietnamese Pharmacists Association (VPhA in the USA) Walgreens Diversity Scholarship
Walgreens Diversity & Inclusion Excellence Scholarship Walmart Pharmacy Scholarship

The following awards are presented annually to graduates at the Commencement Dinner Dance:

Dean's Award

Academic Calendar

COP academic calendar is subject to change.

Fall 2023	
May 15, 2023	Fall Rotations Begin (PharmD Year 4, PIP Year 3)
July 4, 2023	Independence Day – No Classes*
July 10, 2023	Fall Classes Begin (PIP Year 1 & Year 2)
August 7-11, 2023	Orientation/Welcome Week (PharmD Year 1)
August 12, 2023	White Coat Ceremony (PharmD/PIP Year 1)
August 14, 2023	Fall Classes Begin (PharmD Years 1, 2 and 3)
September 4, 2023	Labor Day - No Classes*
October 9, 2023	Indigenous Peoples’ Day – No Classes*
November 3, 2023	Fall Rotations End (PharmD Year 4, PIP Year 3)
November 10, 2023	Veterans Day – No Classes*
November 22, 2023	Thanksgiving Recess Begins @ 5:00 p.m.
November 27, 2023	Fall Classes Resume
December 22, 2023	Fall Classes End (PharmD Years 1-3, PIP Years 1 and 2)
December 23, 2023	Winter Recess Begins
Spring 2024	
November 6, 2023	Spring Rotations Begin (PharmD Year 4, PIP Year 3)
January 8, 2024	Spring Classes/Rotations Begin (PharmD Years 1-3, PIP Years 1 and 2)
January 15, 2024	Martin Luther King Jr. Day – No Classes*
February 19, 2024	Presidents’ Day – No Classes*
March 25, 2024	Spring Break Begins for PharmD Year 1
March 27, 2024	Spring Break Begins for PharmD Year 2
April 1, 2024	Spring Classes Resume for PharmD Year 1
April 3, 2024	Spring Classes Resume for PharmD Year 2
April 4, 2024	Honors Day
May 10, 2024	Spring Rotations End (PharmD Years 3 and 4, PIP Years 2 and 3)
May 16, 2024	COP Commencement
May 27, 2024	Memorial Day – No Classes*
June 14, 2024	Spring Classes End (PIP Year 1)
June 19, 2024	Juneteenth – No Classes
July 4, 2024	Independence Day – No Classes
July 12, 2024	Spring Classes End (PharmD Year 1)
August 9, 2024	Spring Classes End (PharmD Year 2)

**Student pharmacists in clinical rotations observe their preceptor’s hours, which may include working on federal holidays.*

Western University of Health Sciences

College of Podiatric Medicine

2023/2024 Academic Year

College of Podiatric Medicine

Doctor of Podiatric Medicine (DPM)

Accreditation

Western University of Health Sciences College of Podiatric Medicine (WesternU CPM) was accredited by the Council on Podiatric Medical Education (CPME) in October 2012 in accordance with attainment of the educational standards and requirements set out by that agency. This status was achieved once the program of podiatric medicine was fully activated with students enrolled in all four years of the educational curriculum. Accreditation by the CPME is considered the best statement of good educational practice in the field of podiatric medicine.

Complaints Regarding Accreditation Standards

CPM is committed to meeting and exceeding the standards for accreditation of colleges of podiatric medicine as described by the American Podiatric Medical Association (APMA). A copy of the standards is available upon request from the Office of the Dean. A student who believes that CPM may not be in compliance with a standard of accreditation has the right to file a complaint through the following procedure:

- A written, dated, and signed complaint must be filed with the Office of the Dean, CPM.
- The Dean will consult with an ad hoc committee of faculty and students to investigate the complaint.
- The results of the investigation shall include findings of fact, a determination of standard compliance or non-compliance, and recommended corrective actions. The results will be communicated in writing to the Dean, and to the student complainant.
- If corrective action is indicated, the Dean will respond with a description/plan for such action within 30 days of receipt of the ad hoc committee's results.
- Records of all proceedings regarding complaints will be maintained by the Office of Pre-Clinical Education and Outcomes of CPM.
- In the event that the student is not satisfied with the ad hoc committee's determination and/or corrective action, the student may communicate his/her complaint to:

Director
Council on Podiatric Medical Education
9312 Old Georgetown Road
Bethesda, Maryland, 20814-1621

General Information

The Podiatric Medicine Philosophy

Podiatric medicine is both a profession as well as a medical specialty. Students are prepared to attain the necessary competencies for entry-level residency training through successful completion of a solid, thoughtfully orchestrated curriculum. Integration of the basic and clinical sciences allows students to form a foundation for future clinical practice. Patient care management protocols follow evidence-based medical principles that have been taught in the pre-clinical years. The development of critical thinking skills is emphasized at each level of the educational process, with research methodology woven throughout.

As the health care system in the United States continues to evolve, graduates of colleges of podiatric medicine must be able to assume a vital role as part of the medical health care team. To do so successfully, the scope of education at the professional level must be broad, comprehensive in content and include all of the resources found in any medical college program – both didactically and clinically.

We believe in promoting a culture of excellence in the advancement of research and biomedical sciences and in the promotion of the health and welfare of the community at large by utilizing a comprehensive approach to the management of the disease processes that adversely affect the lower extremities.

Finally, we believe that we must serve as advocates for patients around the world who deserve better podiatric education and care. We believe that services that are rendered to patients served by the college, its students and graduates, must be patient-focused, culturally and linguistically and must include the interdisciplinary care offered by other specialists in the health science community. It is our belief that these actions are vital to the success of the WesternU's College of Podiatric Medicine.

Mission

The Mission of Western University of Health Sciences College of Podiatric Medicine is to mentor and educate students by providing innovative education experiences, including interprofessional patient care, in an inclusive, diverse and equitable environment, and inspiring a passion to improve the lives of others.

Diversity Statement

The College of Podiatric Medicine at Western University of Health Sciences is proud to represent students from all walks of life; our students come from a robust and diverse background to push the world of podiatric medicine forward. Every student enrolled in our college strives to put their passion, diligence, and academic fortitude towards achieving a higher standard of care for our patient population.

Core Competencies in Support of The College's Mission

- Academic excellence
- Innovative training practices
- Interprofessional education
- Compassion as health care providers
- Health care team integration

Additionally, the College aspires to excellence in producing students in:

- Medical knowledge
- Podiatric medical knowledge
- Patient-focused quality care
- Professionalism (Leadership)
- Research
- Interprofessional and Communication Skills
- Evidence-based learning
- Systems-based practice
- Lifelong learning

Strategic Plan in Support of the Mission and Core Competencies

As part of the University Strategic Plan, in January of 2005, the President and the University's senior management team engaged the University's Board of Trustees, faculty, and many members of the campus community in the creation of a long-term strategic plan. The new plan was to set the stage for the direction the University would take to meet the current and future health care needs of the community at large. The outcome of the comprehensive strategic planning process resulted in approval by the Board of Trustees to investigate the possibility of the addition of four new colleges: Podiatric Medicine, Dental Medicine, Optometry, and Biomedical Studies. Beginning in November 2011, the University convened a strategic plan task force and began the process of developing a new five-year strategic plan. The plan outlines seven goals addressing the areas of Education, Health Care, Research, Interprofessional Education, Financial, Internal Fitness, and Community Engagement.

CPM developed a comprehensive, five-year strategic plan in 2008, which has been re-evaluated and revised annually since its publication in 2009. The most recent update was done in spring 2021 and finalized summer 2021 which aligned CPM's strategic pillars with the goals and objectives of WesternU strategic pillars. The strategic plan clearly emphasizes the core functions of the College. The first is obtaining full accreditation, which was achieved in 2012. A focus is continued innovation of the educational programs (pre-clinical and clinical curriculum), but in order to achieve excellence in curriculum, two additional functions are necessary. CPM collaborates with WesternU's College of Osteopathic Medicine of the Pacific (COMP) to provide an integrated, comprehensive, pre-clinical curriculum. The goal is to facilitate quality educational enrichment for students of CPM, producing physicians and surgeons that will practice the art and science of the medical specialty of podiatric medicine and surgery. CPM also continues developing Articulation Agreements with the State of California University Systems and other colleges and universities in Southern California on partnerships designed to offer an educational tract for promising talented students that desire an opportunity to attain early admission to the CPM. This program will be designed to fast track these individuals through a coordinated effort between partnering institutions, helping address aggressive enrollment management, another area of the strategic plan. Other educational programs CPM strives to create and maintain with a high level of achievement are podiatric medical and surgical residencies and continuing medical education for practicing podiatric physicians.

The CPM strategic plan also focuses efforts on the promotion and investment in biomedical research through active research projects and the development of research faculty and future podiatric medical educators for the 21st century. CPM has developed strong affiliation agreements with partnering academic health science centers, Veterans Administration Medical Centers, and Community Hospitals and Medical Centers that serve as the foundation for the clinical training for CPM students. The Patient Care Center (PCC) facility at WesternU is a comprehensive academic and clinical complex of nearly 250,000 square feet with integrated care amongst the seven centers housed at the PCC. The Health Education Center (HEC) provides over fifty breakout rooms for small group discussion and study with an entire floor of the HEC building dedicated to additional research laboratories.

Curricular Outcomes/Goals

The goal of CPM's curriculum is to prepare every CPM student with the knowledge, attitudes, and skills to excel in postgraduate podiatric medicine and surgery residency training programs of their choice. Specifically, the student will develop the expected competencies to enable them to demonstrate:

- Knowledge of pre-clinical science (application of didactic knowledge to clinical setting);
- Prevention, recognition, diagnosis and management of systemic diseases and local disorders that adversely affect the foot, ankle, and lower extremity (LE), foot and ankle as seen in a podiatric medical practice;
- Development of professional ability to work with others, reflecting cultural competence, ethical behavior, humanistic behavior, compassion and concern for others;
- Demonstration of the ability to function as a member of an inter-professional team;
- Demonstration of the ability to understand research methodology and other scholarly activities;
- Demonstration of the ability to understand podiatric medical practice and delivery of care in the various health-delivery settings (private practice, hospital-based practice, and health care educational systems such as college and academic health science centers, free standing colleges of podiatric medicine, health maintenance organizations group practices and inter-disciplinary practice settings);
- Demonstrate practice habits and management techniques for quality patient care in a variety of communities, health care settings, and living arrangements;
- Pre-clinical science knowledge;
- Prevention, diagnosis, and management of diseases and disorders of the LE In a cost-effect manner;
- Assessment of medical (systemic) conditions affecting the LE and making appropriate referrals;
- Practicing with professionalism, compassion, and concern and in an ethical fashion regardless of a patient's background;
- Demonstration of the ability to communicate and work collaboratively with others to function in a professional manner in an interprofessional setting;

- Practice and management of patient care in a variety of communities, health care settings, and living arrangements;
- Demonstration and understanding of podiatric practice in a multitude of health-delivery settings; and
- Demonstration of the ability to understand research methodology and other scholarly activities.

Licensing and Board Certification

Podiatric physicians are licensed in all fifty (50) states, the District of Columbia, and Puerto Rico to treat the foot and its related or governing structures by medical, surgical or other means.

State licensing requirements generally include graduation from one of the nine schools and colleges accredited by the [Council on Podiatric Education](#) (CPME), passage of the [American Podiatric Medical Licensing Examinations](#) (APMLE), postgraduate training and written and oral examinations. APMLE board exams are taken in two parts while in podiatric medical school and a third part during their postgraduate training. Part I covers basic science areas and is generally taken at the conclusion of the second year. Part II has a written exam and Clinical Skills Patient Encounter (CSPE) components of the examination. The CSPE portion assesses proficiency in podiatric clinical tasks and the written examination covers clinical areas such as Medicine; Radiology; Orthopedics, Biomechanics and Sports Medicine; Anesthesia and Surgery; and Community Health, Jurisprudence, and Research. Part III is designed to determine whether a candidate's knowledge and clinical skills are adequate for safe, unsupervised practice. The Part III examination samples the candidate's clinical skills in evaluating, diagnosing, and treating patients. Examples of the application of knowledge may be measured through photographs, radiographs, and case presentations.

Podiatric physicians may also become certified in one or both specialty areas: primary care and orthopedics, or surgery. National podiatric specialty boards grant certification to qualified podiatrists who have completed the specified educational requirements and who successfully complete written and oral examinations.

For a list of state licensing board information please visit:

<https://www.fpmb.org/Resources/MemberBoardsInfo.aspx>

Optional Programs

Summer Readiness and Preparedness Course (SPaRC)

WesternU's Learning Enhancement and Academic Development (LEAD) office offers a multi-week program that provides attendees with an introduction to biochemistry, genetics, microbiology and immunology, gross anatomy, and head and neck anatomy. This optional introductory preparatory program is available to incoming DPM students. Students will purchase a workbook and remit a tuition fee of \$400.

Master of Science in Health Sciences (MSHS)

Students enrolled in the College of Podiatric Medicine are also eligible to enroll in the Health Professions Education and Research in Podiatric Medicine track of the Master of Science in Health Sciences degree offered within the College of Health Sciences. Students interested in completing the MSHS program while

enrolled in the College of Podiatric Medicine should visit the [MSHS website](#) for additional information on application requirements, deadlines, and tuition/fees.

Personal Competencies for Admission and Matriculation

A candidate for admission to the Doctor of Podiatric Medicine (DPM) program must possess, or be able to achieve through a reasonable accommodation, certain sensory and motor functions, that would enable them to carry out the activities described below. Upon matriculation to the program, the student must continue to possess, or be able to achieve through a reasonable accommodation, the personal competencies outlined below throughout their progression in Doctor of Podiatric Medicine (DPM) program. Graduation from the program signifies that the individual is prepared for entry-level podiatric medicine and surgery postgraduate training programs. It follows that graduates must have the knowledge and skills needed to function in a broad variety of clinical situations (medical and surgical) and to render comprehensive general medical and surgical care as well as podiatric medical and surgical patient care. The podiatric medical student must be able to integrate, consistently and accurately, all information received by all available means necessary. In addition, they must have the intellectual ability to learn, integrate, analyze, synthesize, and apply various types of information in a self-directed manner within the context of patient care.

A candidate for the DPM degree must exhibit abilities and skills which include but are not limited to the six areas identified below. For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (HFCDHP) at [Disability Accommodations \(e-mail\)](#) or (909) 469-5297 or visit the [HFCDHP web site](#). Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation:

Observation

Candidates and students must be able to observe demonstrations, experiments, and microscopic laboratory exercises. They must be able to accurately assess a patient's asymmetry, range of motion, and tissue/texture changes. The candidate must be able to acquire information from written documents, images, films, slides or video. .

Communication

Candidates and students must be able to communicate professionally and effectively in both academic and health care settings.. This requires the ability to understand, write, read, and speak fluent English to record information accurately and communicate effectively and sensitively with faculty and staff, patients, and members of the healthcare team. Candidates must be able to elicit information such as a medical history, examine patients, describe changes in mood, activity, and posture, perceive non-verbal communication, and correctly interpret the information obtained to develop an accurate patient care plan. Candidates must be able to communicate a patient's condition orally and in writing to others in the diagnosis and treatment process to include documenting patient encounters in an appropriate professionally written format that meets commonly accepted standards. Candidates must be able to complete professional communication activities in an efficient manner considering the response time required to deliver optimal podiatry services.

Motor

Candidates and students must have sufficient motor function to undertake classes, laboratories, and demonstrations. This includes cadaver dissection, microscopy, aseptic technique, and safe handling of microbiological specimens. Candidates and students are reasonably required to provide emergency treatment of patients to include palpation, auscultation, percussion, cardiopulmonary resuscitation, insertion of a variety of catheters, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds, closed manipulation of lower extremity fractures, intra-operative (open reduction with internal or external fixation-ORIF/OREF) of fractures, and other diagnostic and therapeutic modalities. Candidates and students must be able to perform a proper

physical exam and other diagnostic maneuvers and treatments such as palliative care of foot and ankle problems, injections, orthotic impressions, taking and processing of pedal radiographs, and performance of soft tissue and osseous tissue surgical procedures, which require the proficient use of instruments such as scissors, clamps, scalpel, or drill. Candidates and students must be able to chart patient encounters, write prescriptions, and use computer technology. Candidates and students must have sufficient physical stamina to complete the rigorous didactic, laboratory, and clinical experiences .

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Candidates and students must demonstrate problem-solving skills, which involve intellectual, conceptual, integrative, and quantitative abilities. Candidates must be able to consistently, quickly and accurately, memorize, measure, calculate, reason, analyze, synthesize, and transmit detailed and complex information across a variety of conditions, timeframes, and modalities (i.e., classroom, lab, small group, team and collaborative activities; individual study; preparation and presentation of reports; and use of computer technology). Candidates must engage in critical thinking and problem solving and be able to draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events.

Behavioral and Social Attributes

Candidates must possess the maturity and emotional stability required for full utilization of their intellectual abilities, the exercise of sound judgment and the prompt completion of all academic and patient care responsibilities. Candidates and students must also demonstrate that they can develop mature, sensitive, and effective relationships with faculty, staff, colleagues, and patients. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in patient care. Compassion, integrity, respect, concern for others, interpersonal skills, interest, and motivation are all personal qualities to be assessed during the admissions and educational processes. Candidates and students are expected to possess and be able to demonstrate the highest level of ethical and professional behavior. Candidates must be able to work effectively, respectfully, and professionally as part of the healthcare team, and to interact with patients, their families, and healthcare personnel in a courteous, professional, and respectful manner. Candidates must be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes.

Physical Health

To ensure compliance with California State Health Department requirements and exhibit exemplary commitment to the rights and integrity of all parties in the education of health care professional students, WesternU/CPM has established medical status credentialing requirements that must be completed prior to matriculation. In addition to the skills listed above, candidates for the DPM degree also must be sufficiently free of any serious communicable diseases. Medical status credentialing is designed to ensure that the safety of patients is not compromised while protecting the rights and safety of students as well. For more detailed information, contact the [Student/Employee Health Coordinator](#).

Admissions Policies and Procedures

WesternU/CPM accepts applications from all qualified candidates. While grades and Medical College Admission Test (MCAT) scores are important in selecting candidates for admission and may suggest future academic success, the Admissions Committee recognizes that these statistics, by themselves, do not guarantee later success as a physician. Therefore, WesternU/CPM will take into consideration the non-academic criterion that is also important in making the selection for candidates to the CPM. Western University/CPM seeks to admit a well-diversified and balanced student population and consider factors such as a well-rounded background, prior work experiences, college and health care professional's letters of recommendation, interest in and knowledge of podiatric medicine and each candidate's demonstrated professional promise. To ascertain these factors, an interview is required prior to any action being taken in regard to a candidate's application. The College may exercise its discretion to rely upon additional considerations as needed on an individualized basis.

Non-Discrimination, Anti-Harassment and Non-Retaliation Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community, and applicants, in accordance with all applicable laws.

WesternU also prohibits any form of retaliation against a person, who under good faith, reported a violation under the policy or who participated in any investigation or proceeding under the policy. Violations of the policy will lead to prompt and appropriate administrative action, including and up to termination of employment or expulsion from the University.

Reasonable Accommodation for Disabilities

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodation. A student who discloses a disability and requests accommodation will be referred to the Harris Family Center for Disability and Health Policy (^{HF}CDHP). The student will be asked to provide documentation of the disability for the purposes of determining appropriate accommodations. The College of Podiatric Medicine will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation can contact the ^{HF}CDHP office.

Minimum Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2024/2025 academic year. Current admission and application requirements for the DPM program, including prerequisite coursework requirements, can be located on the [Prospective Student website](#).

Candidates for admission to WesternU/CPM must meet the following requirements:

1. A minimum of ninety (90) semester hours, or one-hundred-thirty-five (135) quarter credit hours must be completed, at a regionally accredited college or university, by matriculation.
2. Completion of one academic year (or its equivalent) in English, biology, physics, inorganic chemistry and organic chemistry. All prerequisite courses must be completed with a grade of 'C' or better by the end of the spring term just prior to enrollment.
3. Applicants must submit their Medical College Admission Test (MCAT). Scores are valid for three (3) years from the date of application. Information concerning this test may be obtained from the pre-professional advisor at one's college or directly from the MCAT Program Office. Applicants are encouraged to take the examination in the spring of their junior year. To be considered for admission, the MCAT examination must be taken no later than June of the entering year; however, an earlier test date is recommended.
4. Submit letters of recommendation as follows:
 - a. Recommended: One letter of recommendation from a podiatric physician (should not be a family member)
 - b. Optional: One letter of recommendation from your undergraduate institution's pre-professional committee or two letters of recommendation from science professors

Although not required, it is highly recommended that students consider courses in human anatomy, microbiology, histology, zoology, behavioral science, biochemistry, and/or genetics.

To better understand the typical candidate accepted by the College, please visit the [Competitive Candidate Profile](#) section of the Prospective Student website.

AACPMAS

WesternU/CPM, as well as all other colleges of podiatric medicine, participates in the profession's centralized application service through the American Association of Colleges of Podiatric Medicine Application Service (AACPMAS). AACPM is located at 15850 Crabbs Branch Way, Suite 320, Rockville, Maryland, 20855. Individuals interested in applying to WesternU/CPM should visit the AACPMAS website at <https://aacpm.org/> for information and application materials. You may also learn more about the application process on the WesternU [Apply Now](#) web page. Applicants should also arrange to have official transcripts of all prior undergraduate, graduate, and professional school course work forwarded to AACPMAS.

Upon receipt of the initial application and transcript(s), AACPMAS will collate materials, verify grades and transmit standardized information to the applicant and to his or her designated podiatric medical colleges. AACPMAS takes no part in the evaluation or selection of applicants and does not review applications to determine if completed correctly. After WesternU/CPM Admissions Committee conducts a review of the AACPMAS application, they may request additional information from the applicant for further consideration. Any request for supplementary information must be returned within thirty (30) days to:

Western University of Health Sciences
DPM Admissions
309 E. Second Street
Pomona, California 91766-1854

Once the applicant's file is complete, the Admissions Committee reviews it to determine whether the applicant will be granted an interview. If an applicant is deemed promising, he or she is invited to the campus at his or her own expense. Each applicant will be contacted by the Office of Admissions to schedule a convenient interview date. The applicant should plan to spend a full day on campus for orientation and the interview. Orientation consists of information on the curriculum, financial aid, student services, clinical rotations, lunch with a WesternU/CPM student and a tour of the facilities. A personal interview will take place with members of the Admissions Committee and/or faculty members from both basic and clinical sciences. The Admissions Committee evaluates the candidate's application and interview for acceptance to CPM. The applicant is then typically notified regarding the status of his or her application within three weeks of the interview.

Candidates accepted to WesternU/CPM must have a complete set of official transcripts mailed to the Admissions Office no later than June 1 for transcripts that were submitted to AACPMAS after the application was completed. Decisions of the Admissions Committee regarding the admission of applicants to its programs are final and are not subject to any appeal process.

Applicants with Foreign Coursework

Applicants must report coursework completed outside the United States and must submit their transcripts for evaluation to a [Western University of Health Sciences Approved Service](#) at the candidate's expense. A course-by-course evaluation is required, and all coursework must be designated as undergraduate, graduate, or professional. WesternU only honors evaluations from one of the above services. The official evaluation must be sent directly to AACPMAS. DPM Advanced Standing applicants should have their official evaluations sent directly to the Office of Admissions.

International Students

International students and any other applicants who are not U.S. citizens and who are living in the U.S. must provide proof of legal U.S. residency prior to matriculation. For more detailed information, please visit our web page for [International Students](#).

Acceptance Deposit

Candidates accepted to WesternU/CPM must pay a non-refundable acceptance deposit of \$1,000. The due date for this deposit is provided in the offer of acceptance letter. Upon matriculation, the entire \$1,000 is credited to the student's account. For candidates who are granted deferred admission to the DPM program an additional non-refundable \$1,000 deposit is required the following spring to hold a seat in the next year's class. If an applicant fails to register, the \$1,000 deposit is forfeited.

Criminal Background Checks

To meet state and industry specific requirements, hospital facilities and clinical sites may require students to complete criminal background checks prior to beginning rotations/clinical experiences. Consequently, to assure patient safety, students admitted to programs with clinical training requirements will be required to complete a criminal background check prior to matriculation and/or as a component of the scheduling of the rotation/clinical experiences. Upon acceptance of an offer of placement in the class, all candidates are required to provide proof of a criminal background check as detailed on the Prospective Student Website. The background check will be reviewed by WesternU/CPM. Candidates found to have not met the Standards of Academic Integrity, Professionalism and Student Conduct as outlined on the [Prospective Student](#) Website may be subject to rescindment of the offer of admission.

If a criminal conviction or other relevant sanction is shown on a background check, hospital facilities and clinical sites have broad discretion to restrict an individual from being assigned to the facility/site for the rotation/clinical experience. Therefore, please be aware that certain convictions may prevent students from entering hospital facilities or clinical sites, which may directly hinder a student's ability to complete his or her academic program successfully. Furthermore, certain convictions may also prevent students from obtaining licensure in the State of California or other states. Applicants and current students are advised to check with the appropriate State(s) licensing boards to determine whether their backgrounds may be a barrier to future licensing.

Transfers from Other Schools

WesternU CPM does not currently accept transfer candidates from other Colleges of Podiatric Medicine to advance standing. Transfer applications from students studying at WesternU's College of Osteopathic Medicine of the Pacific will be considered on a case-by-case basis.

Doctor of Podiatric Medicine Advanced Standing Program

The Doctor of Podiatric Medicine Advanced-Standing Program grants a DPM degree to foreign-trained physicians who already hold a medical degree that is not from a U.S. or Canadian medical school. Students admitted to this program will be inserted into the third year of the traditional Doctor of Podiatric Medicine program.

Admissions Requirements

- 1) All applicants must already hold a medical degree from a medical school outside of the United States or Canada.
- 2) All applicants must have already achieved a passing score of **at least one-hundred-ninety-six (196)** on the United States Medical Licensing Examination (USLME) Step 1 exam, or passing score at the date the exam was taken.
 - a. Official USLME score report must be submitted to directly to WesternU from the NBME. Score reports submitted directly by the applicant will not be accepted.
- 3) All applicants must be proficient in English speaking and reading comprehension. All applicants whose native language is not English must submit an official ETS TOEFL score report as part of their application. A minimum score of seventy-nine (79) on the internet based TOEFL is required for admission. Scores for TOEFL tests taken more than two years prior to the application deadline will not be accepted.
 - a. Exceptions
 - i. The TOEFL exam will be waived for permanent and temporary residents of the United States who have completed at least six (6) semester credit hours of College English/English Composition from an accredited institution within the United States.
 1. English course taken at institutions in foreign countries whose native language is English will be accepted (e.g., Canada, Australia, Great Britain, New Zealand, and the British West Indies).

Application Components/Process

An online application must be submitted, along with a \$100.00 application fee, on or before the posted application deadline. Your application must also include:

- 1) Official transcripts for all coursework completed at U.S. colleges or universities.
- 2) All coursework taken from non-U.S. institutions must be submitted to an approved service for evaluation. Evaluation must include course-by-course evaluation with letter grades, pass/fail, or credit/no credit, and must specify which courses are considered undergraduate, graduate or professional. The evaluation service must submit the official evaluation directly to WesternU. Evaluations will not be accepted directly from the applicant.

The College will also give consideration to applicants, on a case-by-case basis, who are unable to provide independent, verified documentation due to extenuating circumstances (e.g., war, destruction of records by natural disasters or arson, violent changes in government, or any event outside the control of the student that negatively affects them, and which can be supported by appropriate evidence.).

- 3) Demonstration of English Language Proficiency (TOEFL Scores)
- 4) United States Medical Licensing Examination (USLME) Step1 Score Report
- 5) Letter of Recommendation
 - a. One (1) letter of recommendation from a medical school professor is required. The request for a letter of recommendation will be sent electronically to your selected recommender with the information you provide in your application.
- 6) Curriculum Vitae
 - a. A current curriculum vitae with details of your current and/or past professional experiences.

Application components may be submitted at the time of application or after initial submission. All application components listed above must be received by the deadlines posted below before your candidacy for admission can be considered.

Application Timelines

Applicants seeking to begin the DPM Advanced Standing Program in June must submit their application and all required components by March 1st.

International Students

International students and any other applicants who are not U.S. citizens and who are living in the U.S. Must provide proof of legal residency prior to matriculation. International students are also required to provide proof of adequate personal funding for a single academic year prior to issuance of an I-20. For more detailed information, please visit [our web page](#).

Candidates accepted to DPM Advanced Standing program must pay a non-refundable acceptance deposit of \$1,000. The due date for this deposit is provided in the offer of acceptance letter. Upon matriculation, the entire \$1,000 is credited to the student's account. For candidates who are granted deferred admission to the DPM program an additional non-refundable \$1,000 deposit is required the following spring to hold a seat in the next year's class. If an applicant fails to register, the \$1,000 deposit is forfeited.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please see the [Registration Late Fees](#) page on the Registrar's Office website.

Student Health Insurance Requirement

All full-time students at Western University of Health Sciences are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) page on the Registrar's Office website.

New Student Orientation/Welcome Week

Attendance at all Orientation/Welcome Week activities is mandatory for all incoming first-year, repeating, and advanced standing students. Failure to attend any part of Orientation/Welcome Week without prior approval from the Office of Student Affairs may result in the rescindment of a student's acceptance offer. For additional information on Welcome Week activities for the College of Podiatric Medicine, please visit: <http://www.westernu.edu/students/welcome-week/> or contact CPMStudentAffairs@westernu.edu.

Student Initiated Changes in Enrollment Status

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on withdrawing from the DPM program, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Full-Time/Part-Time Status

All DPM students enrolled in at least one class/rotation are considered full-time students.

Time Limits

The Doctor of Podiatric Medicine program is designed to be completed in four (4) years of full-time study. The requirements for the degree must be completed in a maximum of six (6) enrolled academic years in program as noted in [CPME 120 Standard and Requirements for Accrediting Colleges of Podiatric Medicine](#) of the Council of Podiatric Medical Education. Students who are unable to meet the six (6) year time limit for the DPM program will be referred to the Student Performance Committee and may be subject to administrative withdrawal.

Tuition and Fees

By action of the Board of Trustees, DPM tuition and fees for the 2023/2024 academic year (subject to change) are as follows:

\$43,791.00	Annual Tuition
\$43,791.00	Annual Tuition (DPM Advanced Standing)
\$10,998.00	DPM Advanced Standing Didactic Coursework Fee
\$40.00	Student Body Fee (Years 1 and 2)
\$20.00	Student Body Fee (Years 3 and 4)

Other Fees and Expenses

\$40.00-\$75.00	Drug Screening (Approximate)
\$60.00-\$200.00	Criminal Background Check (Approximate)
\$75.00	Audience Response System Device
\$500.00	Required iPad (must be purchased through the college)
\$75.00	Annual APMSA Member Fee
\$1,700.00	Medical Equipment (Year 1)
\$600.00	Medical Equipment (Years 2 and 3)
\$800.00	Required and Recommended Texts (Fall)
\$300.00	Required and Recommended Texts (Spring)
\$45.00	Anatomy Supplies (Gloves, Scrubs, Dissection Kit) – Year 1 Only
\$210.00	Software required for ISSM 3 and ISSM 4 - Year 2 Only
\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (per month)
\$350.00	Graduation Fee
\$235.00	Annual Parking Permit (Auto)
\$40.00	Locker Key Replacement Fee
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee
\$TBD	Breakage Fee (Replacement Cost)

Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified DPM curriculum or who are directed to repeat one or more courses but not the entire academic year are charged a per credit hour tuition rate. This rate is calculated by dividing the total credit hours required for a class year by the annual tuition. The per credit hour rates for 2023/2024 academic year are shown below:

\$789.03	DPM Year 1 Modified Curriculum Per Credit Hour Charge
\$834.11	DPM Year 2 Modified Curriculum Per Credit Hour Charge
\$931.72	DPM Year 3 Modified Curriculum Per Credit Hour Charge
\$1,018.40	DPM Year 4 Modified Curriculum Per Credit Hour Charge
\$962.44	DPM Adv. Standing Year 1 Modified Curriculum Per Credit Hour Charge
\$1,018.40	DPM Adv. Standing Year 2 Modified Curriculum Per Credit Hour Charge

Additional DPM Program Education Requirements

All students are required to have a laptop computer with internet access; specifications are available at <https://www.westernu.edu/computing/computing-students/>. Upon matriculation, an iPad will be distributed to you. It contains software needed for your WesternU-specific education. If you already own a recent issue iPad, you may contact CPMStudentAffairs@westernu.edu to ascertain whether or not the iPad you already own has sufficient memory and capability to run the necessary programs. If not, you will be required to obtain the WesternU distributed device.

National Board Fees

The College requires all DPM students to take and pass both sections of the American Podiatric Medical Licensing Examination (APMLE). Though currently on deferment, effective August 2014, the APMLE instituted a new separate section to the Part 2 Examination process, known as the Clinical Skills Patient Encounter (CSPE). This new section of the Part 2 APMLE is now one of WesternU/CPM's graduation requirements. While there is currently no date to resume the exam, it is currently under consideration of the CSPE Task Force and could be reinstated at any time. Therefore, all students must now pass Part 1 and Part 2 (and CSPE) Examinations as one of the requirements for graduation. For additional information about the CSPE Task Force please visit the [Part II CSPE](#) page of the APMLE website. Exam fees are updated regularly and subject to change by APMLE. They can be found online at <https://www.apmle.com/>.

Clinical Rotations Expenses

During the third and fourth years of the curriculum, some students may elect to do some clinical rotations away from the Pomona area, which is a self-imposed expense. In addition, students are required to return to campus several times during the clinical years for various educational experiences, conferences, etc. Any travel, food, housing, or other expenses incurred by these activities or plans are the student's responsibility. Some rotations done at or through other institutions (e.g., certain hospitals or other medical schools) may involve application fees and/or other charges. Such rotations are elective; consequently, these fees are the student's responsibility.

Shelf Examination Repeat and OSCE Repeat Fees

If the Shelf Exam is required, students who fail one or more post-rotation discipline-specific examination(s) will be permitted to take the exam for a second attempt with an assessed fee of \$50.00 for each exam taken. If the student fails the second attempt, they will be required to meet with the Student Performance Committee (SPC), and they will be placed on academic suspension until the examination is successfully repeated. Students authorized to make a third attempt will also be assessed a fee of \$50.00 for each shelf examination taken. If a student's shelf exam is not completed within ninety (90) days, they may be sent to the SPC. A student who fails the shelf examination on the third attempt will fail the rotation, must present before the SPC, and will be required to repeat a rotation in the same discipline in its entirety.

Students who fail one or more post-rotation discipline-specific Objective Structured Clinical Examination (OSCE) will be required to remediate each failed OSCE. The student will be assessed a fee of \$150.00 for each OSCE that must be remediated. A student who fails one or more OSCE's on the second attempt will be placed on academic suspension until the examination is successfully repeated. Students authorized to make a third attempt will also be assessed a fee of \$150.00 for each OSCE taken. If a student's OSCE exam is not completed within 90 days they may be sent to SPC for appropriate disciplinary action. A student who fails the OSCE examination on the third attempt will fail the rotation, must present before the SPC, and will be required to repeat a rotation in the same discipline in its entirety.

Requirements for the Pre-OSCE and OSCE include white coat, ID badge, laptop including Ethernet cables and on-time arrival. Additionally, it is highly suggested that the students bring power cords to assure computer functioning throughout the duration of the examination. Students who do not meet these requirements fail the rotation and are subject to the same repeat requirements as previously outlined.

General Academic Policies and Procedures

Academic policies and procedures outlined in this section and subsequent sections of the catalog apply to all DPM students, including transfer students and students admitted to the DPM Advanced Standing program.

Computer Technology

All students are required to have a laptop computer with reliable internet access; specifications are available at <https://www.westernu.edu/computing/new-students/> Upon matriculation, an iPad will be distributed to you. It contains software needed for your WesternU-specific education. If you already own a recent issue iPad, you may contact CPMStudentAffairs@westernu.edu to ascertain whether or not the iPad you already own has sufficient memory and capability to run the necessary programs. If not, you will be required to obtain the WesternU distributed device.

The laptops will be used for e-mail communication with classmates and faculty, for accessing computer- and server-based course information, instructional software, online bibliographic databases, electronic bibliographies, and for participating in course exercises/activities/exams. Laptop computers will be needed by students on campus as well as at their local residences and when rotating in off-campus courses/rotations; therefore, laptop computers are required instead of desktop models. Students will also need an iPad in order to take select examinations and for use in select learning activities.

Academic Advisement

Students will be assigned a faculty mentor upon matriculation. The faculty mentor-student mentee relationship can become one of the most valuable aspects of medical education. It provides an opportunity to develop sustained individual contacts between faculty and students on both academic and personal levels. In order to schedule a meeting with a faculty mentor, students should send an email to their faculty mentor.

If either the student or the faculty mentor does not find the relationship helpful, either is free to seek a change. If a student wishes to change faculty mentors, they should identify a preferred faculty mentor and ask if they are willing and able to take them on as a mentee. If they agree, the student should contact CPMStudentAffairs@westernu.edu, copy their new mentor, and request that their mentor on record be officially changed. The Office of Student Affairs (OSA) can also make mentor recommendations if a student is not sure whom to select. If a faculty member wishes to change mentees, they should email OSA to request that the student in question be assigned to another mentor.

Supportive Learning Environment

Podiatric medical students have a right to have support and assistance from WesternU/CPM in maintaining a climate conducive to thinking and learning. University teaching reflects consideration for the dignity of students and their rights as persons. Podiatric medical student or faculty mistreatment in the course of the teacher-learner environment will not be tolerated. Examples of behaviors or situations that are **unacceptable** include, but are not limited to:

- Discrimination based on race, color, religion, national origin, gender, age, sexual orientation, disability and veteran status (see the Overview section of the University Catalog: Notice of Non-discrimination Policy)
- Sexual harassment

- Unwanted physical contact
- Verbal abuse, profanity or demeaning comments
- Inappropriate or unprofessional criticism which belittles, embarrasses or humiliates
- Unreasonable requests for a student to perform personal services
- Grading used to punish or reward a student for nonacademic activities rather than to evaluate performance
- A pattern of intentional neglect or intentional lack of communication
- Requiring students to perform tasks beyond their level of competency without supervision

Additional nondiscrimination information can be found in the Nondiscrimination, Anti-Harassment, and Anti-Retaliation Policy, located in the University Catalog.

Substance Abuse Policy

- WesternU/CPM shall actively encourage students with either self-identified or discovered substance abuse issues to seek appropriate treatment in order to achieve physical and mental health and to complete the curriculum successfully. WesternU/CPM encourages all impaired students to seek help voluntarily, favors the earliest possible intervention, and may require enrollment in a monitoring program

WesternU/CPM respects the right to confidentiality of recovering students and will assist them to continue with their education; however, WesternU/CPM also respects the rights of patients and others and seeks to protect them from potential harm that may result from impairment of the student. Therefore, students who do not cooperate with appropriate treatment programs are subject to disciplinary actions up to and including dismissal. For additional information, please see the Drug-Free Workplace Policy in the University Catalog.

Attendance and Absences

Students are expected to participate fully in all scheduled classroom, laboratory, small group, practicum, and clinical education activities. In person attendance is required for all mandatory sessions and students are responsible for all course content regardless of whether they attend the session or not. Frequent absences will be viewed as violations of the Standards of Academic Integrity, Professionalism, and Student Conduct. The attendance policy for on-campus courses is monitored by the OSA.

Students are required to be present for all scheduled examinations. Students are to refer to the course syllabi regarding the applicable policies. If a student arrives later than what the course syllabus indicates, without prior approval from the OSA, it will be considered an absence. The student is required to go to the OSA, where it will be determined if the student is permitted to take the exam in the remaining allotted time or if they will be required to take a make-up examination. The OSA will then determine if the absence is excused or unexcused.

If a student needs to be excused for any length of time, the request must be submitted using the [Time-Off Request \(TOR\)](#) via SharePoint. A student, who cannot attend an exam due to an unavoidable circumstance, should contact the OSA and as soon as possible prior to administration of the exam, and submit an absence request through SharePoint with a written explanation of the absence. Appropriate documentation must be provided to the OSA the next day the student is on campus or submitted via SharePoint. Interprofessional Education (IPE) is a University administered course; therefore, if a student is absent for IPE, they must additionally submit the IPE Absence Request via Elentra. For information on this procedure, please consult the syllabus for the respective IPE course.

If a student misses an examination, the OSA will determine whether the absence is excused or unexcused. If the absence is excused, the student will be permitted to take a make-up examination, the nature and time of which will be at the discretion of the OAA.

If an absence is excused, the student will be eligible for full credit for the examination unless stated otherwise in the syllabi. If an absence is deemed unexcused (e.g., failure to show up for a written or practical examination without a valid excuse as determined by the OSA and the Course Instructor/System Coordinator), a make-up exam may be given, subject to the approval of the SPC. Should the SPC determine that the student may sit for the make-up examination the maximum score that the student can achieve on the examination will be 70%. Should the SPC determine that the student is not eligible to sit for the make-up examination, the student would receive a zero (0) for that examination. If a missed exam cannot be made up before the end of the course, an 'I' grade may be assigned to allow grades for the rest of the class to be submitted to the Office of the Registrar on schedule.

Detailed policies for attendance and absences during the third and fourth years are published in the CPM Clinical Rotations Manual.

The OSA can only grant time-off for the reasons outlined below. In addition, OSA cannot consider time-off requests unless you submit the required documentation covering all dates for which you were or plan to be absent. The nature of the documentation will be determined by the reason for the absence and will be defined by the OSA. Typical examples include:

- A primary care practitioner's note, entrance/discharge papers or hospital bill for self or family member
- A program for wedding events (as a participant), funeral, religious ceremony or graduation
- A conference agenda when attending a health professional or leadership conference
- A copy of the invitation to a residency interview
- A receipt for car problems like the purchase of a car battery or confirmation of a tow

Timeframe for Submitting Requests

Planned absences (known in advance of the curricular activity): Examples include scheduled religious observances, conferences, immediate family weddings/funerals/graduations, surgeries, and other medical procedures that cannot be done during academic breaks. The request for time off and all necessary documentation must be submitted via the [Time-Off Request \(TOR\)](#) on SharePoint at the beginning of the semester or no less than thirty (30) calendar days prior for preclinical students. The request for time off and

all necessary documentation must be submitted via the [Time-Off Request \(TOR\)](#) on SharePoint at the beginning of the semester or no less than sixty (60) calendar days prior for clinical students.

Unplanned absences (known just prior to the curricular activity): Examples of this category include acute personal illness, a traffic accident, or death of a family member. Students should contact the OSA and Course Instructor/System Coordinator as soon as possible prior to the scheduled curricular activity and submit an absence request through the TOR with a written explanation of the absence. If documentation is not available at the time the absence request is submitted, it must be uploaded to SharePoint within seventy-two (72) hours. Requests may not be approved if documentation is received after 72 hours.

Conference Travel

If approved for conference travel, students are eligible for make-up work if the activity occurred during their time away from campus. Depending on conference length and exam timing, students may also request excusal from taking an exam that occurs the day after the conference. If approved, the student is only excused for the exam itself and must attend all other curricular activities for the day. In order to be considered for conference travel, students must additionally meet the following criteria:

- Be in good academic and conduct standing with the college/university
- Submitted request for time off via SharePoint no less than 30 days prior to departure

If you are financially supported by any university entity, you must also submit the [Student Travel Notification Form](#) prior to travelling.

Make-Up Work

If upon review of the documentation it is determined that the absence is excused, the appropriate departments will be notified that the student is authorized for a make-up examination. A make-up examination is offered for all major examinations and is typically scheduled within 48-72 business hours of the original examination or as the Office of Academic Affairs (OAA) specifies. Students unable to make-up the work at the scheduled sessions, the student must take an incomplete in the course and fulfill course requirements in the time the Office Academic Affairs specifies. Some courses/systems have built-in leeway for missing a class or a quiz (e.g., the lowest quiz or grade is dropped) and no make-up is offered, even if the absence is excused. The nature of the make-up work is at the discretion of the Course Director. Consult the course syllabus for the make-up policy for each course. A student with an excused absence will receive full credit for their performance on the make-up activity. Students must contact the OAA through TDX to work out the details of make-ups.

If there is more than one examination in the course, the student may take the subsequent examination(s) even if he or she was not able to make up the missed examination. If the student does not feel ready to take subsequent examinations due to the incident that caused the initial absence, the student should discuss his or her concerns with the Office of Student Affairs. If approved, the student will be allowed to complete the remaining course requirements at the end of the academic year.

If documentation is not provided within the established timeframe (see above); the student will not be allowed to complete the make-up activity. However, if later the absence is excused, the student will be able to take an incomplete in the course and make-up the incomplete work before the end of the academic year.

If a student fails to take a make-up or remediation examination at the designated time (without approval), the student will receive a summary failure (a score of zero) for that examination and will be referred to the SPC.

Details regarding clinical curricular absences can be found in the Clinical Education manual.

Academic Requirements for Student Leaders

Students must be in good academic and professional/conduct standing in order to apply for and maintain eligibility for Student Leadership Role(s). All Class Officers are strongly encouraged to connect early and consistently with the Assistant Dean of Students Affairs and LEAD Specialists for coaching and support.

Students are to remove themselves from all leadership roles in co-curricular activities associated with the University and/or with professional associations if they are no longer eligible for the position. Students who are in violation of this policy may be referred to the Student Performance Committee (SPC).

Examination Policies

For most examinations, students will sit in assigned seats, unless prior arrangements have been made with the Office of Academic Affairs (OAA). Examinations will be administered in the form of a computer-based exam, paper exam, practical exam, and/or oral exam. During scheduled examination hours, students will not be allowed to leave the exam room except in an emergency or as excused by a proctor. If a student is excused to leave the room temporarily, a proctor will accompany the student. The student's examination will be held until his or her return. No additional time will be granted for student's time out of the examination room.

OAA will allow one restroom break after two hours of examination time. This will mean no breaks for exams that are scheduled for two hours or less and one break for exams over two to four hours in duration. The "time clock" will continue for any break taken during the scheduled exam time (e.g., no additional time will be granted if a student takes a break during the exam). If you have a medical condition that may affect your need for more breaks, you will need to communicate with the Harris Family Center for Disability and Health Policy (^{HF}CDHP) about potential accommodations.

Once a student finishes an exam and leaves the examination room, he or she will not be permitted to re-enter the room until the examination is complete. All students' belongings, such as, but not limited to, cell phones, smart devices with or without recording ability notebooks, calculators, headwear and headsets, will be kept in front of the room. All technology (excluding laptops) must be turned completely off for the duration of all exams and not used for any reason. No food or drink (except label-free bottled water) will be allowed during examinations.

No student questions related to the exam or its content will be answered during the examination period. Students are permitted to point out typographical or computer errors in the examination.

Students who miss an examination with a documented TOR may not be in or near the designated testing area during or immediately following the examination period. Students who violate this policy may be considered as demonstrating academic dishonesty and may be subject to referral to the SPC.

If curriculum is given virtually, students are required to follow the testing protocols sent out from The Office of Academic Affairs (OAA). Students who may need accommodations based on testing protocols must contact ^{HF}CDHP in a timely manner in order to implement available options prior to any exam.

Irrespective of the manner or method of testing, students are expected to comply with all examination or testing protocols issued at the time of examinations. OAA houses all testing or examination protocols for the College. Students may contact OAA if they have questions related to an examination or testing protocol. The College and OAA reserve the right to modify testing or examination protocols, as appropriate, including but not limited to necessary edits required based on the method of testing (online, hybrid, virtual, etc.). In instances where an examination or testing protocol has been modified, OAA will notify the students accordingly.

Violations of Examination Policies

Cheating, or actions that give the appearance of cheating, will not be tolerated. It is the responsibility of the student to avoid, rigorously, any situation that could unfairly increase their personal examination score or change (increase or decrease) any other student's examination score.

Students are not to discuss examination questions with other students during any examination, whether it is administered all at once, in segments, or over extended periods. Additionally, students are not allowed to discuss the examination with those who have not yet taken the examination.

If an examination proctor, (including a faculty member, fellow or teaching assistant administering a practical examination) observes a student behaving in a way that could be perceived as cheating, the proctor has the authority to refer the situation to the OAA, which may result in the student being referred to the SPC.

If a student observes a suspected violation during an examination, he or she should report this to the proctor and course coordinator rather than personally attempt an intervention. The proctor will determine what immediate action should be taken, with respect to the examination.

The College employs the use of various technologies for the delivery and assessment of the curriculum in many of the pre-clinical courses. Each student is bound by the Honor Code when using any means to record answers on all assessments. Any sharing of responses among classmates will be considered academic dishonesty (cheating) and a violation of the student honor code, which will be referred to the SPC. Any allegation that a student has violated these standards may be referred to the Student Performance Committee (SPC) for a hearing. For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct", located in the General Section of the University Catalog. The Dean has the authority to accept the recommendations or may make such other decisions, as they deem appropriate under the circumstances. The Dean will issue a decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean's decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

National Boards (Licensing Examinations)

All students must take and pass APMLE Part I and II (including CSPE) prior to graduation. Failure to pass any part of the APMLE board exams will result in the student being placed on academic probation. Students who fail any portion of the APMLE board exams are required to meet with their faculty mentor and The Dean within 1 week of receiving the failing score. CPM has established the following policies and procedures:

APMLE Part 1

- All students must take Part 1 of the APMLE at the first available sitting following the conclusion of final examination of the spring semester of the 2nd year unless it is determined by the Dean that the student is not eligible. Failure to meet this deadline will result in the student being referred to the SPC and may result in probation. Part 1 may be taken at an APMLE approved testing center of the student's choice.
- Students may proceed to the third-year core clerkships as soon as they have taken APMLE Part 1 examination, or with prior approval of the Dean.
- CPM will permit three attempts on Part 1.
- Students who fail their first attempt of the APMLE exam will be placed on academic probation.
- Students who fail the APMLE exam a second time may be removed from rotations and may be placed on academic suspension.
- Students who fail Part 1 APMLE on all three attempts will be subject to dismissal from CPM.

APMLE Part 2 (Including CSPE)

- All students must take Part 2 of the APMLE at the first available sitting of their 4th year (January exam) unless it is determined by the Dean that the student is not eligible. Failure to meet this deadline will result in the student being referred to the SPC and may result in probation.
- All fourth-year students are required to pass the APMLE Part 2 Exam (including the CSPE).
- The APMLE Part 2 may be taken at an APMLE-approved testing center of the student's choice.
- The Office of Clinical Rotations & Graduate Placement will allow three business days away from the start of fourth year clerkships for a student to take the APMLE Part 2 Written.
- The Office of Clinical Rotations & Graduate Placement will allow three business days away from the start of fourth year clerkships for a student to take the APMLE Part 2 CSPE.
- The Office of Clinical Rotations & Graduate Placement will notify each student's clerkship site of their "approved" absence to take the APMLE Part 2 examination after the student notifies the Office of Clinical Education of the date of his or her examination.
- Students may not notify the clerkship directly. Additional time away to take the APMLE Part 2 will not be routinely authorized.
- If a student fails any portion of the APMLE Part 2, the student may be removed from rotations until they take their second attempt to pass APMLE Part 2 (including CSPE).
- Students must successfully repeat the examination at the next possible iteration allowable by the APMLE.

- CPM permits three attempts on APMLE Part 2 (including CSPE) unless specified otherwise by the SPC and the Dean.
- Students studying for a third attempt may be removed from rotations and placed on academic suspension. If removed from rotations, they may not re-enter the fourth year until notification of a passing score has been received by the Dean.
- Students who fail APMLE Part 2 (including CSPE) on all three attempts will be subject to dismissal from CPM.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students will be recommended for this program by a faculty mentor or professor. Students may self-identify to TAP to receive assistance. The tutors will be chosen on the recommendation of the faculty in each discipline. Group tutoring is the methodology most used by the TAP department. For assistance, contact the Learning Enhancement and Academic Development Office (LEAD).

Remediation Students, who receive a final numeric score below 70% in a course by failing a remediation exam, or a cumulative numeric score below 70%, will be reviewed by the members of SPC. Where deemed appropriate, the members of SPC, after consultation with the course instructor and/or system coordinator may recommend any one of the following options to the Dean, whom will make a final determination:

- Take an examination or an assessment.
- Repeat the course or rotation.
- Repeat the academic year.
- Dismissal from the University

The score/grade achieved by remediation will be the score/grade recorded except that the highest score/grade a student may earn by options 1 or 2 (above) is a score of 70% in the first two years and a “RPASS” in the last two years. The score/grade achieved by remediation will be re-recorded on the transcript along with the original score/grade. Numerical scores or grades earned during an attempted remediation of a course, system or clinical rotation will be reviewed critically by the SPC and the Dean of CPM.

In the case that the remediation exam date is scheduled prior to the students’ scheduled SPC meeting date, the students is to partake in the remediation exam as invited to do so by the Office of Academic Affairs. The student will still need to meet with the SPC committee. Final decisions about the student academic status will still be determined through the SPC Committee and Dean’s Office.

If a student is directed to repeat a course, the grade for repeated course will be recorded on the official transcript. Only the most recent grade received for a repeated course will be included in the student’s GPA calculation. Students will be charged full tuition for repeated coursework.

Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances. The decision will be made by the Dean of CPM, based upon the recommendation of the SPC. The Committee will base its recommendation on the student’s academic record and other considerations

after consultation with the student's faculty mentor, course instructor, and system coordinator, clinical preceptor and the student involved, as is appropriate. A student who is required to remediate a course must be notified in writing by the Dean of CPM (or their designee) at least 15 business days prior to the remediation date, or within 15 business days after the close of the academic year in which the student is presently enrolled, whichever comes first. Notification must be either sent by Certified Mail or hand-delivered to the student and must be acknowledged with the signatures of the Dean or their designee and the student.

Student Injuries and Illnesses in Clinical Settings

If a student is injured or is exposed to potentially infectious (includes blood borne pathogens) or hazardous substances during a clinical rotation the student is required to notify the clinical instructor immediately and seek assessment and/or treatment per facility policy. Follow-up care should be continued at the contracted clinical facility as needed and ordered by the evaluating health care professional. Expenses incurred are to be submitted to the student's personal insurance as the primary coverage and to the university as the secondary insurance, for the reported incident only. The Incident Report Form can be found on the university website and must be completed by the student and/or faculty and submitted electronically. There may also be a requirement to fill out a more detailed report within the student's program of study (please refer to specific program clinical handbook).

Protocol for Input on Matters of Student Concern

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college's Student Affairs personnel, then the College Dean. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, then Dean, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility. Specific college policies regarding issue/dispute resolution are indicated in the appropriate sections of this catalog.

Standards of Academic Integrity, Professionalism, and Student Conduct ("Standards of Student Conduct")

The University Standards of Academic Integrity, Professionalism, and Student Conduct can be located in the University section of the catalog. The standards outlined below are in addition to those outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

Before Welcome Week, all first-year students will sign a copy of the CPM Handbook Student Agreement, CPM Student Honor Code, and CPM Student Pledge. By signing this document, students acknowledge that their entry into the study of podiatric medicine joins them to a profession that conducts itself according to a long-standing moral and ethical code. Further, students affirm that they will strive in all efforts to meet these standards for the betterment of the profession and the patients it serves. Students will be prompt, successfully perform their academic coursework and comport themselves in a professional manner.

Student Honor Code

"As future health care providers, students of WesternU/CPM will conduct themselves with honesty, integrity, and professionalism. Students may not cheat, deceive, steal, or tolerate anyone who does".

Student Code of Ethics

The following code of ethics will be adopted by every WesternU/CPM student:

I understand that it is a great privilege to study Podiatric medicine. Over the course of my training, I will assume extraordinary responsibility for the health and well-being of others. This undertaking requires that I uphold the highest standards of ethical and compassionate behavior. Accordingly, I have adopted the following statement of principles to guide me throughout my academic, clinical, and research work. I will strive to uphold both the spirit and the letter of this code in my years at WesternU/CPM and throughout my podiatric medical career.

Honesty

- I will maintain the highest standards of academic honesty.
- I will truthfully represent myself as a podiatric medical student at all times to patients, health care providers, College Faculty, Administration, and Staff.
- I will neither give nor receive aid in examinations or assignments unless expressly permitted by the instructor.
- I will follow the testing outlines provided by the Office of Academic Affairs for exams.
- I will be truthful with patients and will report accurately all historical and physical findings, test results, and other information pertinent to the care of the patient.
- I will be truthful with patients, the College Faculty, Administration, and Staff.
- I will conduct research in an unbiased manner, report results truthfully, and appropriately credit ideas developed, and work done by others.

Confidentiality

- I will regard confidentiality as a central obligation of patient care.
- I will limit discussions of patients to members of the health care team in settings removed from the public ear (e.g. not in elevators, hallways, cafeterias, etc.).

Respect for Others

- I will uphold a classroom atmosphere conducive to learning.
- I will interact with instructors, peers, administration, and staff in a considerate and cooperative manner.
- I will treat patients and their families with respect and dignity in both their presence and in discussions with other members of the health care team.
- I will interact with patients in a way that ensures their privacy and respects their modesty.
- I will interact with all members of the health care team, instructors, peers, The College Administration, and Staff in a considerate and cooperative manner.
- I will not tolerate discrimination based on race, gender, religion, sexual orientation, age, disability, or socioeconomic status.
- I will judge my colleagues fairly and attempt to resolve conflicts in a manner that respects the dignity of every person involved.

Responsibility

- I will conduct myself professionally--in my demeanor, use of language and appearance--in the presence of patients, in the classroom, and in health care settings.
- I will conduct myself in a professional manner with patients, faculty, staff, or other employees of WesternU/CPM.
- I will set patient care as the highest priority in the clinical setting.
- I will recognize my own limitations and will seek help when my level of experience is inadequate to handle a situation on my own.
- I will not use alcohol or drugs (including but not limited to cannabis) in any way that could interfere with my clinical responsibilities.
- I will not use my professional position to engage in romantic or sexual relationships with patients or members of their families.
- I will participate fully in the enforcement of this statement of principles. I realize that failure to take appropriate action is itself a violation of the principles.

Expectations of Faculty, Residents and Fellows

- I have the right to expect clear guidelines regarding assignments and examinations, as well as to have testing environments that are conducive to academic honesty.
- I cannot be compelled to and will not perform procedures or examinations which I feel are unethical or beyond the level of my training.
- I have the right not to be harassed or subjected to romantic or sexual overtures from those who are supervising my work.
- I have the right to be challenged to learn, but not abused or humiliated.

CPM Safety Pledge

I pledge to do my part to keep our community in good health as I return to the City of Pomona, CA and to the WesternU offsite location.

I understand I have a role in the fight against COVID-19 and commit to responsible actions and to being an accountable member of my community. I pledge to demonstrate personal integrity, respect for others, and support my university and surrounding communities by practicing:

- **PHYSICAL DISTANCING** in accordance with CDC recommendations, I will maintain six feet of physical separation from others whenever possible.
- **UTILIZATION of FACE MASKS/COVERINGS** when in a public setting where social distancing is difficult or not possible to maintain. I will wear a mask at all times when around people who don't live in my household to reduce the risk of spreading the virus.
- **COVERING COUGHS & SNEEZES** with a tissue when I cough or sneeze or use the inside of my elbow. I will throw used tissues in the trash and immediately wash my hands with soap and water for at least 20 seconds. If soap and water are not readily available, I will clean my hands with hand sanitizer that contains at least 60% alcohol.
- **HAND WASHING** often with soap and water for at least 20 seconds.
- **PRACTICE CARE** for others by staying home when I am sick, except to seek medical care.
- **TESTING** by getting a COVID-19 test if I have symptoms of COVID-19, have been in close contact with someone who is a confirmed COVID-19 case, or if my healthcare provider or local health department refers me to testing.
- **COMPLIANCE** with all campus safety guidelines asked of me by staff and faculty, regarding vaccination, PPE and isolation techniques while working in my hands-on curriculum environment to ensure the safety of myself and my peers that will help create a safe environment for learning critical hands-on skills.

- **NON-JUDGMENTAL UNDERSTANDING** and support for my peers, faculty and staff and will not discriminate against people of certain ethnic backgrounds as well as anyone who may have come in contact with the virus.

I understand that I am bound by my integrity to honor this pledge to the best of my ability, not from fear of university action, but by my oath to encourage health and well-being. I will choose to demonstrate my commitment to improving the health of others through my words as well as my actions.

By taking the pledge to keep WesternU CPM in good health, I accept responsibility for myself and my actions and will do my best to prevent the spread of COVID-19.

Dress Code

The purpose of the College's dress code is to standardize the dress of students to promote professional standards with regard to safety, cleanliness, comfort, and image. All articles of clothing worn on campus, or any affiliated site must be clean, professional, and in good repair.

The dress code requirement must be adhered to while students are on campus or in clinical rotations. Certain courses and rotations may require specific dress (examples: scrubs for anatomy lab and professional dress for Clinical Rotations). Students are expected to be familiar with dress requirements for all curricular elements as detailed in the course syllabi, Clinical Education Manual, or as directed by faculty. While on clinical rotations, students are also expected to abide by dress requirements of the affiliated facility.

Violations of the Standards of Student Conduct

WesternU and CPM expect all students to adhere to the standards of academic integrity, professionalism, and student conduct as published in the University Catalog. Any allegation that a student has violated these standards may be referred to the Student Performance Committee (SPC) for a hearing. For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct", located in the General Section of the University Catalog

Standards of Academic Progress

Students must maintain a cumulative numeric score of at least 70% on a yearly basis and be on pace for completion of the program to be considered making satisfactory academic and professional progress. A final numeric score below 70% during the first two years, or any single numeric score below 70% in the last two years must be remediated for promotion or graduation. Students must complete all classes, rotations, and coursework within six years to be considered making satisfactory academic progress. DPM Advanced Standing students must complete all classes, rotations, and coursework within three years to be considered making satisfactory academic progress.

Student Performance Committee

The Student Performance Committee (SPC) is typically comprised of the committee chair, five faculty members, and the following ex officio members: The Assistant Dean of Student Affairs, a representative from the Office of Academic Affairs, a representative from the office of clinical education (for clinical education cases), LEAD, and the SPC Secretary. The SPC shall review the performance and comprehensive evidence of progress of students who are pursuing the DPM degree. Particular attention will be given to students in academic difficulty, as their grades are made available to the Committee by the Office of Academic Affairs. For purposes of clarification, “performance” is defined as those activities of a behavioral-conduct or academic nature that negatively affect or impair the continued ability of a WesternU/CPM student to matriculate, successfully, within CPM. The office of the Dean may provide additional input to this process.

The SPC may recommend to the Dean any of the following courses of action: promotion, academic or conduct probation, remediation, repeat of the academic year, dismissal from the College, academic or conduct suspension, and other appropriate recommendations. It may also recommend that no action be taken. The SPC also has the responsibility of recommending to the Dean the awarding of the DPM degree to all students who satisfactorily complete all requirements for graduation as stated in the University Catalog.

Academic hearings are required if a student is/has been subject to remediation in two or more courses, is/has been subject to remediation in one course and subject to remake in two or more courses, or is/has been subject to remake in three or more courses. During academic hearing a student will be notified in writing of the hearing date and have an opportunity to present to the Committee.

All recommendations of the SPC shall be in writing to the Dean. The OSA will notify the students in cases of probation. The Dean will notify students of the status of their leave of absence (LOA) requests. The Dean will notify the students in cases of remediation, suspension, dismissal, repeating of the academic year, or any sanctions resulting from a student conduct hearing.

Promotion

Promotion is defined as academic and professional progression from one academic year or program phase to the next. The SPC will recommend students to the Dean of CPM for promotion. The SPC may not recommend a student for progression from one academic year to the next with an outstanding grade of “I”, “U”, “M”, or “NCR” in a required course, final numeric score of less than 70%, or a yearly cumulative numeric score of less than 70%.

An essential element of the academic program is professionalism. Professionalism will be emphasized throughout the curriculum and is a stand-alone element in determining academic advancement and achievement. When considering a student for promotion, ethical, professional, and personal conduct will

also be taken into consideration (see 'Standards of Academic Integrity, Professionalism, and Student Conduct' section of the University Catalog).

A student will be promoted if all academic, legal, and financial requirements of the University, as stated in the University Catalog, have been satisfied. All academic requirements must be met within a maximum of six academic years as a condition for recommendation for graduation.

Graduation

A student will be recommended for the DPM degree provided the student:

- Is not on probation or suspension, has completed all prescribed academic and clinical requirements with a cumulative grade point average of above 70%, and has no outstanding grade of "I," "NCR," or "FAIL" or less than 70%.
- Has successfully taken and passed the APMLE Part 1 and Part 2 (including CSPE).
- Has demonstrated no serious deficiencies in ethical, professional, or personal conduct, as defined in University Catalog, "General Academic Policies and Procedures" section, which would make it inappropriate to award the degree of Doctor of Podiatric Medicine.
- Has complied with all the legal and financial requirements of the University as stated in the University Catalog.
- Has attended in person and participated in the commencement ceremony at which time the DPM degree is conferred. Unless special permission has been granted by the Dean, each student must participate in his or her respective commencement ceremony. If the Dean grants special permission for excusal from commencement, the graduate may be required to present himself or herself to the Dean or their designee at another specified date to take their profession's oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31 of that calendar year. No student will receive his or her degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

Adverse Actions

Probation

Students may be placed on Probation for the following reasons (these are in addition to the reasons listed in the 'Satisfactory Academic Progress' section of the University Catalog):

- Inadequate academic progress as determined by the SPC. These include, but are not limited to, receiving a numeric score less than 70% in any course, a failing grade during clinical rotations, or a grade of NCR in a required CR/NCR course.
- A cumulative percentage score of less than 70%.
- Failing to pass APMLE Part 1 upon the second attempt at this examination.

- Failing to pass APMLE Part 2 (including CSPE) on the second attempt at the examination.
- When directed to repeat a year for academic reasons.
- Failure to perform in a professional manner.
- Serious deficiencies in ethical or personal conduct.

When a student is placed on probation, they will be notified in writing and the reasons will be stated. Notification will be sent by Email, Secured Portal, Certified Mail or hand-delivered and acknowledged by signatures of the student and the Dean. Copies of the letter will be placed in the student's permanent file and distributed to the Chair of the SPC and the student's faculty mentor. The (SPC) will consider when the terms of the academic probation have been satisfied and recommend to the appropriate College Dean that probation can be rescinded.

On campus, students on probation must meet with their faculty mentor at least once a month. Off campus, students on probation must contact their faculty mentor once a month. It is the student's responsibility to contact the faculty mentor to arrange these meetings.

If a student fails any course, regardless of the number of credit hours, this failing grade will require a mandatory probationary action. The probation will take place immediately. Should the student fail additional course whether on probation or just removed from probation, this act will render the student subject to immediate dismissal from the DPM program.

A first- or second-year student on probation for a score less than 70% in the first semester will be removed from probation provided they have regained a cumulative score of at least a 70% and has remediated the course.

A first- or second-year student will be removed from probation once reviewed and approved by the SPC & the Dean when all scores below a 70% have been remediated satisfactorily according to the following Remediation section.

A third- or fourth-year student on probation because of a clinical grade below 70% or "Fail" grade must meet with the SPC. Upon recommendation of the SPC to the Dean, the student may be allowed to remediate the rotation. Students who fail any portion of APMLE examination twice will be recommended for a remedial course of action under the direction of the Dean and Clinical Affairs.

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on "Financial Aid Warning" status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP

standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work- Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Remediation: Financial Aid Policy

If the student, at the end of the academic year, is still considered to be making unsatisfactory progress and must remediate, they are removed from the list of eligible Title IV and Title VII financial aid recipients. Remediation of courses during the summer is not covered by any financial aid and cannot be considered an expense item for the following year. Students will attend at their own expense. Appropriate tuition and fees will be determined by the Treasurer/Chief Financial Officer in consultation with the SVP/Provost and the Dean of Podiatric Medicine.

Academic Suspension

Students who are deemed unable to continue in the curriculum due to inadequate performance and are required to repeat a given academic year or portion thereof will be placed on academic suspension through such time as they can resume their studies by starting the courses the student is required to repeat. Throughout the time the student is academically suspended, he or she is also on academic probation, and remains on academic probation until all coursework has been satisfactorily remediated. A student may not receive financial aid during any time of a suspension.

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies, as implemented through the procedures outlined in the University Catalog. A student may not receive financial aid during any time of suspension.

Summary Suspension

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, SVP/Provost, or Dean has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is

appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal

The University may require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. Examples of reasons the SPC will recommend dismissal of a student include, but are not limited to the following:

- Receiving a cumulative numeric score of less than 70% at the end of the first or second year.
- Receiving final percentage scores below 70% in two or more courses totaling more than 25% of the total credit hours for the first or second year. *
- Receiving numeric scores of below 70% in two or more clinical rotations in one academic year.
- Receiving a final percentage score of below 70% in a remediation or clinical rotation.
- Failing to pass the APMLE Part 1 or Part 2 (including CSPE) examination after three attempts.
- Failing any additional course while on academic probation because of a prior failure of a course .
- Demonstrates a consistent pattern of substandard academic performance and/or professional development

**The Committee may recommend dismissal for a student receiving a final percentage score below 70% in three or more courses, even if the total unsatisfactory credit hours do not exceed 25% of the total credit hours for the first or second years. See the University Catalog section titled 'Dismissal' for more information.*

Student Appeal Process

The Dean of CPM has the authority to make decisions regarding a student's status in matters of academic suspension, student conduct, academic progression/promotion, and graduation. Any change in the Dean's decision regarding a student's status will be provided to the student in writing. If a student wishes, they may request an appointment with the Dean to review the final decision prior to filing an appeal with the University SVP/Provost. If the Dean then makes any changes to the student's status, it will again be communicated to the student in writing. A student may appeal the decision of the Dean to the Provost. Dean's decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Evaluation and Grading

Pre-Clinical Grading Scale

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
90-100%	Excellent	90-100
80-89%	Good	80-89
70-79%	Satisfactory	70-79
Below 70%	Unsatisfactory	0-69
CR	Credit	N/A
NCR	No Credit	N/A

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A
WPC	Waived for Prior Credit	N/A

Clinical Grading Scale

All clerkships/clinical rotations, both required core and elective, are evaluated utilizing an Honors, High Pass, Pass, RPass or Fail system. Honors, Pass, RPass and Fail will be the only grades that will appear on the transcript in years 3 and 4 of the DPM program. Internally, for purposes of calculating class rank and GPA, the following system will be used for students completing coursework in years 3 and 4.

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
HON	Honors (91-100%)	100.00
HPASS	High Pass (81-90%)	90.00
PASS	Pass (70-80%)	80.00
RPASS	Remediated Pass (70%)	70.00
FAIL	Fail (69% or less)	69.00

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
M	Missing	N/A
TR	Transfer	N/A
W	Withdrawal	N/A
WPC	Waived for Prior Credit	N/A

Evaluation of Students on Clinical Rotations

The “clinical faculty member of record” is the physician to whom the student is assigned for a given rotation according to the Rotations Office records. That physician is responsible for the rotation evaluation, which

does not include assigning a rotation grade. Grades are determined by Clinical Rotation Committee based on the rotation evaluation and the OSCE results.

Recording of Clinical Grades

For any reason other than a clerical error, no grade may be changed more than 20 business days after the Clinical Rotations Office reports it to the Registrar. Within those 20 days, a grade may be changed only if the Rotations Office receives a signed statement from the preceptor specifying that such a clerical error had occurred.

Remediation (Clinical)

A failed rotation must be remediated by completing a comparable rotation. The percentage score assigned for obtaining a Pass on a remediated/repeated rotation following a failing grade will be set at 70% for class rank and GPA computation. Both the original course grade as well as the remediated grade will appear on the transcript, but only the remediated passing score of 70% will be used in GPA and class rank computations.

Incomplete Grade, "I"

An incomplete grade, "I," indicates that a student has not been able to finish all required work for issuance of a letter grade within the normally scheduled time of the course. An "I" is not counted in the grade point calculations until a letter grade is issued to replace the "I." A grade must be submitted before the student registers for the next academic term, unless other arrangements are made with the instructor, the Dean, and Clinical Affairs. Replacement of an "I" will be under the direction of the instructor with the approval of the Dean or their designee. It is to the student's advantage to arrange to make up any incomplete work as soon as possible. If the incomplete grade, "I," is not replaced by the conclusion of the next semester or within the otherwise specified period, the incomplete, "I," will become a Failure.

Incomplete Rotations

If a student leaves a rotation before it is finished without the permission of the Dean or is asked to leave a rotation by the Associate Dean of Clinical Education & Graduate Placement, the Dean, or the core rotation site director, a score of "FAIL" on that rotation may be assigned by the Dean in consultation with the Dean of the CPM.

Credit Courses (CR/NCR)

Courses graded for Credit/No Credit are those designated by the faculty as courses required for promotion but not assigned numeric scores. The student must satisfy the requirements of these courses to receive credit.

Cumulative Numeric Scores (GPA)

The cumulative numeric score will be calculated at the end of each semester of the curriculum with the average of all course numeric scores weighted by the number of course credit hours attempted. If a course or clinical rotation is repeated or remediated, only the last score earned enters into the computation of the cumulative numeric score/grade point average, but the original numeric score remains on the student's transcript. After completion of the second-year program, a student with a cumulative numeric score of 75% or less may have all third-year clinical rotations assigned by the or their designee, in consultation with the Dean.

Grade Reports

Official grades are turned in to the Registrar from the Dean of CPM, at which time the Student Portal, my.westernu.edu, is updated. Official grade reports and unofficial transcripts will be available on the Student

Portal throughout the academic year. For more information on how to access the Student Portal, visit the Registrar's website. Additionally, non-official grade information is available through the Academic Progress Portal. A cumulative numeric score will be calculated and posted on the transcript. Class ranking is also available upon request in the Registrar's Office.

Credit Hour Calculation

Courses are rated at one credit hour for each 15 hours of lecture or 30 hours of laboratory and/or practice sessions. One credit hour will be assigned for each 40-hour week of clinical rotations.

Grade Appeals/Changes

No numeric score will be changed unless the instructor certifies in writing to the Assistant Dean for Preclinical Education and the Registrar that an error in computing or recording the score occurred. Changes are also recorded when the student has remediated a numeric score of below 70% or an Unsatisfactory grade after being directed to do so by the Assistant Dean for Preclinical Education of the College of Podiatric Medicine.

For on-campus courses, students have a maximum of 10 business days from the time examination results are returned to them to bring any errors or irregularities in grading to the attention of the instructor. All recorded scores remain on the official transcript unless a clerical error has occurred. Remediated scores are re-recorded along with the original numeric score in the first two years. Only the remediated score is calculated into the cumulative numeric score. For third- and fourth-year students, no score will be changed after one month from the time the grade is recorded in the Office of the Registrar. Within the above-designated timeline, grade changes for clinical rotations will be considered only under the following three conditions:

- When the Office of Clinical Rotations receives a signed written statement from the preceptor specifying that a clerical error has been made regarding a score, and that the purpose of the change is to correct that clerical error.
- When the preceptor to whom the student was assigned submits a signed written request to have the score changed. The request must include justification for making the change.

When a remediation process that has been directed by the members of SPC and authorized by the Dean is completed and a written evaluation is received in the Office of Clinical Rotations. All score changes must have the approval of the Dean of the CPM or their designee. The student should make every effort to discuss their evaluation(s) with the assigned preceptor(s) prior to leaving the clinical rotation.

The final arbiter of any grade appeal is the Dean or their designee.

Curriculum Organization

The curriculum at CPM is a four-year, full-time academic and clinical program leading to granting the DPM degree. This curriculum stresses the interdependence of the biological, clinical, behavioral and social sciences. The emphasis is on educating physicians for general and podiatric medicine and surgery. CPM's educational program is centered on the basic concepts of general and podiatric medicine.

CPM identifies and develops the knowledge, the cognitive and psychomotor skills and the personal and professional behaviors required of a podiatric physician and surgeon in order to provide competent and comprehensive health care to all members of a family on a continuing basis.

Implementation

Clinical faculty and hospitals will implement the curriculum in a manner that balances the learning needs of the students and the educational resources available at the site including clinical situations, lectures, grand rounds, academic teaching conferences, workshops, skills labs and other activities encountered during clinical rotations. Clinical faculty and sites are encouraged to use a variety of teaching techniques including observation, monitored participation, video and audio recordings, computers, readings, individual discussions and presentations by students, faculty and others to enhance learning.

Summer Readiness and Preparedness Course (SPaRC)

WesternU's Learning Enhancement and Academic Development (LEAD) office offers a 3-week program that provides attendees with an introduction to biochemistry, genetics, microbiology/immunology. This optional introductory preparatory program is available to incoming DPM students. Students will purchase a workbook and remit a tuition fee of \$400. (See course description for PM 5001 below for additional information.)

Non-Clinical Experiences

Non-clinical experiences like conferences, tumor boards, quality assurance meetings, hospital committees, etc., are important for students to observe in order to help them understand and appreciate the full spectrum of activities expected of physicians. Supervising physicians are encouraged to invite students to participate in as many non-clinical experiences as are practical.

Procedural Skills

Part of the College's expectation is that students will gain a knowledge and understanding of various procedural skills. In addition to proficiency in the manual aspects of procedural skills, the College expects that the student will understand the indications, contraindications, risks, benefits, and alternatives for various procedures. Student performance of any procedure on a patient must be under the direct supervision of the assigned clinical faculty or their professional designee.

Clinical Rotations

The third- and fourth-year clinical clerkships are mandatory, 12 block rotations for each academic year. Each year's curriculum may be completed in any order by the Office of Clinical Rotations. The minimum length of a rotation is four weeks. Rotations may not be split. In the third and fourth years, core sites for each student will be determined by the Clinical Rotations team. Students may express a preference for core rotation sites. Students may elect to rotate at offsite programs during the elective Podiatric Medicine, Surgery, and Biomechanics clerkship block with approval by the Clinical Rotations Committee. This rotation occurs in both the third and fourth academic years.

Rotation Office

The Dean and the External Rotation Coordinator are dedicated to providing students with the best possible clinical educational experience and providing an exceptional service to everyone with whom they interact. The Office will assist CPM and its students with planning for and completion of their clinical training in the third and fourth years of the educational experience.

Pre-Clinical Curriculum

Year 1

Year 1, Fall Semester		
Course	Title	Credit Hours
IPE 5000	Patient Centered Cases I	1.00
PM 5000	Introduction to the Study of Medicine (ISOM)	7.00
PM 5005	Integrated Skills for the Study of Medicine 1 (ISSM 1)	3.00
PM 5090	Podiatric Medicine Principles and Practice 1 (PMP 1)	4.00
PM 5100	Foundations of Medicine 1 (FOM 1)	6.50
PM 5200	Foundations of Medicine 2 (FOM 2)	8.00
Semester Total:		29.50
Year 1, Spring Semester		
Course	Title	Credit Hours
IPE 5100	Patient Centered Cases II	1.00
PM 5105	Integrated Skills for the Study of Medicine 2 (ISSM 2)	3.00
PM 5190	Podiatric Medicine Principles and Practice 2 (PMP 2)	3.50
PM 5300	Foundations of Medicine 3 (FOM 3)	10.00
PM 5400	Foundations of Medicine 4 (FOM 4)	10.50
Semester Total:		28.00
Year 1 Total:		57.50

Year 1 (Intensive Summer Anatomy Students – ISAC)

Year 1, Fall Semester		
Course	Title	Credit Hours
IPE 5000	Patient Centered Cases I	1.00
PM 5000	Introduction to the Study of Medicine (ISOM)	7.00
PM 5002	Intensive Summer Anatomy Course	0.00
PM 5003A	ISAC Facilitation (Fall)	0.00
PM 5005	Integrated Skills for the Study of Medicine 1 (ISSM 1)	3.00
PM 5090	Podiatric Medicine Principles and Practice 1 (PMP 1)	4.00
PM 5100	Foundations of Medicine 1 (FOM 1)	6.50
PM 5200	Foundations of Medicine 2 (FOM 2)	8.00
Semester Total:		29.50
Year 1, Spring Semester		
Course	Title	Credit Hours
IPE 5100	Patient Centered Cases II	1.00
PM 5003B	ISAC Facilitation (Spring) (ISAC)	0.00
PM 5105	Integrated Skills for the Study of Medicine 2 (ISSM 2)	3.00
PM 5190	Podiatric Medicine Principles and Practice 2 (PMP 2)	3.50
PM 5300	Foundations of Medicine 3 (FOM 3)	10.00
PM 5400	Foundations of Medicine 4 (FOM 4)	10.50
Semester Total:		28.00
Year 1 Total:		57.50

Year 2

Year 2, Fall Semester		
Course	Title	Credit Hours
IPE 6000	Team Training in Health care I	1.00
PM 6000X	Advanced Study of Medicine-X (ASOMX)	0.00
PM 6005	Integrated Skills for the Study of Medicine 3 (ISSM 3)	3.00
PM 6090	Podiatric Medicine Principles and Practice 3 (PMP 3)	3.50
PM 6100	Foundations of Medicine 5 (FOM 5)	11.50
PM 6200	Foundations of Medicine 6 (FOM 6)	7.00
Semester Total:		26.00
Year 2, Spring Semester		
Course	Title	Credit Hours
IPE 6100	Team Training in Health Care II	1.00
PM 6105	Integrated Skills for the Study of Medicine 4 (ISSM 4)	6.50
PM 6190	Podiatric Medicine Principles and Practice 4 (PMP 4)	3.50
PM 6300	Foundations of Medicine 7 (FOM 7)	10.50
PM 6400	Foundations of Medicine 8 (FOM 8)	7.00
Semester Total:		28.50
Year 2 Total:		54.50

Clinical Curriculum

Year 3

Year 3, Fall/Spring Semester		
Course	Title	Credit Hours
PM 7010	General Medicine (Inpatient Medicine)	4.00
PM 7020	Internal/Outpatient Medicine (Medicine Sub-Specialty) I	4.00
PM 7021	Internal Medicine II (Medicine Sub-Specialty)	4.00
PM 7030	Surgery I	4.00
PM 7050	Surgical Elective I (Sub-Specialty Surgery)	4.00
PM 7060	Podiatric Medicine, Surgery and Biomechanics/Orthopedics I	8.00
PM 7070	Podiatric Medicine, Surgery and Biomechanics/Orthopedics II	4.00
PM 7080	Elective I – Pod Medicine, Surgery and Biomechanics/Orthopedics	4.00
PM 7090	Elective II – Pod Medicine, Surgery and Biomechanics/Orthopedics	4.00
PM 7095	Clinical Medicine Elective	4.00
PM 8055	Advanced Study of Skills in Medicine I	3.00
Year 3 Total:		47.00

Year 4

Year 4, Fall/Spring Semester		
Course	Title	Credit Hours
PM 7510	General/Internal Medicine	4.00
PM 7521	Surgical Elective II (Sub-Specialty Surgery)	4.00
PM 7530	Surgery II (Sub-Specialty)	4.00
PM 7540	Emergency Medicine	4.00
PM 7545	Podiatric Medicine, Surgery and Biomechanics/Orthopedics III	4.00
PM 7550	Elective Pediatrics/Medicine Subspecialty	4.00
PM 7560	Elective Pod Medicine, Surgery, and Biomechanics/Orthopedics III	4.00
PM 7570	Elective Pod Medicine, Surgery, and Biomechanics/Orthopedics IV	4.00
PM 7580	Elective Pod Medicine, Surgery, and Biomechanics/Orthopedics V	4.00
PM 7590	Elective Pod Medicine, Surgery, and Biomechanics/Orthopedics VI	4.00
PM 8555	Advanced Study of Skills in Medicine II	3.00
Year 4 Total:		43.00

DPM Advanced Standing Program

Year 1

Year 3, Fall/Spring Semester		
Course	Title	Credit Hours
PM 5090	Podiatric Medicine Principles and Practice 1 (PMP 1)	4.00
PM 5190	Podiatric Medicine Principles and Practice 2 (PMP 2)	3.50
PM 6090	Podiatric Medicine Principles and Practice 3 (PMP 3)	3.50
PM 6190	Podiatric Medicine Principles and Practice 4 (PMP 4)	3.50
PM 7020	Internal/Outpatient Medicine (Medicine Sub-Specialty) I	4.00
PM 7030	Surgery I	4.00
PM 7060	Podiatric Medicine, Surgery and Biomechanics/Orthopedics I	8.00
PM 7070	Podiatric Medicine, Surgery and Biomechanics/Orthopedics II	4.00
PM 7080	Elective I – Pod Medicine, Surgery and Biomechanics/Orthopedics	4.00
PM 7090	Elective II – Pod Medicine, Surgery and Biomechanics/Orthopedics	4.00
PM 8055	Advanced Study of Skills in Medicine I	3.00
Year 1 Total:		45.50

Year 2

Year 4, Fall/Spring Semester		
Course	Title	Credit Hours
PM 7510	General/Internal Medicine	4.00
PM 7521	Surgical Elective II (Sub-Specialty Surgery)	4.00
PM 7530	Surgery II (Sub-Specialty)	4.00
PM 7540	Emergency Medicine	4.00
PM 7545	Podiatric Medicine, Surgery and Biomechanics/Orthopedics III	4.00
PM 7550	Elective Pediatrics/Medicine Subspecialty	4.00
PM 7560	Elective Pod Medicine, Surgery, and Biomechanics/Orthopedics III	4.00
PM 7570	Elective Pod Medicine, Surgery, and Biomechanics/Orthopedics IV	4.00
PM 7580	Elective Pod Medicine, Surgery, and Biomechanics/Orthopedics V	4.00
PM 7590	Elective Pod Medicine, Surgery, and Biomechanics/Orthopedics VI	4.00
PM 8555	Advanced Study of Skills in Medicine II	3.00
Year 4 Total:		43.00

Course Descriptions

Courses listed in this catalog are subject to change through normal academic channels. New courses and changes in existing course work are initiated by the appropriate disciplines, departments or programs, approved by the Curriculum Committee, the faculty, the Dean of CPM and the SVP/Provost. CPM uses a combination of numeric scores and letter grades. A numeric score—listed as a percentage—is used in the PMS I and II years and a 4-value letter grade is used in the last two years.

IPE 5000 Patient Centered Cases – An Interprofessional Approach I (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

IPE 5100 Patient Centered Cases – An Interprofessional Approach II (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

IPE 6000 Team Training in Health Care I (1.0 credit hour, CR/NCR)

IPE 6000 will continue to build upon the knowledge from the IPE 5000 series but will expand upon that knowledge and require the student to learn and apply advanced tools and strategies that are crucial to develop a collaborative healthcare team. The majority of the course is independent study with students engaging in a large-scale tabletop activity where they apply team tools necessary to solve a healthcare dilemma.

IPE 6100 Team Training in Health Care II (1.0 credit hour, CR/NCR)

This course is a continuation of IPE 6000.

PM 5000 Introduction to the Study of Medicine (ISOM) (7.0 credit hours)

The Introduction to the Study of Medicine provides a first look at the fundamental basic science and clinical concepts that will allow a student to succeed in learning the foundations of medicine.

PM 5001 Summer Preparedness and Readiness Course (SPaRC) (0 credit hours, CR/NCR)

In an interprofessional environment, the SPaRC prepares incoming students for the rigors of their program with an introduction to various curriculum topics including the skeletal system, gross anatomy lecture and cadaver lab, and pharmacology. Additional lecture overviews to program-specific content are also provided. Academic skills presentations focus on enhancing study, test taking, time management and the development of EQ skills. Acceptance into this program is at the discretion of the coordinating office. The course is elective and does not meet any specific requirements of the program curriculum. For additional information, contact the Learning Enhancement and Academic Development office (LEAD).

PM 5002 – Intensive Summer Anatomy Course (0.0 credit hours, CR/NCR)

The intensive summer anatomy version provides students with an understanding of the superficial and deep anatomical structures and their arrangement to one another while emphasizing normal function and clinical features of the human body. Through laboratory dissections of cadavers, students will learn the language of anatomy and clinically important relationships. Particular attention will be paid to the neurovascular bundles throughout the entire body. In addition to dissections, models, radiographs, clinical presentations and special demonstrations are employed to emphasize current clinically relevant structures and presentations.

The sum total of this fast-paced course is that students will be able to identify all the bones, organs, muscles, arteries, veins, nerves and lymphatic structures needed to be successful in the subsequent podiatric curriculum, and will be able to identify the anatomical defects, injuries, and malformations implicit in the clinical conditions interspersed within the dissection, labs, lectures, and examinations. Students are selected for this course based on GPA and MCAT scores, as well as previous course work in anatomy. No separate fee is charged as the student registers for medical school upon matriculation into this course.

PM 5003A ISAC Facilitation (0.0 credit hours, CR/NCR)

Prerequisites: Completion PM 5002 with a final percentage score of 80% or higher and permission of the Course Director. Students enrolled in this elective course will assist the other first-year podiatric medicine students in the dissection of cadavers and otherwise aid students in the Foundations of Medicine courses. Other types of teaching assistance, including prosecting difficult-to-identify structures, may also be required.

PM 5003B ISAC Facilitation (0.0 credit hours, CR/NCR)

Continuation of PM 5003A.

PM 5005 Integrated Skills for the Study of Medicine 1 (ISSM 1) (3.0 credit hours)

The ISSM series of courses supports CPM's mission of preparing student to become technically competent and critical thinkers who are humanistic, professional, lifelong learners, and compassionate physicians who are prepared for graduate medical education. This course also helps to prepare students for the APMLE Boards Part 1 examination. Board-style cumulative exams are given at the end of each semester to provide formative feedback to students on their board preparations. High yield board topic reviews are conducted annually. Critical partnerships for these course goals include the LEAD office to provide workshops on study and test taking skills, and faculty mentors to guide students through professional development, career counseling, and provide the tools students will require to be successful podiatric physicians. Professional development guidance and opportunities are also provided by the Office of Student Affairs. Please refer to syllabi for any information regarding Conference Week.

PM 5090 Podiatric Medicine, Principles, and Practice 1 (PMP 1) (4.0 credit hours)

This course presents an introduction to foundational concepts in lower extremity anatomy, surface anatomy, podiatric radiology, and biomechanics from an evidence-based perspective. Delivery modalities include lectures, hands-on workshops and live or virtual lab experiences. Content from this course is reinforced in later PMP courses where students will learn how to critique relevant information and expand their understanding and use of this foundational information in the assessment and decision-making process of patient care.

PM 5100 Foundations of Medicine 1 (FOM 1) (6.5 credit hours)

The Foundations of Medicine course series provides students with foundational basic science that is integrated with clinical science, creating a high-yield experience relevant for a future practicing clinician. The series covers core basic science principles and all human health systems in a spiral learning process that allows students to layer complex concepts as they progress while reinforcing foundational concepts. Delivery modalities include lectures, hands-on skills workshops, use of standardized patients, and live or virtual lab experiences. These courses integrate the needed knowledge, skills, and attitudes to prepare a student to become a whole physician who specializes in podiatric medicine and surgery.

PM 5105 Integrated Skills for the Study of Medicine 2 (ISSM 2) (3.0 credit hours)

Continuation of PM 5005.

PM 5190 Podiatric Medicine, Principles, and Practice 2 (PMP 2) (3.50 credit hours)

Prerequisite PM 5090. The course introduces the principles of a clinical approach to the management of a variety of common conditions affecting the foot, ankle and lower extremity from an evidence-based medicine perspective. This is accomplished by layering podiatric principles in medicine, biomechanics, and surgery with management principles for problem solving and quality patient care. This course builds on the foundations introduced in PM 5090. Students will learn how to critique relevant information and understand strategies for clinical decision-making, which will help them develop a pattern to lifelong learning.

PM 5200 Foundations of Medicine 2 FOM 2 (8.00 credit hours)

Continuation of PM 5100.

PM 5300 Foundations of Medicine 3 (FOM 3) (10.0 credit hours)

Continuation of PM 5200.

PM 5400 Foundations of Medicine 4 (FOM 4) (10.50 credit hours)

Continuation of PM 5300.

PM 6000 Advanced Study of Medicine (ASOM) (0.0 credit hours)

A zero-unit place holder for any student returning to the second year and not having already passed ASOM. The Advanced Study of Medicine provides a first look at the complex basic science concepts of pathophysiology, microbiology, and pharmacology, as well as the clinical concepts that will allow a student to succeed in learning podiatric medicine.

PM 6000X Advanced Study of Medicine (ASOMX) (0.0 credit hours)

A zero-unit place holder for any student returning to the second year and not having already passed ASOM. The Advanced Study of Medicine provides a first look at the complex basic science concepts of pathophysiology, microbiology, and pharmacology, as well as the clinical concepts that will allow a student to succeed in learning podiatric medicine.

PM 6005 Integrated Skills for the Study of Medicine 3 (ISSM 3) (3.0 credit hours)

Continuation of PM 5105.

PM 6090 Podiatric Medicine, Principles, and Practice 3 (PMP 3) (3.5 credit hours)

Prerequisite PM 5190. The course expands the principles of a clinical approach to the management of more complex conditions affecting the foot, ankle and lower extremity from an evidence-based medicine perspective. The course continues to layer podiatric principles in medicine, biomechanics, and surgery with management principles for problem solving and quality patient care. This course builds on the foundations introduced in PM 5090 and PM 5091. Students continue to learn how to critique relevant information and

understand strategies for clinical decision-making, which will help them develop a pattern to lifelong learning.

PM 6100 Foundations of Medicine 5 (FOM 5) (11.50 credit hours)

This course marks the start of the Foundations of Medicine courses for second year podiatric medical students and provides them with the more complex basic sciences, including pathophysiology, microbiology, and pharmacology, as well as advanced health systems sciences as they relate to body systems. These courses continue to integrate the needed knowledge, skills, and attitudes to prepare a student to become a podiatric physician.

PM 6105 Integrated Skills for the Study of Medicine 4 (ISSM 4) (6.5 credit hours)

Continuation of PM 6005.

PM 6190 Podiatric Medicine, Principles, and Practice 4 (PMP 4) (3.5 credit hours)

Prerequisite PM 6090. The course further expands the principles of a clinical approach to the management of highly complex conditions affecting the foot, ankle and lower extremity from an evidence-based medicine perspective. The course continues to layer podiatric principles in medicine, biomechanics, and surgery with management principles for problem solving and quality patient care. This course builds on the foundations introduced in PM 5090, PM 5091 and PM 6090. Students continue learning how to critique relevant information, understand and apply strategies for clinical decision-making, which will help them develop a pattern to lifelong learning.

PM 6200 Foundations of Medicine 6 (FOM 6) (7.00 credit hours)

Continuation of PM 6100.

PM 6300 Foundations of Medicine 7 (FOM 7) (10.50 credit hours)

Continuation of PM 6200.

PM 6400 Foundations of Medicine 8 (FOM 8) (7.00 credit hours)

Continuation of PM 6300.

PM 7010 General Medicine (Inpatient Medicine) (4.0 credit hours, HON/HPASS/PASS/FAIL)

This course provides supervised clinical education in family medicine, including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

PM 7020 Internal/Outpatient Medicine I (4.0 credit hours, HON/HPASS/PASS/FAIL)

This course provides supervised clinical education in general internal medicine and/or in an internal medicine sub-specialty such as gastroenterology, pulmonology, or cardiology. Expected competencies include clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

PM 7021 Internal Medicine II (Medicine Subspecialty) (4.0 credit hours, HON/HPASS/PASS/FAIL)

This course provides supervised clinical education in general internal medicine or in an internal medicine subspecialty such as gastroenterology, pulmonology, or cardiology. Expected competencies include clinical

management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

PM 7030 Surgery I (4.0 credit hours, HON/HPASS/PASS/FAIL)

This course provides supervised clinical education in general/vascular surgery including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

PM 7050 Surgical Elective (Sub-Specialty Surgery) (4.0 credit hours, HON/HPASS/PASS/FAIL)

This course provides supervised clinical education in one of the surgical clinical Subspecialties including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication.

PM 7060 Podiatric Medicine, Surgery, and Biomechanics/Orthopedics I (8.0 credit hours, HON/HPASS/PASS/FAIL)

This course provides supervised clinical education in podiatric medicine, surgery, and biomechanics/orthopedics. The student will be afforded progressive experiences in their development of technical procedural skills in all phases of podiatric medicine surgery and biomechanics. Emphasis will be placed on development of clinical management, technical/procedural skills, patient education, and interpretation of diagnostic data, management plans, and inter-professional communication. Throughout the course, the tools essential to becoming a competent podiatric physician and life-long learner are emphasized.

PM 7070 Podiatric Medicine, Surgery, and Biomechanics/Orthopedics II 4 (4.0 credit hours, HON/HPASS/PASS/FAIL)

Prerequisite: PM 7060. Continuation of PM 7060.

PM 7080 Elective Podiatric Medicine, Surgery, and Biomechanics/Orthopedics (Externship I) (4.0 credit hours, HON/HPASS/PASS/FAIL)

Continuation of PM 7060, which can be completed at an affiliated rotation offsite.

PM 7090 Elective Podiatric Medicine, Surgery, and Biomechanics/Orthopedics (Externship II) (4.0 credit hours, HON/HPASS/PASS/FAIL)

Continuation of PM 7080, which can be completed at an affiliated rotation offsite.

PM 7095 Clinical Medicine Elective (4.0 credit hours, HON/HPASS/PASS/FAIL)

This course provides supervised clinical education in general/family medicine in the inpatient setting, including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication.

PM 7510 General/Internal Medicine (4.0 credit hours, HON/HPASS/PASS/FAIL)

This course provides supervised clinical education in general/family medicine in an inpatient setting, including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication. In

subsequent courses in this series, students are exposed to progressive involvement and independence in patient management. This rotation will serve as a sub-internship for students.

PM 7521 Surgical Elective II (Subspecialty Surgery) (4.0 – 6.0 credit hours, HON/HPASS/PASS/FAIL)

This course provides supervised clinical education in general surgery or one of the surgical subspecialties such as ophthalmology, orthopedic surgery, urology, cardiovascular surgery, vascular surgery, interventional radiology, plastic/hand surgery, or neurosurgery. Expected competencies include clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management. This rotation will serve as a sub-internship for students.

PM 7530 Surgery II (Sub-internship) (4.0 credit hours, HON/HPASS/PASS/FAIL)

This course provides supervised clinical education in general/vascular surgery. Expected competencies include clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management. This rotation will serve as a sub-internship for students.

PM 7540 Emergency Medicine (4.0 credit hours, HON/HPASS/PASS/FAIL)

This course provides supervised clinical education in emergency medicine including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans and inter-professional communication.

PM 7545 Podiatric Medicine, Surgery, and Biomechanics/Orthopedics III (4.0 credit hours, HON/HPASS/PASS/FAIL)

This course provides supervised clinical education at WesternU's clinical sites in podiatric medicine, surgery, and biomechanics/orthopedics. The student will be afforded advanced, progressive experiences in their development of technical procedural skills in all phases of podiatric medicine, surgery, and biomechanics. Emphasis will be placed on development of clinical management, technical/procedural skills, patient education, and interpretation of diagnostic data, management plans, and interprofessional communication. Throughout the course, the tools essential to becoming a competent podiatric physician and life-long learner are emphasized. The goal is to help the student to successfully transition into postgraduate resident training and podiatric practice.

PM 7550 Elective - Pediatrics/Medicine Subspecialty (4.0 credit hours, HON/HPASS/PASS/FAIL)

This course provides supervised clinical education in general internal medicine or in one of the internal medicine subspecialties such as gastroenterology, pulmonology, neurology, endocrinology, cardiology, infectious diseases or geriatrics or pediatrics, including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and inter-professional communication.

PM 7560 Elective - Podiatric Medicine, Surgery, and Biomechanics/Orthopedics (Externship III) (4.0 credit hours, HON/HPASS/PASS/FAIL)

This course provides supervised clinical education in podiatric medicine, surgery, and biomechanics/orthopedics. The student will be afforded advanced progressive experiences in their development of technical procedural skills in all phases of podiatric medicine surgery and biomechanics. Emphasis will be placed on development of clinical management, technical/procedural skills, patient education, and interpretation of diagnostic data, management plans, and inter-professional communication.

Throughout the course, the tools essential to becoming a competent podiatric physician and life-long learner are emphasized. The goal is to help the student to successfully transition into a post-graduate resident and eventual podiatric practice.

**PM 7570 Elective Podiatric Medicine, Surgery, and Biomechanics/Orthopedics (Externship IV)
(4.0 credit hours, HON/HPASS/PASS/FAIL)**

Continuation of PM 7560.

**PM 7580 Elective Podiatric Medicine, Surgery, and Biomechanics/Orthopedics (Externship V)
(4.0 credit hours, HON/HPASS/PASS/FAIL)**

Continuation of PM 7570.

**PM 7590 Elective Podiatric Medicine, Surgery and Biomechanics/Orthopedics (Externship VI)
(4.0 credit hours, HON/HPASS/PASS/FAIL)**

Continuation of PM 7580.

PM 8055 Advanced Study of Skills in Medicine I (3.0 credit hours, HON/HPASS/PASS/FAIL)

The course is taken during the PMS III year and serves as a review of, and assessment tool for basic clinical knowledge. This program reviews and amplifies clinical material presented during years I and II. It also provides the opportunity for the student to obtain information and skills essential to rotations, residency, medical and podiatric medical practice. Topics include clinical, legal, and ethical issues that are presented from a medical and podiatric medical perspective. Additionally, the course addresses special topics such as professionalism, cultural sensitivity, and alternative care. Throughout the course, the tools essential to becoming a competent podiatric physician and lifelong learner are emphasized. This course must be completed prior to becoming a PMS-IV student. Students are assessed on their competencies through sets of exams including an objective structured clinical examination (OSCE) and comprehensive basic science examinations (CBSE).

PM 8555 Advanced Study of Skills in Medicine II (3.0 credit hours, HON/HPASS/PASS/FAIL)

The Advanced Study of Skills in Medicine II course builds upon the knowledge and skill learned during the three previous years at CPM. The goal is to help the student to successfully transition into postgraduate resident training and podiatric practice. This is accomplished by enabling the student to apply general knowledge to specific clinical applications. In addition, Advanced Study of Skills in Medicine II emphasizes medical professionalism and helps the students sharpen skills that are vital to life-long learning. Information is presented through one or more modalities including online and/or on-campus sessions. Successful completion of Advanced Study of Skills in Medicine II is a requirement for graduation for students entering PMS4 year of training.

Honors and Awards

The following awards are considered for presentation to DPM students annually:

ABPM Graduate Merit Award
ACPM Scholar Award
Arthur Madorsky MD Memorial Scholarship
Bako Medical Education Foundation Endowed Scholarship Blaine Labs Award
California Podiatric Medical Association Scholarship
Commander Kim Voth Wound Care Endowed Scholarship
Crans Family Scholarship Endowment
David Shofler DPM Memorial Scholarship
Dean's Leadership and Service Award
Dean's List
Dean's Scholarship Award
Dean's Vision Award
East West Scholarship
Extremitas Editor's Choice Award
Gary P. Jolly Lifelong Learner Award
Greg Allen Memorial Scholarship
Imhotep Scholarship
Lawrence B. Harkless Scholarship
Louis T. Bogy Award
Michael L. Stone, DPM Outstanding Professional Conduct Award
Oliver Foster Scholarship
Osman B. Beller M.D. & Naomi Beller
Pi Delta Honors Lambda Chapter
Podiatric Insurance Company of America Recipients Scholarship
President's Society Award
Richard A. Bond Endowed Scholarship
SALT Ambassador
Towne & Gown Golf Classic Scholarship
WesternU Alumni Association Scholarship

Academic Calendar

Fall 2023	
May 30, 2023	Fall Classes/Rotations Begin (Years 3 and 4 & DPM-AS Years 1 and 2)
June 19, 2023	Juneteenth Holiday – No Classes
June 20, 2023	ISAC Course Begins (Year 1, ISAC Students)
July 4, 2023	Independence Day Observed – No Classes*
August 7-11, 2023	Orientation/Welcome Week (Year 1)
August 14, 2023	Fall Classes Begin (Years 1 and 2)
August 19, 2023	White Coat Ceremony (Year 1)
September 4, 2023	Labor Day – No Classes*
October 9, 2023	Indigenous Peoples’ Day – No Classes*
November 10, 2023	Veterans Day – No Classes*
November 22, 2023	Thanksgiving Recess Begins @ 5:00 p.m.*
November 24, 2023	Fall Classes/Rotations End (Years 3, 4, & DPM-AS Years 1 and 2)
November 27, 2023	Fall Classes Resume (Years 1 and 2)
December 22, 2023	Fall Classes End (Years 1 and 2)
December 25, 2023	Winter Recess Begins (Years 1 and 2)
Spring 2024	
November 27, 2023	Spring Classes/Rotations Begin (Years 3, 4, & DPM-AS Years 1,2)
January 8, 2024	Spring Classes Begin (Years 1 and 2)
January 15, 2024	Martin Luther King Jr. Day – No Classes*
February 19, 2024	Presidents’ Day – No Classes*
March 20, 2023	Spring Break Begins (Years 1 and 2)
March 25, 2024	Spring Classes Resume (Years 1 and 2)
May 15, 2024	Spring Rotations End (Year 4, DPM-AS Year 2)
May 15, 2024	College of Podiatric Medicine Commencement Ceremony
May 24, 2024	Spring Rotations End (Year 3 & DPM-AS Year 1)
May 27, 2024	Memorial Day – No Classes*
May 31, 2024	Spring Classes End (Year 2)
June 10, 2024	Spring Classes End (Year 1)

**Students in clinical rotations observe their preceptor’s hours, which may include working on federal holidays.*

Western University of Health Sciences

College of Veterinary Medicine

2023/2024 Academic Year

College of Veterinary Medicine

Doctor of Veterinary Medicine (DVM)

Accreditation

Western University of Health Sciences College of Veterinary Medicine (WesternU CVM) is accredited by the Council on Education of the American Veterinary Medical Association (AVMA-COE), 1931 N. Meacham Road, Suite 100, Schaumburg, Illinois 60173; Telephone (800) 248-2862. For additional information, please visit the [WesternU CVM Accreditation Website](#).

Complaints Regarding Accreditation Standards

Student feedback about accreditation standards or other matters important to students can be submitted to the college in two ways: (1) a suggestions/complaint box located on the first floor of the Veterinary Medicine Center with business-hour access, or (2) an online anonymous form available at <https://rebrand.ly/cvmfeedback>. In addition, the CVM student app provides direct access to the online anonymous form listed above. The anonymous results are reviewed by the Office of the Dean and forwarded to the appropriate administrators who can address the suggestions/complaints in a timely matter.

General Information

Mission Statement

The Mission of WesternU CVM is to educate veterinary professionals and advance knowledge to address the contemporary needs of society.

The Degree

The Doctor of Veterinary Medicine (DVM) degree is earned through the completion of four years of professional study subsequent to completion of undergraduate, pre-professional prerequisites at an accredited college or university. Graduates of this program are eligible to take national and state veterinary licensing examinations. Information on the North American Veterinary Licensing Examination is available on <https://www.icva.net>. Information on obtaining a state license to practice veterinary medicine is available from each state's veterinary medical board. The California Veterinary Medical Board is an agency within the California Department of Consumer Affairs. Information regarding the California Veterinary Medical Board is on <http://vmb.ca.gov>. Graduates who pass state licensing requirements may perform all of the duties and responsibilities of a practicing veterinarian as defined by the respective state's laws regulating the practice of veterinary medicine.

DVM Program Outcomes

All graduates of the program are competent in entry-level skills required by the profession, including but not limited to private/public practice, biomedical research, industry, and regulatory veterinary medicine. These outcomes are consistent with the AVMA-COE core competencies for veterinary graduates (listed below):

1. Comprehensive patient diagnosis (problem solving skills), appropriate use of clinical laboratory testing, and record management;
2. Comprehensive treatment planning including patient referral when indicated;
3. Anesthesia and pain management, patient welfare;
4. Basic surgery skills, experience, and case management;

5. Basic medicine skills, experience and case management;
6. Emergency and intensive care case management;
7. Health promotion, disease prevention/biosecurity, zoonosis, and food safety;
8. Client communications and ethical conduct; and
9. Critical analysis of new information and research findings relevant to veterinary medicine.

Personal Competencies for Admission and Matriculation

A candidate for admission to the DVM program must possess, or be able to achieve through reasonable accommodation, certain intellectual, emotional and physical abilities (sensory and motor functions) that would enable the individual to acquire the knowledge, technical and clinical skills needed to complete, successfully, the curriculum to pursue a career in veterinary medicine. Upon matriculation to the program, the student must continue to possess or be able to achieve through reasonable accommodation, the personal competencies outlined below throughout their progression in the DVM program. Graduation from the program signifies that the individual is prepared for entry into clinical practice or into postgraduate training programs. The candidate must be able to integrate - consistently, quickly, and accurately - all information received by whatever sense(s) are employed. In addition, they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

The practice of veterinary medicine requires specific essential functions that include, but are not limited to, the following six broad categories: observation, communication, motor, interpretative (conceptual and quantitative), behaviors/social and physical health. For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (HFCDHP) at [Disability Accommodations \(e-mail\)](#) or (909) 469-5297 or visit the [HFCDHP web site](#).

Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without reasonable accommodation:

Observation Skills

Candidates and students must have sufficient visual capacity to observe demonstrations, experiments and macro- and microscopic laboratory exercises. They must be able to observe a patient accurately at a distance and close at hand. A candidate must be able to acquire information from written documents and to visualize information presented as paper, films, slides, video, and computer images. A candidate must be able to utilize visual diagnostic tools and other graphic images, with or without the use of assistive devices. A candidate must have functional use of visual, auditory, and somatic sensation (palpation, etc.) while using appropriate enhancement of sensory modalities (such as microscopes, stethoscopes, etc.).

Communication Skills

A candidate must be able to communicate clearly, appropriately, and effectively with a degree of sensitivity with patient caretakers or guardians; establish good rapport, convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment. For effective patient treatment, the candidate must be able to communicate with patient caretakers or guardians, colleagues, and all members of the veterinary and medical health care team effectively and efficiently. Communication must be culturally respectful, taking into consideration the diversity at WesternU. Communication includes oral and written modes requiring the ability to understand, write, and speak fluent English. The candidate must also be able to recognize nonverbal communication cues.

Motor Skills

A candidate should have a sufficient level of manual dexterity to execute the fine movements required to provide general veterinary care and treatment to patients within a specified amount of time. It is required that a candidate possess the manual motor skills necessary to directly perform diagnostic and treatment procedures associated with the practice of general veterinary medicine. Such procedures require coordination of both gross and fine muscular movements, equilibrium, and functional uses of the senses of

touch, hearing, and vision. Examples of procedures reasonably required of students and veterinarians include, but are not limited to: physical examination of different species in the emergency and non-emergency settings, cardiopulmonary resuscitation, insertion of a variety of catheters, administration of intravenous medication, application of pressure to stop bleeding in open wounds, opening obstructed airways, basic surgical skills, performance of obstetrical maneuvers and performance of diagnosis and manipulation of the patient.

Interpretative (conceptual/quantitative) Skills

A candidate must be able to perform interpretative skills such as measure, memorize, calculate, reason, analyze, integrate, and synthesize information. A candidate must be able to comprehend and mentally visualize three-dimensional relationships and to understand the spatial relationships of structures. A candidate must be able to apply problem-solving, clinical decision-making, and critical thinking skills in a timely fashion for effective patient treatment.

Behavior and Social Skills

A candidate must possess the emotional health and maturity required for full utilization of their intellectual abilities, the exercise of good judgment and maintenance of confidentiality. This also requires the prompt completion of all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive, and professional relationships with patients, patient caretaker/guardians, colleagues, faculty, staff, and fellow students. A candidate must recognize that the curriculum is physically, mentally, and emotionally demanding. A candidate must be able to function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of patients.

Physical Health

WesternU has established medical status credential requirements that must be completed prior to matriculation and to maintain enrollment. Medical status credentialing is designed to ensure that the safety of patients and patient caretaker/guardian are not compromised while protecting the rights and safety of students as well. For more detailed information, contact the Student/Employee Health Coordinator at stu-emphealth@westernu.edu or visit the [Student/Employee Health website](#).

Admissions Policies and Procedures

WesternU CVM accepts applications from all qualified domestic and international candidates. Academic records, personal and professional potential and collaborative ability are considered in the admissions process. WesternU CVM seeks to admit a diverse student population with demonstrated academic competency and commitment to serve public and animal health care interests.

WesternU CVM participates in the centralized application service of the Association of American Veterinary Medical Colleges (AAVMC). Information regarding this service, called the Veterinary Medical College Application Service (VMCAS), is accessible via the VMCAS [website](#) or on the [Prospective Student website](#).

Non-Discrimination, Anti-Harassment and Non-Retaliation Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment (see below pertaining to Sexual and Gender-Based Harassment, Interpersonal Violence, and other Sexual Misconduct (SIM) policy and procedure). Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community, and applicants, in accordance with all applicable laws.

WesternU also prohibits any form of retaliation against a person, who under good faith, reported a violation under the policy or who participated in any investigation or proceeding under the policy. Violations of the policy will lead to prompt and appropriate administrative action, including and up to termination of employment or expulsion from the University.

Reasonable Accommodation for Disabilities

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodation. A student who discloses a disability and requests accommodation will be referred to ^{HF}CDHP. The student will be asked to provide documentation of the disability for the purposes of determining appropriate accommodations. WesternU CVM will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation may contact the ^{HF}CDHP office by phone, (909) 469-5441.

Application Requirements

The application requirements that are shown in this catalog apply to applicants who are seeking entry for the 2023/2024 academic year. Current admission and application requirements for the DVM program, including prerequisite coursework requirements, can be located on the [Prospective Student website](#).

The WesternU CVM Admissions Committee will consider applicants who have earned a grade of “C” or above on all prerequisite courses. Applicants also must attain a minimum cumulative grade point average of 2.75 in all pre-professional coursework taken prior to application and matriculation. Application procedures, materials, and prerequisite courses are subject to revision each year, and the information below provides only general guidelines. Prospective students should consult the [Prospective Student website](#) to confirm

current application requirements. Applicants are directed to consult both the VMCAS and WesternU websites after June 1 of each application year.

Test of English as a Foreign Language (TOEFL)

TOEFL is required for all applicants who are not U.S. citizens and for whom English is a second language. Applicants must attain a minimum score of 72 out of 120, with no less than 18 points for each skill criteria (reading, listening, speaking, writing) on the Internet-based Test (iBT). Official TOEFL scores are valid for three years, and valid scores must be submitted at the time of application. EXCEPTION: The TOEFL exam will be waived for students who are graduating with a confirmed baccalaureate or higher degree from an accredited United States institution of higher education at the time of application.

Transcripts

Applicants are required to submit transcripts to VMCAS in accordance with their application policies and procedures. Final official transcripts for all previous institutions attended will be required by WesternU CVM once an applicant has been accepted to the program.

Animal-Related Experience

WesternU CVM requires that each applicant has no less than 500 hours of hands-on animal-related experience, including but not limited to veterinary clinical practice, farm animal production, public health animal control, animal training, and animal research. The nature of the work must go beyond volunteer effort and generate demands whereby a supervisor may speak to the applicant’s work habits, interest in animal well-being, and personal integrity. Pet ownership and non-hands-on academic experience hours are not accepted to satisfy the requirement.

Prerequisite Courses

Prerequisites	Semester Credit Hours	Quarter Credit Hours	
Organic Chemistry with lab*	3	4	<ul style="list-style-type: none"> • All prerequisites must be completed at a regionally accredited US institution (exceptions will be made on a case-by-case basis). • All prerequisites must be completed with a grade of “C” or better (a grade of “C-” or lower is not acceptable) • All prerequisites must be completed by the end of the spring term of the planned year of starting the veterinary professional program if accepted. • Prerequisites may be taken on an advanced-placement or CLEP credit basis. These credits must be listed by the university from which the credit was received on the official university transcript. Alternatively, a letter from
Biochemistry or Physiological Chemistry	3	4	
Upper Division Biological & Life Sciences with lab*	9	12	
Microbiology	3	4	
Upper-Division Physiology	3	4	
Genetics or Molecular Biology	3	4	
General Physics with lab*	6	8	
Statistics	3	4	

English Composition	6	8	<p>the registrar detailing courses for which AP or CLEP credit was awarded must be submitted.</p> <ul style="list-style-type: none"> • All coursework taken from non-US institutions must be submitted to an approved service for evaluation. <p>*Only courses with an on-campus laboratory component are acceptable</p>
Humanities/Social Sciences/ Psychology/Sociology	9	12	

Recommendations

A minimum of three letters of recommendation are required and are submitted as part of the application.

Optional Application Materials

Scientific publications, or significant academic papers prepared as part of a course work requirement with evaluations included, may be submitted by the applicant, and reviewed by the Admissions Committee in assessing the abilities and experiences of the applicant.

Applicants with Foreign Coursework

Applicants who wish to use coursework completed outside the United States, including Canada, must submit their transcripts for evaluation to a [Western University of Health Sciences Approved Service](#) at the candidate's expense. A course-by-course evaluation with a GPA calculation is required, and all coursework must be designated as undergraduate, graduate, or professional. WesternU only honors evaluations from World Education Services (WES). The official evaluation must be submitted to and received by VMCAS by the application deadline. A student with questions regarding reasonable accommodation may contact the ^{HF}CDHP office by phone, (909) 469-5441.

International Students

International students are encouraged to apply. Applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. For detailed information, please visit our web page for [International Students](#).

Transfers from Other Schools

Due to its unique curriculum, WesternU CVM does not accept transfer students from other institutions.

Non-degree Students

Applicants with foreign veterinary degrees may apply for matriculation as non-degree students in the final year of the WesternU CVM curriculum to satisfy requirements for an evaluated clinical experience for the Program for the Assessment of Veterinary Education Equivalence (PAVE) program. Standard charges for tuition and fees apply. More information on the program and the application process can be obtained from the CVM Office of Academic Affairs.

Student Selection Process

The WesternU Office of Admissions assists the college in application processing, including the preparation, distribution, and handling of all admissions-related materials. Applications are reviewed by WesternU CVM faculty using uniform criteria and acceptable applicants are recommended for interview.

Candidates whose application files are deemed acceptable after file review and the interview are considered part of the acceptable pool from which the Dean of the College of Veterinary Medicine, the Associate Dean for Academic Affairs, and the Chair of the Admissions Committee select the class. The college attempts to select a class that reflects broadly diverse perspectives, characteristics, areas of critical need in veterinary medicine, backgrounds, and species interest of the applicant. Invitations to successful applicants originate in the Dean's office and are signed by the Dean. Decisions regarding the admission of applicants are final.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to WesternU. The receipt of the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

Students assessed a late fee for a registration period may submit an appeal to the Registrar. For additional information on the appeal process, please see the [Registration Late Fees](#) page on the Registrar's Office website.

Student Health Insurance Requirement

All full-time students at WesternU are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) page on the Registrar's Office website.

Student Orientation/Welcome Week

Attendance at all Orientation/Welcome Week activities is mandatory for all incoming first-year students. Failure to attend any part of Orientation/Welcome Week without prior approval from the Office of Student Affairs may result in the rescindment of the offer of acceptance.

Attendance at all second-, third-, and fourth-year orientation activities is mandatory for all students in their respective year. Failure to attend any part of these activities without prior approval from the appropriate Year Director may result in a referral to the Student Performance Committee (SPC) for review and appropriate action, which may include but is not limited to a sanction as defined under the university catalog's Standards of Student Conduct section.

Student-Initiated Changes in Enrollment Status

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards

of scholarship, conduct, and orderly operation. The student concedes this right by the act of matriculation. For additional information on withdrawing from the DVM program, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Full-Time Status

All students enrolled in at least one class/rotation are considered full-time students.

Time Limits

The DVM program is designed to be completed in four (4) years. The requirements for the degree must be fulfilled within six (6) years from the date of matriculation to the program. Students who are unable to meet the 6-year time limit for the DVM program will be referred to the Student Performance Committee for review which may result in the administrative withdrawal.

Tuition and Fees

By action of the Board of Trustees, DVM tuition and fees for the 2023/2024 academic year (subject to change) are as follows:

\$60,957.00	Annual Tuition
\$40.00	Student Body Fee (Years 1 and 2)
\$20.00	Student Body Fee (Years 3 and 4)

Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified curriculum or who are directed to repeat one or more courses but not the entire academic year are charged a per credit hour tuition rate. This rate is calculated by dividing the total credit hours required for a class year by the annual tuition. The per credit hour rates for 2023/2024 are shown below:

\$1,451.36	DVM Year 1 Modified Curriculum Per Credit Hour Charge
\$1,451.36	DVM Year 2 Modified Curriculum Per Credit Hour Charge
\$1,792.85	DVM Year 3 Modified Curriculum Per Credit Hour Charge
\$1,847.18	DVM Year 4 Modified Curriculum Per Credit Hour Charge

Other Fees and Expenses

\$12.00	SAVMA Yearly Membership Fee*
\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (per month)
\$350.00	Graduation Fee
\$235.00	Annual Parking Permit (Auto)
\$10.00	PBL Room Key Replacement Fee
\$50.00	Instadose/Dosimetry Badge Replacement Fee
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee
\$TBD	Cleaning/Damage/Breakage Fee (Replacement Cost) **

**All DVM students (2025 and newer classes) are assessed a \$12.00 SAVMA Yearly Membership fee. Students who wish to opt out of SAVMA membership should contact the Office of the Registrar at 909-469-5342.*

***PBL Rooms upkeep, abusive use of Clinical Skills materials, etc.*

Other Student Expenses (Estimated)

\$1,500.00	Estimated Costs for Textbooks (Per Year)
\$675.00	Required Equipment (Year 1)
\$250.00	Required Equipment (Years 2-4)
\$1,800.00 - \$3,000.00	Required Laptop Computer (with Webcam) and personal mobile device
\$1,000.00	Computer Peripherals (Printer, internet access, software, etc. per year)
\$150.00	Estimated Clinical Activity Travel (Years 1-2)
\$2,000.00 - \$4,000.00	Estimated Clinical Activity Travel (Year 3)

\$2,500.00 - \$13,000.00

Estimated Clinical Activity Travel and Lodging (Year 4)

Computer Technology

Each WesternU CVM student is required to have a laptop computer that meets the specifications outlined in the [WesternU Student Laptop Requirement](#) article. Laptops must have a standard operating system (Windows or MAC-OS; note: Linux-based systems are not supported).

The laptops will be used for e-mail communication with classmates and faculty, for accessing computer- and server-based course information, instructional software, online bibliographic databases, electronic bibliographies, and for participating in course exercises/activities/exams. Computers will be needed by students on campus as well as at their local residences and when rotating in off-campus courses/rotations; therefore, laptop computers are required. Desktop computers, tablets, and other personal devices are not alternatives to required laptops. In addition, each student must have access to a printer, the Internet, and a webcam. Please refer to the 'Electronic Communication' section in the University Catalog.

These specifications are subject to change. The college reserves the right to impose uniform requirements for computer technology and software, including the possible requirement of a specific model of laptop computer and/or personal mobile device. Smartphone applications will be made available for students to facilitate curricular activities and University/College communications.

Clinical Training Expenses

Students will rotate through off-campus clinical training experiences during all four years of the curriculum. For first- and second-year students, all clinical training activities will occur within a 60-mile radius of the University campus, and students are responsible for travel expenses to and from these locations. Most third-year clinical training activities will occur within a 60-mile radius of the University campus. Lodging will be provided for third-year courses that require student travel beyond the 60-mile radius. Students are responsible for transportation expenses to and from all locations in California, Arizona, and Nevada, while transportation will be provided for travel to other states. All meals and other personal expenses will be the responsibility of the student. Fourth-year student-selected clinical training activities may occur worldwide. Any travel, food, housing, or other expenses incurred by participating in fourth year Core or Selective Clinical Rotation course activities are the responsibility of the student. In addition, third- and fourth-year students are required to return to campus for various required activities. Travel costs to attend required on-campus activities are the responsibility of the student. Under special circumstances, requests for additional financial aid support may be directed to the Financial Aid office.

Students who would like to travel internationally for any fourth-year rotation must complete the required application forms at least three months prior to the clinical rotation. Students must contact the Director of Year 4 Curriculum (cvmdirfourthyear@westernu.edu) for the required forms. All international travel requires approval from the college and the University.

Licensing and Examination Fees

Licensing examinations may be taken during the fourth year of the curriculum. Fees, application requirements, and scheduling requirements are determined by national and state examination services and are the responsibility of the student. Application procedures and fees are described on the International Council for Veterinary Assessment web site (<https://www.icva.net>), and on the web site for the applicable state licensing board.

Felonies and Misdemeanors

A background check may be required for some academic activities and is required for veterinary licensure. Some misdemeanor and felony convictions may limit a student's eligibility to participate in specific educational activities of the curriculum. This may restrict a student's ability to complete the program and receive a veterinary degree. Additionally, misdemeanor and felony conviction may restrict a graduate's eligibility for veterinary licensure in some states, as well as bar the individual from obtaining a DEA license, which is needed for dispensing and prescribing controlled substances. Applicants are encouraged to self-report these items to the college and seek to proactively address these potential restrictions. Students have an affirmative duty to self-report any arrests or convictions to the college to proactively address these potential restrictions for licensure.

General Academic Policies and Procedures

Academic Advisement

Students are assigned a faculty advisor, who provides students the opportunity to develop sustained, individual advisement on academic and professional levels. Students may request a change of advisor, if needed, through the office of the Associate Dean for Academic Affairs (or designee).

Attendance and Absences

It is the policy of the College of Veterinary Medicine that all University and College learning activities and events will be designated as required attendance or optional attendance. If not explicitly designated as optional in the course or rotation syllabus or communicated via email, announcement, or another form of notification, the activity will be considered required attendance.

In the event of a scheduled or planned absence, the student must submit an absence request 30 days before the expected absence using the current absence request/documentation process. In the event of an unexpected absence, the student must notify the college by contacting the course leader, preceptor (if applicable), and appropriate Year Director, or representative, as soon as possible. The student must then document absence via the current absence request/documentation process. An absence from curricular activities for any reason, whether excused or unexcused, does not relieve the student from all associated responsibilities related to the course. Students must consult the individual course syllabi and year-specific student handbook for details. Unexcused absences may result in disciplinary action and may include failure of a course or dismissal from the program.

Personal Days: The college realizes that maintaining a support system filled with family, friends, and life events outside of veterinary school is essential for the mental well-being and resiliency of all individuals. It is the student's responsibility to take University and College learning activities and events into account when planning life events. Because it may not always be possible to avoid all scheduling conflicts, the College provides students the opportunity to take personal days to participate in such events. Students are permitted a total of five (5) personal days each academic year. Personal days include, but are not limited to, weddings, graduations, family gatherings, job or internship interviews, birthdays, and conferences. Personal days must be requested at least 30 days before the proposed absence and are subject to denial based on various contextual factors, including but not limited to academic status, nature of the learning activity or event, and make-up options. The Associate Dean for Academic Affairs is the final arbiter of all requests.

Planned absences longer than 29 consecutive days constitute a Leave of Absence and require completion of a Student Initiated Status Change Form and submission of required documentation. Requests for Leave of Absence are reviewed and approved by the Dean (or designee). The Dean has authorized the Associate Dean for Academic Affairs to handle such requests and inform the office of the Dean of all decisions. Please see the Leave of Absence section for further detail.

Examinations

Students are required to be present for all scheduled examinations. Students may not begin an examination any later than ten minutes after the scheduled start of the test without permission from the Course Leader or the Associate Dean for Academic Affairs (or designee). No additional time will be given to a student who begins an examination late. For a student to be allowed to take any examination other than at the scheduled time, approval must be received from the appropriate Course Leader. If a student misses an examination, appropriate documentation (e.g., health care provider note) justifying the absence must be provided to the Course Leader, who will determine whether the absence is acceptable. If the absence is excused the student will be permitted to take a make-up examination, the nature and time of which will be determined by the

Course Leader. If the absence is not excused by the Course Leader the student may appeal (in writing) the Course Leader's decision within five business days to the appropriate Year Director.

Social Media and Networking

There are many potential benefits to social networking web sites; however, it is important to also recognize and consider the inherent risks that may come with their use. In an effort to inform and protect students, WesternU employees, preceptors, clinical sites, their partners, their owners, and their patients, the college recommends that students consider the following:

- Understand that online presence can negatively reflect upon professional image – weigh the risks and benefits of self-disclosure;
- Remember that electronic sites are never completely secure and that what is posted can be seen by many – including an unintended audience;
- Respect copyright laws, and reference or cite sources appropriately, plagiarism applies to online materials as well as in print;
- Remember that WesternU, college or hospital partner logos and trademarks may not be used without written consent from the owner(s) of that logo or trademark;
- Respect the delicate relationship between patient/client and health care provider; student and faculty member; and employer and employee;
- Ensure that information posted complies with existing policies and laws governing privacy and dissemination of data (e.g., FERPA, etc.);
- Clearly state that the views expressed do not represent the views of others; and
- Review the privacy policy of the sites used and consider personal and property safety when posting information online.

The college forbids the posting of material (images, video, text, etc.) relating to any students, WesternU employees, preceptors, clinical sites, their partners, their owners, and their patients in any form to any public, social media, or social networking site (Facebook, Twitter, Instagram, Snapchat etc.) without the permission of those involved. Pictures of students, WesternU employees, preceptors, clinical sites, their partners, their owners, and their patients may not be posted without prior approval of those involved. When posting approved material, approval should be noted in the post. Students are required to maintain and respect client, patient, preceptor, and clinical site and their partners' confidentiality as well as respecting the dignity of all animals and their owners. Posting of these materials without appropriate permissions, or another associated conduct that does not align with this section, may be a violation of WesternU's Standards of Academic Integrity, Professionalism, and Student Conduct, located in the University Catalog.

University Policies Governing the Recording of Still or Motion Images

Recording is defined as the capturing of events or activities, in a permanent or semi-permanent format, for viewing, or in some way experiencing aspects of the activity or event later. This includes, but is not limited to audio, video, and still photo.

Still or Motion Photography in the Multi-Discipline Classroom

To ensure that the utmost respect is displayed to the family and the animal cadavers received through the Willed deceased Animals for Veterinary Education (W.A.V.E.) program; the patients in the WesternU Pet Health Center; the WesternU Faculty, Staff and Students; and all third party educational partners, photography of the cadavers, patient, employees, students, and the public is not allowed unless specific guidelines are met.

It is the policy of the CVM that taking photographs in the Multi-Discipline Classroom (MDC) is permissible only if it is for educational purposes and maintains the respect and dignity of the animal cadavers and their families.

Limiting factors are as follows:

1. Faces and distinguishing markings of animal cadavers are covered so that positive identification cannot be made when looking at the photograph and are limited to only the area being studied.
2. MDC staff is given appropriate notice prior to a professional photography session.

Above all else, photographs containing any animal cadaveric specimen(s) MUST NOT be posted to the internet or in any public forum, or to be used for any commercial intention unless written permission is granted by the Dean of WesternU CVM. Violations of this expectation may be considered a violation of WesternU's Standards of Academic Integrity, Professionalism, and Student Conduct, located in the University Catalog

Recording of Curricular and Research Activities

Recording of events or activities by any means (including, but not limited to, audio, video, still photo, smartphones, etc.) that take place at teaching, training, and research venues used by the college (including, but not limited to, on-campus laboratories, private veterinary clinics, farms, animal facilities, laboratories, etc.) is governed by the following principles:

- Prior authorization of the faculty, researcher, preceptor, and/or the patient owner (depending on the activity) is required.
- Recorded material, including course presentations, must be for private personal use and cannot be shared with others through any means (including, but not limited to, social media, text, email, discussion board, etc.) without approval to do so by the faculty, preceptor, and/or the patient owner.
- Recording of research events or activities shall be authorized by IRB, IACUC, and/or subjects involved before the recording is made.
- Recordings of research events or activities may be collected for the Principal Investigator (PI) with approval from and under the supervision of the PI.

If in doubt about recording or capturing of any activity, please consult the faculty member or preceptor directing the event and obtain permission. If these individuals are not available, contact the office of the Assistant Dean for Student Affairs before recording the activity. For policy information regarding capturing (e.g., audio, video, still photo, etc.) of events or activities in the MDC, please refer to the policy "Still or motion photography in the Multi-Discipline Classroom".

Consistent with the University Catalog, for students requesting recording authorization based on a disability which may go beyond the scope of the principles stated above, the students must contact the Harris Family Center for Disability and Health Policy in order to initiate the request process. Please review the University Catalog, Videotaping, Audiotaping, Still Photography, and Digitized Note Taking in Laboratories and Lecture Halls section for further information.

Violation of this policy may be deemed a violation of the WesternU's Standards of Academic Integrity, Professionalism, and Student Conduct, located in the University Catalog, and may be referred to the Office of the Associate Dean for Academic Affairs for appropriate action, as applicable.

Survey Policy and Procedures

The CVM defines a survey as a gathering of information to make inferences about our students, staff, faculty, and CVM-affiliated populations. The purpose of this policy is to manage survey requests, to prevent survey fatigue, to protect the confidentiality of our veterinary medicine community, and to ensure that the process of data collection conforms to standard practices.

All requests to distribute widespread surveys to any members or prospective members of the CVM community (e.g. applicants, students, faculty, staff, preceptors, clinical sites and staff, board members, and alumni) must be approved by the Director of Outcomes Assessment or the Dean or designee.

The Approval Process

External Surveys

The external institution(s) or individual(s) wishing to conduct a survey must provide all of the following information at least 4 weeks prior:

- Description of the survey project, including the purpose and intended use of results;
- Specific population receiving the survey;
- Method of survey distribution (e.g. online or hard copy, via email, in class, at an event, etc.);
- Timeframe for administering the survey, including beginning and end dates;
- Description of any planned incentive program for respondents;
- Current draft of the survey and all invitation and cover letters;
- A copy of the institutional review board approval; and
- Evidence that the survey has been reviewed and accepted by the AAVMC (if appropriate).
- The College requests that the results of the survey be provided to the College upon completion.

Academic Research Surveys

The individual(s) wishing to conduct a survey must provide all of the following information at least 4 weeks prior:

- Contact information for the person responsible for the survey;
- Description of the survey project, including the purpose and intended use of results;
- Specific population receiving the survey;
- Method of survey distribution (e.g. online or hard copy, via email, in class, at an event, etc.);
- Time frame for administering the survey, including beginning and end dates;
- Detailed procedures to ensure confidentiality or anonymity of the data;
- Description of any planned incentive program for respondents;
- Current draft of the survey and all invitation and cover letters; and
- A copy of the institutional review board approval.
- The Office of Institutional Research and Effectiveness (OIRE) works with the researcher to ensure that the survey administration does not conflict with other surveys being administered to the same study population.

Institutional Surveys

Surveys used for review of and/or improvement in the CVM program should be developed in consultation with the Office of Institutional Research and Effectiveness (OIRE) or the Associate Dean for Academic Affairs and the Office of the College Outcomes Assessment (OCA). The OIRE or OCA will review the surveys providing feedback and will work to ensure that the survey administration does not duplicate current efforts or conflict with other surveys being administered through the college. Upon request, the OIRE or OCA may provide data analysis and summary reports to the appropriate personnel and/or committees.

Student Injuries and Illnesses in Clinical Settings

If a student is injured or is exposed to potentially infectious (includes blood borne pathogens) or hazardous substances during a clinical rotation the student is required to notify the clinical instructor immediately and seek assessment and/or treatment per facility policy. Follow-up care should be continued at the contracted clinical facility as needed and ordered by the evaluating health care professional. Expenses incurred are to be submitted to the student's personal insurance as the primary coverage and to the university as the secondary insurance, for the reported incident only. The Incident Report Form can be found on the university website and must be completed by the student and/or faculty and submitted electronically. There may also be a requirement to fill out a more detailed report within the student's program of study (please refer to specific program clinical handbook).

Academic Assistance Program

In addition to seeking support from academic advisors, course leaders, faculty, and administration, students experiencing academic difficulty may seek assistance from the Assistant Dean for Student Affairs and/or the LEAD office ([LEAD website](#), lead@westernu.edu or (909) 469-5325).

Standards of Academic Integrity, Professionalism and Student Conduct ("Standards of Student Conduct")

The University Standards of Academic Integrity, Professionalism, and Student Conduct can be located in the University Catalog. Students are expected to be aware of, and abide by, applicable University and College policies.

Academic Integrity and Professionalism

WesternU CVM takes its responsibility to teach and train our students in expected professional behaviors for the veterinary medical profession seriously. Students shall demonstrate the following professional qualities attributable to university graduates and educated citizens, including the following:

- The ability to utilize the principles of scientific inquiry; to think analytically, clearly, and critically, while solving problems and making decisions during daily practice, and while conducting practice-related research.
- The ability to systematically find, analyze, evaluate, and apply information to make informed, defensible decisions.
- The ability to effectively use written, verbal, and non-verbal communications with diverse audiences and for varied purposes.
- An understanding of the concepts and principles of, and a commitment to, lifelong learning as a means of fulfilling and advancing clinical practice and the veterinary professional role in society.
- The ability to assume a leadership position in the overall welfare of the community.
- The sense of unity with colleagues and professional identity and pride consistent with high values and ethical principles.
- The ability to maintain collegiality and respectful interactions with health care team members and the public.

Failure to exhibit professional behaviors or demonstration of unprofessional behaviors during any portion of the veterinary medical education, including times during which students may not be on campus or working directly with faculty such as in clinical rotations, may lead to an UNSATISFACTORY grade and/or possible sanctions in accordance with College and University policies and procedures, including without limitation those published in the [University Catalog](#), section "Standards of Academic Integrity, Professionalism, and Student Conduct."

Student Code of Conduct

Students accepted into the WesternU CVM program are expected to hold themselves and each other to the highest standard of professionalism and honesty in their communications and actions. They are expected to build a sense of mutual trust between their colleagues, administration, faculty, and staff as they would as future veterinarians. The CVM administration, faculty, and staff base their relationships and interactions with students on a core belief that every student accepted into the program is worthy of the highest respect and trust. This belief guides the Student Code of Conduct. These statements are foundational for all veterinary medical students as we believe behaviors and choices made as veterinary students foreshadow those made as a veterinarian. Additionally, students are representatives of WesternU and the veterinary profession; hence, they are expected to behave and communicate in ways that uphold the trust, respect, and compassion for members of WesternU and the veterinary profession in the humanistic tradition of WesternU.

The following Code of Conduct will be adopted by every student:

I understand that it is a great privilege to study veterinary medicine. Over the course of my training, I will assume extraordinary responsibility for the health and well-being of my patients and their caretakers. This undertaking requires that I uphold the highest standards of ethical, compassionate, and respectful behavior. Accordingly, I have adopted the following statements of principle to guide me throughout my academic, clinical, and research work. I will strive to uphold both the spirit and the letter of this code in my years in the veterinary program and throughout my veterinary career.

Honesty

- I will be truthful in all communications; written and verbal with administrators, faculty, staff, preceptors, colleagues, and clients. I will not falsify any documentation concerned with veterinary school; academic or otherwise. These may include but are not limited to: A doctor's note regarding excusal from the curriculum, documents submitted to University and College entities such as financial aid, research data, rotations documentation including those relevant to a specific clinic/hospital, and other documentation.
- I will not bribe colleagues, faculty, staff, preceptors, clients, or any other individual to obtain a personal favorable outcome in any situation.
- I will not attempt to procure, seek or share any unauthorized assignments, answers, questions, or cases, including practice questions, especially when such is indicated explicitly by administrator, faculty, staff, or preceptor.
- I will not engage in plagiarism, using or taking credit of others' work of any kind without expressed written authorization from the originator of the work and providing appropriate credit.
- I will not represent as my own work material substantially produced by machine-based tools (a.k.a. artificial intelligence, chatbot, neural language model, natural language model) on assessments during the curriculum.

Confidentiality

- I will regard confidentiality as a central obligation of patient care. In cases of personal information about administrators, faculty, staff, preceptors, colleagues, and clients, I will refrain from sharing as gossip.
- I will limit discussions of clients and patients to members of the health care team in settings removed from the public ear (e.g., not in elevators, hallways, cafeterias, etc.).
- I will not share, post, or release information that is considered confidential or private, especially those involving clients and patients and medical records. I understand that it is a serious violation of confidentiality to publish any client and patient health information without expressed written authorization to do so.
- I will use extreme caution when participating in social media such as Facebook, Twitter, Snapchat, Instagram and others, especially 'tagging' people and places in any of my photos or posts on social media. e.g., when publishing photographs or images that were taken inside a veterinary or other related facilities in which clients and patients may be visible. I understand that doing so is a serious breach of the Student Code of Conduct.

Respect for Others

- I will honor all policies guiding the use of shared spaces like classrooms, parking lots, laboratories, hallways, study spaces, and any rooms associated with the structure and/or function of the WesternU and the college. This includes articles like equipment, appliances, furniture, etc. of shared use within those spaces as well.
- I will communicate with University/College officials, preceptors, and peers in a respectful, non-judgmental, and cooperative manner, regardless of the alignment between their perspectives and opinions and mine. I will maintain respectful communication regardless of the manner in which they may have communicated with me.
- I will treat clients, patients, and their families with respect and dignity both in their presence and in discussions with other members of the health care team.
- I will not engage in behavior that may be in violation of, violate, or tolerate any form of discrimination, harassment, or retaliation as defined under University policies and procedures which can be accessed here: <https://www.westernu.edu/hr/title-ix/>.

Responsibility

- I will conduct myself professionally in my demeanor, use of language, and appearance as a student of WesternU, the college, and the veterinary profession, including my social media platforms.
- I will set patient care as the highest priority in the clinical setting.
- I will recognize my own limitations and will seek help when my level of experience is inadequate to handle a situation on my own.
- In accordance with Drug-Free Workplace Policy, I will not use, distribute, or consume any kind of illicit controlled substances.
- I will not attend curricular events including WesternU sanctioned and sponsored activities while under the influence of alcohol or any controlled substances.
- I will not use my professional position to engage in romantic or sexual relationships with clients or members of their families.
- I will not share or post sexually explicit communication or images on social media platforms that are not becoming of a future veterinarian.
- I will not provide unsupervised (without the approval from a faculty or supervising preceptor) veterinary evaluation, diagnosis, or treatment.
- I will make myself aware of important policies pertaining to items like absences/time off, IRB and/or IACUC approval requirements, WesternU branding requirements, veterinary-shadowing processes, policies of my rotation sites, clubs, and other activities that involve risk management, financial transactions, etc. I will reach out to the Office of Student Affairs or the relevant department whenever I need direction and advice regarding policies.

Before the start of each year, all students must review and agree to the policies incorporated in the Standards of Student Conduct. By signing this document, students acknowledge that their continuation in veterinary medical education joins them to a profession that conducts itself according to a long-standing moral, ethical, and behavioral code. Furthermore, students affirm that they will strive in all efforts to meet these standards for the betterment of the profession and the clients and patients it serves. Students will be prompt, successfully perform their academic coursework and comport themselves in a professional manner.

Violations of Academic Integrity, Professionalism, and Student Code of Conduct (“Standards of Student Conduct”)

Students should report to the Office of Student Affairs any violations of the Student Code of Conduct or the Standards of Student Conduct when they have witnessed or heard about such an occurrence. Students may not conduct an investigation or inquiry on their own. Violations of Standards of Academic Integrity, Professionalism, and Student Code of Conduct may result in sanctions up to and including dismissal from the program. For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to “Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct”, located in the General Section of the University Catalog.

Protocol for Input on Matters of Student Concern

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college’s Student Affairs personnel, then the College Dean. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, then Dean, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility.

Standards of Academic Progress

WesternU CVM students must maintain a cumulative grade point average (GPA) of at least 2.00 every academic year to be considered making satisfactory academic progress. Students who have earned a grade of “U” or “NCR” in any course or have a cumulative GPA below 2.00 will be referred to the Student Performance Committee (SPC) for review and recommendation to the Associate Dean for Academic Affairs.

Student Performance Committee (SPC)

The SPC is comprised of seven faculty members and the following ex-officio member and non-voting members: Associate Dean for Academic Affairs, the Assistant Dean for Student Affairs, and the Director of Learning Enhancement & Academic Development (LEAD) Office or designee. The SPC has the responsibility of recommending to the faculty, as a whole, the awarding of the DVM degree to all students who satisfactorily complete all requirements for graduation as stated in the University Catalog. The SPC shall also review the performance and comprehensive evidence of the progress of students who are pursuing the DVM degree. Particular attention will be given to students in academic difficulty, as their grades are made available to the SPC by the Registrar or Dean of WesternU CVM. For purposes of clarification, “performance” is defined as those activities of a behavioral-conduct or academic nature that negatively affect or impair the continued ability of a WesternU CVM student to matriculate, timely and successfully, within CVM. The office of the Dean and Associate Dean for Academic Affairs may provide additional input to this process.

Evaluation of Student Academic Performance (Academic Hearing Process)

When a student performance issue is referred to the SPC, a date is set for the academic hearing providing at least five business days of advance notice to the student. The student is invited to attend the hearing, either in person or online; attendance is encouraged but is not required, and the student may submit a written statement instead of or in addition to their attendance. The student is directed to schedule a meeting with the Assistant Dean for Student Affairs to discuss the academic hearing process.

On matters referred to the SPC, the SPC will provide their recommendations to the Dean for any of the following courses of action: promotion, probation, educational assessment, remediation, repeating a course or year, academic or conduct suspension; dismissal and other appropriate recommendations. It may also recommend that no action be taken. The Dean has the authority to accept the recommendations or may make such other decisions, as they deem appropriate under the circumstances. The Dean will issue a decision, in writing, to the student. A student may appeal the decision of the Dean to the Provost. Dean’s decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Evaluation of Student Conduct (Student Conduct Hearing Process)

For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to “Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct”, located in the General Section of the University Catalog.

Promotion

Promotion is defined as academic progression to the subsequent academic year. Students must maintain a cumulative grade point average of at least 2.00 in CVM courses in order to be promoted. Students must also

successfully complete the prerequisite courses necessary for enrollment into subsequent courses. Students may not be promoted with a grade of “I”, “U”, or “NCR” on a required course. Additional fees may apply for remediation or repeated courses.

Students must complete all course and rotation evaluations to progress from one semester to the next and to be eligible for graduation.

In addition to the successful completion of Year 1 and 2 courses, CVM has progression requirements that need to be met in order for students to progress to Year 3. The College requires that students demonstrate proficiency in anatomy, behavior, epidemiology, genetics, immunology, microbiology, nutrition, parasitology, pathology, pharmacology, physiology, and toxicology. Proficiency levels are determined in the CVM 5000, 5020, 5100, 5120, 6000, 6020, 6100, 6120 courses, and students should review course syllabi, which specify the minimum proficiency levels required for successful progress. If a student’s performance does not meet the minimum proficiency levels required for successful progress at the end of Spring Semester in Year 2, students will need to meet with the designated CVM content expert (or in the absence of the content expert, the Course Leader) and successfully complete assignments designed to ensure that they meet the minimum requirements.

A student who is unable to meet the minimum requirements for promotion by July 15 will be referred to the SPC, subject to the process outlined in the Student Performance Committee section above.

With the successful completion of Year 3 courses, CVM also has progression requirements that need to be met in order for students to progress to Year 4. The following list of items is college-specific and is not meant to be all-inclusive. Meeting these guidelines is a progression requirement. These include completion of patient encounters (see Patient Encounters section of the Year 3 Curriculum Handbook) and all required evaluations. Students not meeting these guidelines will be required to engage in remediation of the deficiencies prior to progression to Year 4. Remediation of these items occurs at the Pet Health Center on the WesternU campus.

In addition to the successful completion of Year 4 rotations, CVM has progression requirements that need to be met for students to graduate. Meeting these guidelines is a progression requirement and, thus, a graduation requirement. These include completion of patient encounters (see Patient Encounters section of the Year 4 Curriculum Handbook), clinical competencies (see Clinical Competencies Assessment section of the Year 4 Curriculum Handbook), personal reflections (see Personal Reflections section of the Year 4 Curriculum Handbook), and all required evaluations. Students not meeting these guidelines will be required to engage in remediation of the deficiencies prior to graduation. Remediation of these items occurs at the Pet Health Center on the WesternU campus.

If a student fails to meet all academic, legal, ethical/professional conduct, health/immunization/radiation monitoring and financial requirements of the college and/or University, this may result in a referral to the SPC with possibility of the revocation of promotion or other appropriate adverse action, including but not limited to dismissal.

Graduation

A student will be eligible for the Doctor of Veterinary Medicine degree when the student meets the following requirements:

1. Has completed all prescribed academic and clinical requirements with a cumulative grade point average of 2.00 or above and has no outstanding grade of “I,” “NCR” or “U” in any course or rotation.
2. Must be in good academic standing (not on probation or suspension).
3. Has reported their scores and score breakdown from the North American Veterinary Licensing Examination, if the exam has been completed.
4. Has not demonstrated serious deficiencies in ethical, professional, or personal conduct, as defined in the WesternU Catalog, “General Academic Policies and Procedures” section and the College catalog “Standards of Academic Integrity and Student Code of Conduct” section which would make it inappropriate to award the degree of Doctor of Veterinary Medicine.
5. Has complied with all the legal and financial requirements of the University as stated in the WesternU Catalog.
6. Has attended in person and participated in the Commencement ceremony at which time the Doctor of Veterinary Medicine degree is conferred. Unless special permission has been granted by the Dean, each student must participate in their respective commencement ceremony. If the Dean grants special permission for excusal from commencement, the graduate may be required to present themselves to the Dean or their designee at another specified date to take their profession’s oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances.

Students will be allowed to participate in commencement activities provided they will complete all requirements of the program by December 31 of that calendar year. No student will receive their degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to the completion date.

Adverse Actions

Probation

Students may be placed on academic or conduct probation by the Dean for any of the following reasons:

1. Inadequate academic progress, as defined above in the section on Satisfactory Progress and Promotion;
2. A pattern of unexcused absences from scheduled curricular activities;
3. Ethical, professional, or personal misconduct as defined in the WesternU and/or CVM Standards of Student Conduct or other relevant policies.

4. A semester GPA of less than 2.00; or
5. Receipt of a “U” or “NCR” grade in any course.

Students on probation must meet with their faculty advisor once a month and complete required documentation. At the discretion of the faculty advisor, these meetings can be via electronic communication, over the phone, or in person. It is the student’s responsibility to contact the faculty advisor to arrange these meetings or contacts. Students on academic probation must bring their cumulative GPA to a 2.00 or greater and/or satisfactorily remediate deficient coursework within two semesters of the imposition of academic probation. Other requirements may be specified by the Dean and will be communicated in writing to the student.

Upon meeting the requirements to be taken off academic probation, it is the student’s responsibility to provide all documents and a request in writing to be taken off academic probation. These documents are to be provided to the Office of the Associate Dean for Academic Affairs. Students who do not meet the specified requirements to be removed from academic probation may be subject to further disciplinary actions. A student may not graduate (receive a diploma) unless all requirements for removal from academic probation have been fulfilled.

Students on academic probation are not permitted to hold leadership positions in extracurricular activities associated with the University and/or college. If it is found that the student has not resigned from all leadership positions in extracurricular activities associated with the University or college, they will be violating the conditions of academic probation and thus will be subject to administrative action as discussed in the University Catalog under the section ‘Standards of Academic Integrity, Professionalism and Student Conduct.’ Dean’s decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on “Financial Aid Warning” status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work- Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Satisfactory Academic Progress (SAP)

A student required to correct lack of SAP must be notified in writing by the Dean or designee, after consultation with appropriate academic personnel. Options for correction include remediation and repeating all or a portion of the curriculum. Notification is sent to the student’s WesternU e-mail address or hand-delivered to the student and must be acknowledged with the signature of the student.

Remediation

Remediation is defined as completing an academic exercise designed by the course leader and/or content expert(s) to address deficiencies demonstrated by the student after receiving an unsatisfactory grade. These remediation exercises may be of various lengths of time (depending on the demonstrated severity of deficiencies) but generally will not exceed one semester in duration.

Upon successful remediation, the transcript is notated with the grade earned alongside the original grade. A student who originally received a “U” grade and who remediates successfully will have a grade of “U/C” entered on their transcript. The amount of tuition charged for remediation is determined on a case-by-case basis and at the discretion of WesternU CVM. After completing remediation, the highest grade a student will be able to achieve for the course will be a ‘C’ or ‘CR’.

Repeating Curriculum

If a student is directed to repeat a course or a clinical rotation in its entirety, the grade for the repeated course will be recorded on the official transcript separately and within the semester the repeated course was completed. The original course grade will remain recorded in the semester it was originally taken. Students will be charged full tuition for repeated coursework.

If a student is required to repeat the academic year, the original grades will remain listed on the transcript in the original semester(s) and the repeated course grades will be recorded in the semester they were completed. Students will be charged full tuition for repeating the academic year.

Only the repeated grade(s) for the course(s) will be included in the student’s GPA calculation.

Academic Suspension

Students required to repeat a given academic year or portion thereof will be placed on academic suspension until they can resume their studies. Once the student resumes their studies, the student will be placed on academic probation until all coursework has been satisfactorily repeated. A student may not receive financial aid during any time of a suspension.

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies, as implemented through the procedures outlined in the University Catalog. A student may not receive financial aid during any time of suspension.

Summary Suspension

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, SVP/Provost, or Dean of CVM has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal

The Dean of the CVM may dismiss a student from the program for one or more of the following reasons:

1. Earning a cumulative GPA of less than 2.00;
2. Failing one or more courses or clinical rotations;
3. Failing to successfully repeat or remediate any required course or clinical rotation;
4. Receiving a "U" or "NCR" while on academic probation, regardless of the student's GPA;
5. A pattern of unexcused absences from scheduled curricular activities;
6. Failing to meet requirements of academic probation; and/or
7. Ethical, professional, or personal misconduct as defined in the WesternU and/or CVM Standards of Academic Integrity, Professionalism and Student Conduct.

Readmission

Students dismissed from the program must reapply to be considered for readmission. All students readmitted after being dismissed will be subject to all curricular requirements in effect at the date of re-matriculation. Failure to achieve these requirements will result in permanent dismissal from the program. All readmitted students will be placed on academic probation for one year from the date the student matriculates into the program and may be dismissed at any time due to unsatisfactory performance.

Exceptions to these requirements may be granted by the Dean after consultation with the Associate Dean for Academic Affairs.

Student Appeal Process

In accordance with the University catalog, the Dean shall have authority to make decisions regarding a student's status in matters of academic progression/promotion, suspension, student conduct, dismissal and graduation. Students may request an appeal of the Dean's decision to the SVP/Provost by following the process defined in the 'Student Appeal Process' section of the University Catalog. Dean's decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Evaluation and Grading

WesternU CVM uses the following letter grades as defined in the specific course syllabus:

Grading Scale, Years 1-3

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
A	Excellent	4.00
B	Good	3.00
C	Adequate	2.00
U	Unsatisfactory/Fail	0.00
CR	Credit	N/A
NCR	No Credit	N/A

Grading Scale, Year 4 (Fall 2023 and beyond)

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
CR	Credit	N/A
NCR	No Credit	N/A

Grading Scale, Year 4 (Pre-Fall 2023)

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
CR	Credit	N/A
NCR	No Credit	N/A

Administrative Grades

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
M	Missing	N/A
TR	Transfer	N/A
W	Withdrawal	N/A
WPC	Waived for Prior Credit	N/A

Incomplete

An “I” (Incomplete) is assigned to a student who does not complete all course requirements because of unexpected or unavoidable circumstances (e.g., death of a family member, personal illness, or personal injury). If a student does not successfully complete the course requirements for which the “I” was assigned prior to the end of the following academic semester and/or the scheduled promotion to the next year, a “U” grade for that course will be issued.

Audit

An “AU” (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the Dean, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Withdrawal

A “W” (Withdrawal) is assigned to a student who initiates a voluntary withdrawal prior to the administration of the final exam or the final day of a clinical course or rotation. Students may also be assigned a “W” by the Office of Academic Affairs.

Grade Reports

Course grades are electronically entered by the Course Leader into BanWeb. Grades may be viewed, and unofficial transcripts are available on the Banner student record system. The student must satisfy course requirements as defined by the course syllabus and clinical handbook to receive academic credit. Course syllabi and curricular handbooks inform students of the levels of academic accomplishment required for each grade.

A semester grade point average and a cumulative grade point average are calculated and posted on each student's transcript. Class ranking is also available upon request from the Registrar's Office.

Grade Changes

Grade changes will be initiated by the Course Leader, using the appropriate form, and approved by the Year Director and Associate Dean for Academic Affairs. All recorded grades remain on the official transcript unless a clerical error is discovered.

Appeal of Recorded Grades

In order to pursue a grade appeal, a student must do the following:

Level 1: Grade appeals must first be submitted to the Course Leader. Students will have a maximum of five (5) business days after they are notified by the Course Leader that course grades have been posted by the Registrar. The student should notify in writing (e-mail is acceptable), the Course Leader of their intention to appeal any errors or irregularities in grading. The appeal request must be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for the appeal or for advocating a reversal of a prior decision. The Course Leader will decide if the student appeal has sufficient merit to alter a grade and will notify the student in writing of such decision.

Level 2: If the grade is not altered at Level 1, and the student wishes to continue with the appeal process, the next appeal is to the Associate Dean for Academic Affairs. . The student will have a maximum of five (5) business days after the Level 1 decision has been issued to submit their appeal. Within ten (10) working days, the Associate Dean for Academic Affairs will either; a) issue a decision in writing to the student, which may affirm, modify, or reverse the previous action or b) issue a notice to the student that additional time is required to adjudicate the appeal due to the need to gather additional information. Changing a course leader's decision should be based on failure to follow grading procedures or errors in calculation. At any step in the process, the Course Leader should be given the opportunity to change the grade given sufficient evidence of an error.

Level 3: If the grade is not altered at Level 2, and the student wishes to continue with the appeal process, the next appeal is to the Dean. The student will have a maximum of five (5) business days after the Level 2 decision has been issued to submit their appeal. Within ten (10) working days, the Dean will either; a) issue a decision in writing to the student, which may affirm, modify, or reverse the previous action or b) issue a notice to the student that additional time is required to adjudicate the appeal due to the need to gather additional information. Changing a course leader's decision should be based on failure to follow grading

procedures or errors in calculation. At any step in the process, the Course Leader should be given the opportunity to change the grade given sufficient evidence of an error. The decision of the Dean will be final. Dean's decisions related to grades are not appealable to the Provost (See University Catalog, Student Appeal Process).

Credit Hour Calculations

WesternU CVM follows the WesternU Credit Hour Policy, which defines one credit hour as 15 contact hours plus an average of 30 hours out of class. Given that the pace of learning and studying is not identical for everyone, it is understood that actual time on task will vary from student to student.

This formula will be applied to instructional terms of any duration. An equivalent amount of time on task (i.e., contact time + out of class student work) per credit hour is required for non-classroom based academic activities such as laboratory or small group practice, clinical rotations, asynchronous online or distance instruction, and other non-classroom modalities and delivery methods. Calculation of credit hours will be rounded to the nearest 0.5 credit hours per course.

Curriculum Organization

A passing grade for each of the following courses must be recorded with the Registrar in order to meet the curricular requirements for the DVM degree.

Year 1

Year 1, Fall Semester		
Course	Title	Credit Hours
CVM 5000	Veterinary Basic and Medical Sciences I	8.00
CVM 5020	Veterinary Basic and Medical Sciences II	8.00
CVM 5030	Molecular and Cellular Biology I	1.00
CVM 5040	Veterinary Issues I	2.00
CVM 5060	Veterinary Clinical Sciences and Skills I	2.00
IPE 5000	Patient Centered Cases I	1.00
Semester Total:		22.00
Year 1, Spring Semester		
Course	Title	Credit Hours
CVM 5100	Veterinary Basic and Medical Sciences III	8.00
CVM 5120	Veterinary Basic and Medical Sciences IV	8.00
CVM 5130	Molecular and Cellular Biology II	1.00
CVM 5140	Veterinary Issues II	2.00
CVM 5160	Veterinary Clinical Sciences and Skills II	2.00
IPE 5100	Patient Center Cases II	1.00
Semester Total:		22.00
Year 1 Total:		44.00

Year 2

Year 2, Fall Semester		
Course	Title	Credit Hours
CVM 6000	Veterinary Basic and Medical Sciences V	8.00
CVM 6020	Veterinary Basic and Medical Sciences VI	8.00
CVM 6030	Molecular and Cellular Biology III	1.00
CVM 6040	Veterinary Issues III	2.00
CVM 6060	Veterinary Clinical Sciences and Skills III	2.00
IPE 6000	Team Training in Health Care I	1.00
Semester Total:		22.00
Year 2, Spring Semester		
Course	Title	Credit Hours
CVM 6100	Veterinary Basic and Medical Sciences VII	8.00
CVM 6120	Veterinary Basic and Medical Sciences VIII	8.00
CVM 6130	Molecular and Cellular Biology IV	1.00
CVM 6140	Veterinary Issues IV	2.00
CVM 6160	Veterinary Clinical Sciences and Skills IV	2.00
IPE 6100	Team Training in Health Care II	1.00
Semester Total:		22.00
Year 2 Total:		44.00

Year 3

Year 3		
Course	Title	Credit Hours
CVM 7000	Financial and Practice Management	1.00
CVM 7010	Small Animal Practice I	2.00
CVM 7011	Small Animal Practice II	2.00
CVM 7014	Small Animal Practice III/IV	4.00
CVM 7023	Livestock Practice	4.00
CVM 7025	Population Health and Production	2.00
CVM 7032	Equine Practice	4.00
CVM 7035	Surgery/Anesthesia	2.00
CVM 7040	Diagnostic Laboratory & Pathology	2.00
CVM 7045	Laboratory Animal & Research	2.00
CVM 7050	Zoo, Exotic Companion, and Wildlife Medicine	2.00
CVM 7055	Veterinary Public Health	2.00
CVM 7060	Food & Feed Safety	2.00
CVM 7065	Global Health	2.00
CVM 7090	Third Year Student Presentations	1.00
Year 3 Total:		34.00

Year 4

Year 4		
Course	Title	Credit Hours
CVM 7510A/B CVM 7515	Core Veterinary Internal Medicine Rotation OR Core Food Animal Medicine Rotation	4.00
CVM 7520A CVM 7520B	Core Surgery (Small Animal) Rotation OR Core Surgery (Equine) Rotation	4.00
CVM 7525	Core Veterinary Career Development	1.00
CVM 7530 – CVM 7599	Selective Clinical Rotations	24.00
Year 4 Total:		33.00

Course Descriptions

Courses listed in this Catalog are subject to change. New courses and changes in existing course work are initiated by the faculty, reviewed and approved by the WesternU CVM Curriculum Committee, the Associate Dean for Academic Affairs, the Dean, and the SVP/Provost.

All courses are awarded letter grades, except when indicated otherwise.

CVM 5000 Veterinary Basic and Medical Sciences I (8.0 credits)

The Veterinary Basic and Medical Sciences courses promote student-centered, self-directed learning of the fundamental concepts in the primary basic medical sciences (anatomy, behavior, epidemiology, genetics, immunology, microbiology, nutrition, parasitology, pathology, pharmacology, physiology, and toxicology). A Problem-Based Learning (PBL) environment is generated using cases that describe real patients with specific diseases providing the context for learning. Students are assigned to groups of 6 to 8 students with a faculty facilitator. Facilitators guide the students through the PBL process. Student will problem-solve by defining patient problems, evaluating facts/data, exploring ideas/hypotheses, and considering action plans/action items that will further define or resolve patient problems. PBL sessions are dynamic, interactive meetings that also enhance students' communication and collaboration skills. A body-systems approach is used to integrate the basic medical sciences. Correlative laboratories and learning activities are provided to enhance the learning experience.

CVM 5020 Veterinary Basic and Medical Sciences – II (8.0 credits)

Taken concurrently with CVM 5000. See CVM 5000 for course description.

CVM 5030 Molecular and Cellular Biology I (1.0 credit)

This course provides correlative activities to the Veterinary Basic and Medical Sciences cases, focusing on the central biological principles and mechanisms that underlie animal health and disease at the molecular and cellular levels.

CVM 5040 Veterinary Issues I (2.0 credits)

This course introduces the student to significant issues facing the veterinary profession, which may include public policy, biomedical ethics, and legislation affecting animals or the veterinary profession, animal welfare, public health, and veterinary career opportunities. The format includes invited presentations, small group discussions and assigned readings and projects. This and subsequent courses include material on the California Veterinary Medical Practice Act.

CVM 5060 Veterinary Clinical Sciences and Skills I (2.0 credits)

This course provides learning activities that lead to functional competence in basic veterinary clinical skills and common clinical procedures used in veterinary medicine. Various instructional arenas in small and large animals will be employed.

CVM 5100 Veterinary Basic and Medical Sciences - III (8.0 credits)

Continuation of CVM 5000 and 5020. Prerequisites: CVM 5000, CVM 5020.

CVM 5120 Veterinary Basic and Medical Sciences - IV (8.0 credits)

Taken concurrently with CVM 5100, focusing on other veterinary problems. Prerequisites: CVM 5000, CVM 5020.

CVM 5130 Molecular and Cellular Biology II (1.0 credit)

Continuation of CVM 5030. Prerequisite: CVM 5030.

CVM 5140 Veterinary Issues II (2.0 credits)

Continuation of CVM 5040. Prerequisite: CVM 5040.

CVM 5160 Veterinary Clinical Sciences and Skills II (2.0 credits)

Continuation of CVM 5060. Prerequisite: CVM 5060.

CVM 6000 Veterinary Basic and Medical Sciences - V (8.0 credits)

Continuation of CVM 5100 and 5120. Prerequisites: CVM 5100, CVM 5120.

CVM 6020 Veterinary Basic and Medical Sciences - VI (8.0 credits)

Taken concurrently with CVM 6000, focusing on other veterinary problems. Prerequisites: CVM 5100, CVM 5120.

CVM 6030 Molecular and Cellular Biology III (1.0 credit)

Continuation of CVM 5130. Prerequisite: CVM 5130.

CVM 6040 Veterinary Issues III (2.0 credits)

Continuation of CVM 5140. Prerequisite: CVM 5140.

CVM 6060 Veterinary Clinical Sciences and Skills III (2.0 credits)

Continuation of CVM 5160. Prerequisite: CVM 5160.

CVM 6100 Veterinary Basic and Medical Sciences - VII (8.0 credits)

Continuation of CVM 6000 and 6020. Prerequisites: CVM 6000, CVM 6020.

CVM 6120 Veterinary Basic and Medical Sciences - VIII (8.0 credits)

Taken concurrently with CVM 6100, focusing on other veterinary problems. Prerequisites: CVM 6000, CVM 6020.

CVM 6130 Molecular and Cellular Biology IV (1.0 credit)

Continuation of CVM 6030. Prerequisite: CVM 6030.

CVM 6140 Veterinary Issues IV (2.0 credits)

Continuation of CVM 6040. Prerequisite: CVM 6040.

CVM 6160 Veterinary Clinical Sciences and Skills IV (2.0 credits)

Continuation of DVM 6060. Prerequisite: CVM 6060.

CVM 7000 Financial and Practice Management (1.0 credit)

This course is an on-campus orientation to practice management, practice economics, and career and personal development. The course focuses on aspects of modern veterinary practice and life skills management, including but not limited to: resume' and cover letter preparation, goal setting, personal budgeting, career path development, how to run a veterinary practice as a business, time management, team communications skills, human resource law, malpractice law, personal and business accounting, contract law, compensation and benefits in employment contracts, negotiation skills, and establishing fee schedules.

CVM 7010 Small Animal Practice I (2.0 credits)

Supervised education in small animal (canine, feline) medicine. This will be carried out through instructor-led activities, self-directed learning, and/or in select high-quality and high-volume private emergency or urgent care practices primarily focused on urgent or emergency care. Students see a variety of scheduled and emergency appointments, while gaining experience in preventative patient care, as well as the diagnosis and treatment of disease. Active participation by students in the management of patients includes gaining experience in history taking, performing physical examination of patients, and engaging in problem-oriented decision-making discussions. Students will observe clinicians as role models and become familiar with how clinicians apportion their time spent with clients, staff, and other hospital matters.

CVM 7011 Small Animal Practice II (2.0 credits)

This course provides supervised education in small animal (canine, feline) medicine carried out through instructor-led activities, self-directed learning, and/or in a university-based clinical practice setting. Students see a variety of scheduled and emergency appointments, while gaining experience in preventative patient care, as well as the diagnosis and treatment of disease. Active participation by students in the management of patients includes gaining experience in history taking, performing physical examination of patients, and engaging in problem-oriented decision-making discussions. Students will observe clinicians as role models and become familiar with how clinicians apportion their time spent with clients, staff, and other hospital matters.

CVM 7014 Small Animal Practice III/IV (4.0 credits)

This course provides supervised education in small animal (canine, feline) medicine carried out through instructor-led activities, self-directed learning, and/or in select high-quality and high-volume private general small animal practices. Students see a variety of scheduled and emergency appointments, while gaining experience in preventative patient care, as well as the diagnosis and treatment of disease. Active participation by students in the management of patients includes gaining experience in history taking, performing physical examination of patients, and engaging in problem-oriented decision-making discussions. Students will observe clinicians as role models and become familiar with how clinicians apportion their time spent with clients, staff, and other hospital matters.

CVM 7023 Livestock Practice (4.0 credits)

This course covers principles of ruminant and swine medicine, welfare, and management. It will provide students with the knowledge and background needed to recognize, diagnose, treat and prevent common diseases of dairy, meat and fiber animals (cattle, sheep, goats, pigs, camelids). The course will expose students to the practice of food animal medicine with a focus on dairy production systems and common diseases of dairy cows and calves. The course may address reproductive management and evaluation as well as obstetric techniques. Students will develop competency in clinical animal welfare as applied in medical cases and population management.

Students are expected to continue building knowledge in the basic sciences through self-directed study, while developing an understanding of the clinical sciences through their experiences and/or case rounds and discussions.

CVM 7025 Population Health & Production (2.0 credits)

This course will be administered by on-campus Western University faculty. On-campus activities will involve in depth discussions of population health and production topics. Concepts related to disease dynamics and transmission, biosecurity, disease monitoring and surveillance, disease eradication and/or control, and cost/benefit analysis of disease interventions will be discussed in the context of an outbreak investigation in both small and large group formats. This course will also focus on critical appraisal and use of population-based information for individual animals, including topics related to evaluation and application of diagnostic

tests, record analysis as a diagnostic tool, and management related health issues in populations. Timely topics or current events impacting population health and production can be discussed throughout the course. As part of student assessment in the course, each student will prepare a 10-15-minute oral presentation critically appraising an observational study or clinical trial published in primary literature. This presentation will be delivered to one or more faculty, including at least one faculty member involved in the delivery of this course, as well as a group of peers concurrently taking the course.

CVM 7032 Equine Practice (4.0 credits)

This third-year course provides didactic classroom-based and supervised clinical education in ambulatory and/or hospital-based equine care. The students will have an opportunity to work alongside high-quality equine clinicians in community practices. The students will be active participants in the diagnostic and therapeutic management of equine patients and will continue to develop problem-oriented decision processes. The students will develop skills in the management of primary care patients, medical, surgical, and emergency issues, as well as gaining exposure to the economics of equine practice.

CVM 7035 Surgery/Anesthesia (2.0 credits)

This is a clinical experience supervised by WesternU faculty in the Upland Shelter or other facilities as needed. Students are responsible for anesthesia, surgical procedures (such as sterilization), peri-operative care, and client education for adopted and client-owned animals. Surgical and anesthetic experience will be gained through participation in ovariohysterectomies and/or castrations during the course. Additional surgical procedures will be performed if indicated.

CVM 7040 Diagnostic Laboratory & Pathology (2.0 credits)

This course emphasizes the efficient and effective use of laboratory services in veterinary medicine. This course includes aspects of diagnostic clinical pathology, anatomical pathology, parasitology, and microbiology (bacteriology and virology). Specimens from a variety of species are used as they are routinely processed in a veterinary diagnostic laboratory. Particular emphasis is placed on the practical applications of gross pathology and histopathology as an aid to assist general veterinary practitioners and animal owners in the identification of disease processes. Emphasis is placed on the proper collection and submission of clinical specimens from sick and deceased animals. The interpretation of laboratory test results are reviewed and discussed. In this course, students will acquire practice experience/skills in techniques used for an effective necropsy, proper examination of specific organs, and identification of lesions and postmortem changes. Students will become familiar with basic principles of tissue preservation and processing for histopathology and the recognition and interpretation of microscopic findings.

CVM 7045 Laboratory Animal & Research (2.0 credits)

This course introduces laboratory animal veterinary medical practice. Primary laboratory animal species are identified as rodents, ferrets, rabbits, and non-human primates. Students are expected to understand individual and population based medical aspects for these species. This includes basic husbandry, biostatistics (handling, restraint, injection sites, and diagnostic sample collection), assessment of animal well-being and major diseases (etiology, pathogenesis, diagnosis, treatment, health surveillance methods, prevention, and zoonotic risks). Animal facility management relating to animal care, biosecurity, and occupational health and safety will be addressed. Students will become familiar with local, state, and Federal regulations governing research animal care and use to understand the critical role the veterinarian plays in ensuring regulatory compliance.

CVM 7050 Zoo, Exotic Companion and Wildlife Medicine (2.0 credits)

This course introduces zoo, exotic companion and wildlife medicine and surgery. Students will acquire basic knowledge in a variety of clinical, surgical, and managerial skills. Emphasis will be placed on management (husbandry), transport, handling, restraint, capture, anesthesia, internal medicine, emergency and critical care, necropsy techniques and appropriate specimen collection in a variety of zoo animals. In addition to seeing clinical cases, sessions with the course director and/or a clinical veterinarian are set aside to discuss anatomy/physiology/husbandry of non-domestic animals, zoo ethics, and if time is available, the students will have an introduction to the management of zoos and the conservation efforts of zoos. Students are expected and highly encouraged to participate, actively, in the diagnostic and therapeutic problem-oriented decision-making of each particular case. Issues pertaining to the conservation of wildlife may be discussed depending upon the students' interest and staff availability.

CVM 7055 Veterinary Public Health (2.0 credits)

This course will introduce the student to how veterinarians function as public health professionals. The course will build on concepts introduced in Veterinary Basic and Medical Sciences, but it will challenge students to delve more deeply into the arena of Veterinary Public Health. Students will develop an understanding of the public health system in the US. They will be introduced to major zoonoses that impact human health and common methods used to diagnose, prevent, and control these diseases. Other topics will include occupational health risks to people working with animals, the role of veterinarians in disaster and bioterrorism preparedness, and the concepts of emerging and re-emerging diseases. Visits to Veterinary Public Health facilities are included. Activities will consist of a mix of student-centered learning activities, group discussions, presentations, written assignments, and presentation by content experts.

CVM 7060 Food & Feed Safety (2.0 credits)

The primary aim of this course is to provide students with the basic knowledge regarding the role of veterinary medicine in the production of safe foods of animal origin (meat, dairy products and eggs) and safe feeds for companion animals, poultry, livestock, and other species. The continuum from pre-harvest through post-harvest food and feed safety will be covered with emphasis on the physical, chemical, and biological aspects of food safety. Principles of cleaning, disinfection, sterilization, and radiation as it applies to food production will also be discussed. Students should understand the concepts of developing a Hazard Analysis Critical Control Points (HACCP) program at both the pre-harvest and post-harvest stages.

CVM 7065 Global Health (2.0 credits)

The goal of this course is to educate veterinary students on foreign animal diseases and global health issues so that they understand their roles and responsibilities as veterinarians within and outside the USA, understand the global impact of foreign animal and zoonotic diseases and contribute to their control and prevention. This course will include three components: Foreign Animal Diseases, Global Health, and USDA Accreditation. Students will gain knowledge of foreign animal diseases that are reportable in the USA, including Office International des Epizooties (OIE) reportable diseases as well as the Centers for Disease Control and Prevention's Category A, B, C Bioterrorism Agents/Diseases and other important high consequence livestock pathogens and toxins. They will be introduced to major Global Health concepts. The role of USDA in international activities, other national and international animal, and public health organizations, including United Nations (UN) organizations such as the Food and Agriculture Organization of the UN (FAO) and the World Health Organization (WHO), as well as the OIE, will be discussed. Students will meet with representatives from both the area office of USDA-APHIS and the California Department of Food and Agriculture Animal Health and Food Safety Service to become familiar with their role in disease control, eradication, and prevention and to review their professional, legal, and ethical responsibilities as accredited veterinarians. Students will complete the required USDA – Initial Accreditation Training.

CVM 7090 Third Year Student Presentations (1.0 credit)

The goal of this course is to give the student the responsibility and opportunity to select, study, and present a topic of interest or original research. The topics must be explored extensively in regard to both the clinical and pre-clinical sciences and include pathophysiologic, pharmacologic, cellular, and genetic basis, etc. Students are expected to conduct an extensive and exhaustive literature review, critically appraise relevant publications, and utilize the dictums of evidence-based medicine in preparing the presentation. Presentations will be evaluated by the faculty using formal criteria.

CVM 7510A Core Small Animal Internal Medicine (4.0 credits, Graded CR/NCR)

This core clinical rotation provides fourth-year veterinary students with clinical experiences focused on small animal internal medicine in selected, high-quality, specialty or referral internal medicine practices. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the Course leader and documented in the course syllabus. This includes participation in the practice of small animal veterinary internal medicine, including the diagnosis, management, and treatment of diseases, primarily in small animal patients (feline, canine). Students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is not open to students completing CVM 7510B or CVM 7515.

CVM 7510B Core Equine Internal Medicine (4.0 credits, Graded CR/NCR)

This core clinical rotation provides fourth-year veterinary students with clinical experiences focused on equine internal medicine in selected, high-quality, specialty or referral practices. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the Course leader and documented in the course syllabus. This includes participation in the practice of veterinary equine internal medicine, including the diagnosis, management, and treatment of diseases, primarily in equine patients. Students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is not open to students completing CVM 7510A or CVM 7515.

CVM 7515 Core Food Animal Production Medicine (4.0 credits, Graded CR/NCR)

This core clinical rotation provides fourth-year veterinary students with experiences focused on food animal production medicine. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in Food Supply Veterinary Medicine (FSVM) including investigation, analysis, and solving of herd level production problems and the diagnosis and management of food animal cases. Although all food and fiber species are covered in this course, the emphasis will be on dairy production medicine. Students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is not open to students completing CVM 7510A or CVM 7510B.

CVM 7520A Core Small Animal Surgery (4.0 credits, Graded CR/NCR)

This core clinical rotation provides fourth-year veterinary students with clinical experiences focused on small animal surgery in selected, high-quality, specialty or referral practices. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes

participation in the practice of veterinary surgery, including diagnosis, management and treatment of surgical and musculoskeletal diseases. Students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is not open for credit to students completing CVM 7520B.

CVM 7520B Core Equine Surgery (4.0 credits, Graded CR/NCR)

This core clinical rotation provides fourth-year veterinary students with clinical experiences focused on equine surgery in selected, high-quality, specialty or referral practices. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This include participation in the practice of veterinary surgery, including diagnosis, management and treatment of surgical and musculoskeletal diseases. Students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is not open for credit to students completing CVM 7520A.

CVM 7525 Core Veterinary Career Development (1.0 credit, Graded CR/NCR)

This required rotation provides fourth-year veterinary students access to a broad coverage of topics related to the practice of veterinary medicine. This includes the knowledge and skills necessary for successful entry and engagement in the veterinary profession including topics: career development and advancement, employment opportunities and selection, interview skills, negotiation skills, contract interpretation, compensation, personal and professional financial management and planning, personal and professional insurance coverage, and diseases and conditions of multiples veterinary species encountered in veterinary medicine with a focus on those that are common, zoonotic, and of economic importance. The sections focused on common diseases, and conditions of veterinary species seminar are designed to facilitate student development in clinical reasoning and critical thinking through the use of cases, discussions, and assignments. Content and activities will be directly related to North American Veterinary Licensing Examination published species diagnoses or competencies in the broad areas of small animal medicine and surgery, equine medicine and surgery, and livestock and poultry medicine. Students are encouraged to identify personal gaps in knowledge and identify credible resources for use in self-study throughout the rotation and for their career preparation. This rotation cannot be repeated.

Year 4 Selective rotations (CVM 7530 – CVM 7574) delivered online may be graded as CR/NCR. Please contact the Director of Year 4 Curriculum for more information.

CVM 7530 Complementary/Alternative/Integrative Medicine Practice (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the application of alternative, complementary, and homeopathic medicine in managing animal health, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in the practice of alternative, complementary, and homeopathic medicine, gaining experience in both the clinical application and scientific basis for alternative approaches to medical and surgical management of veterinary patients. Students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable for a maximum of eight (8) credits.

CVM 7531 Anatomic Pathology (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on diagnostic pathology of multiple species. All activities are overseen by an individual that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in activities such as performing necropsies; reviewing pathology submission forms; reviewing and writing pathology reports (description and diagnosis); reviewing ancillary tests; and reviewing, evaluating and, and interpret histopathology specimens. The rotation may also include experiences in clinical pathology. Students are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable for a maximum of eight (8) credits.

CVM 7532 Clinical Pathology and Ancillary Diagnostics (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with experiences focused on clinical pathology and ancillary diagnostic methods available to clinicians and pathologists. All activities are overseen by an individual that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in activities such as generating and interpreting clinical pathology results (hematology, cytology, clinical chemistry and urinalysis); microbiology test results (bacteriology, virology with immunology, and mycology); toxicology testing results; and parasitology testing results. Additionally, students participate in reviewing clinical pathology and ancillary diagnostics submission forms, specimen handling and processing; data collection and evaluation; learning about and understanding available tests and methods for isolation/identification of agents (antibodies and histopathological changes). Students are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7533 Anesthesia (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the use of anesthetics in small companion animals, horses, and/or food animals. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in activities that help develop an understanding of selection, dosage, and administration of general and local anesthetic drugs, as well as other supportive therapy employed as part of a balanced anesthetic protocol. Students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7534 Aquatic Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the health and management of freshwater and/or marine species, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by an individual that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in activities such as water quality management, individual animal care, and diagnostic procedures. Students may be given responsibility for the management of individual and/or population cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7535 Avian Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on avian species including pet birds and non-agricultural poultry, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in the diagnosis and treatment of common and zoonotic diseases and the nutritional management of pet birds. Students may be given responsibility for the management of individual or population cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7536 Beef Cattle Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on cow/calf, feedlot, and/or stocker health management, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation diagnosis and treatment of common diseases of beef cattle and the epidemiology, diagnosis, treatment, prevention, and control of those diseases at the individual and/or populations level. Students will also gain an understanding of cattle management practices related to housing, feeding, marketing, and culling and the structure and organization of the beef industry. Students may be given responsibility for the management of individual and/or population cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7537 Behavior (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with experiences focused on basic principles of animal behavior (ethology, psychology and neuroscience) and their application in clinical, shelter, ambulatory veterinary practices, and other environments. All activities are overseen by an individual that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in gathering behavioral histories and identifying, assessing, and treating common behavioral problems. Students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7538 Camelid Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on diagnosis, treatment, prevention, and control common diseases and conditions in camelids. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in health management and fiber production at both the individual and herd level. Students may be given responsibility for the management of individual and/or population cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7539 Canine Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the diagnosis and treatment of common diseases and conditions seen in contemporary canine veterinary medicine. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in activities such as the management of individual cases, diagnostic imaging (e.g., radiology, ultrasonography), endoscopy, clinical pathology, fluid therapy, electrocardiology, dentistry, and surgery. Students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7540 Cardiology (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on clinical signs, historical findings, breed predilections, methods of diagnosis, and medical and surgical interventions for the most commonly seen cardio respiratory conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation activities such as cardiovascular examination, electrocardiography, diagnostic imaging (e.g., radiography, echocardiography, and electrocardiology). Students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7541 Dairy Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on dairy health management, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in techniques involved with, the epidemiology, diagnosis, treatment, prevention and control of diseases/disorders at the individual animal and populations level. Students will also gain and understanding of the structure and organization of the dairy industry, common dairy management practices, predominant housing systems, accepted feed delivery systems, marketing channels, and culling practices. Students may be given responsibility for the management cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7542 Dentistry (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on diagnosis, management, medical treatment, and surgical techniques commonly utilized in veterinary dentistry. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in exchange of theoretical knowledge with the specialist via consultations and conversations, diagnosing congenital oral problems, taking and interpreting dental radiographs, working up oral cases, and collaborating with the dentist in client education regarding oral preventive medicine of common oral and dental diseases of domestic animals. Students may be given

responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7543 Dermatology (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on dermatology. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in the diagnosis, treatment, and prevention of a range of dermatologic diseases from a variety of pathogenic and etiologic categories. Students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7544 Emergency and Critical Care Rotation (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on emergency and critical care, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in the diagnosis, management, therapy, prevention and control of animal diseases requiring emergency or critical care management in the emergency and critical care setting. Students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7545 Epidemiology (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with experiences focused on the application of epidemiologic principles in the practice of veterinary medicine and/or public health. All activities are overseen by an individual that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in planning strategies for disease prevention, disease monitoring and surveillance, analysis of population data, outbreak investigation, observational research or other aspects of clinical epidemiology. Students are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7546 Equine Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the diagnosis, management, and treatment of common diseases and conditions seen in contemporary equine medicine. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in preventive and general medicine/surgery procedures including radiology, ultrasonography, endoscopy, lameness evaluation, dentistry and reproductive services. Students may experience the practice of equine medicine and surgery in both ambulatory and in-house settings. Additionally, students may be given responsibility for the management of individual cases and are

encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7547 Exotics Animal Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the diagnosis, treatment, and prevention of disease in exotic pets (avian, amphibians, reptiles, rodents, lagomorphs, other small mammals, and pet fish). All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in preventive and general medicine/surgery procedures of exotic animal medicine and surgery. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7548 Feline Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the most common feline medical and surgical cases and common associated clinical procedures. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in the ethical, legal and financial aspects of a feline practice. Students may engage in a variety of diagnostic techniques and modalities including radiology, ultrasonography, endoscopy, clinical pathology, electrocardiology, fluid therapy, dentistry, and surgery. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7549 Food Animal Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the practice of contemporary food animal production medicine, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in the delivery of health management programs, investigation of health problems, diagnosis and medical or surgical treatment of ill or injured animals and the review and/or implementation of approaches to enhance productivity in farm animals such as dairy cattle, sheep, goats and swine. Additionally, students may be given responsibility for the management of individual and/or population cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7550 General Practice (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the practice of general veterinary medicine, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in the diagnosis, treatment and prevention of disease in multi-species general practice. Students may engage in a variety of diagnostic techniques and modalities including

radiology, ultrasonography, endoscopy, clinical pathology, electrocardiology, fluid therapy, dentistry, and surgery. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7551 Internal Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on internal medicine, including the diagnosis and treatment. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in patient evaluation, diagnosis, and treatment of common diseases and condition. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7552 Global Health (2.0 or 4.0 credits, Graded CR/NCR)

This selective rotation provides fourth-year veterinary students with experiences focused on new cultures and socio-cultural habits, the roles of animals in the different cultures, and health issues of global concern. All activities are overseen by an individual that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes introduction to the trans-boundary diseases that are prevalent in the country they are visiting. Disease control programs in developed and developing countries will be compared as well as the role of internal health organizations in disease, control and prevention at the local and global levels. Disease transmission in poor rural settings and the challenges that poverty, lack of education, and socio-cultural and religious beliefs pose to disease control will also be explored. This rotation will take students out of their comfort zones, test their level of tolerance, their level of responsibility in the world, their levels of sensitivity and give them the opportunity to work with people from different social and cultural backgrounds. Additionally, students are encouraged to participate in the process of evidence-based decision-making process. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7553 Laboratory Animal Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on laboratory animal medicine including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in restrain, physical examinations, administer medications, collect samples, and anesthetize common laboratory animals. The student will become familiar with diseases of laboratory animals and the correlation of clinical findings with gross and microscopic changes along with normal anatomy. The student will learn about regulations affecting the welfare of laboratory animals and the roles and responsibilities of the laboratory animal veterinarian in this area. This will include understanding the role of the Institutional Animal Care and Use Committee (IACUC) in monitoring the program of animal care in the research facility and in evaluating research protocols. The student may participate in daily rounds, necropsies, surgical and therapeutic procedures. The student may be asked to present a seminar(s) on a selected topic. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7554 Neurology (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on examination, diagnosis, and management of disorders of the nervous system. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in a variety of diagnostic techniques and modalities including radiology, ultrasonography, computed tomography, magnetic resonance imaging, and surgery. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7555 Nutrition (2.0 or 4.0 credits, Graded CR/NCR)

This selective rotation provides fourth-year veterinary students with experiences focused on the application of nutrition to maintain and improve animal health. All activities are overseen by an individual that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes developing an understanding of nutritional requirements of domestic animals and methods used to evaluate the rations/diets delivered to these animals. Student will gain and understanding of deficiencies or excesses in diets and will gain experience in adjusting the nutritional plan to correct for those imbalances. Student will acquire the knowledge necessary to make pertinent and valid recommendations concerning the nutritional plan to be developed for and utilized in the face of disease or for normal animals as they progress through the differing stages of their life, production, and reproduction cycles. The student will gain knowledge of the characteristics of common feedstuffs used in the formulation of animal diets. Diagnosis, treatment, and prevention of common nutritional-based diseases in major veterinary species may be covered. Students may gain experience in HACCP and other regulatory procedures used to ensure safe production of animal feedstuffs. Additionally, students may be given responsibility for the management of cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7556 Oncology (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the diagnosis and treatment of neoplasia in domestic animals. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in management strategies neoplastic disease, diagnostic techniques, treatment options, ethical considerations and client communication skills. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7557 Ophthalmology (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on diagnostic ophthalmology, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This

includes participation in ocular examination, ophthalmic diagnostic tests, use of specialized equipment, and apply basic technical skills necessary for ophthalmic treatments. Student will be exposed to various ophthalmic surgeries, including both intra-ocular and extra-ocular procedures. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7558 Poultry Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on health care and management of poultry species, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in poultry production medicine and the management of individual and population cases and incorporate preventive medicine knowledge with economic strategies as it impacts animal welfare, farm productivity, environmental health, disease control and biosecurity, and food safety. Additionally, students may be given responsibility for the management of individual cases and/or flock and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7559 Public Health (2.0 or 4.0 credits, Graded CR/NCR)

This selective rotation provides fourth-year veterinary students with experiences focused on in-depth exposure to those aspects of veterinary science that have a direct impact on the physical, social, and mental well-being of humans. All activities are overseen by an individual that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes activities that allow them to apply their knowledge of the core domains of veterinary public health. These venues include private sector, governmental agencies or academic institutions, which have a strong veterinary public health component, regardless of whether that institution's primary focus is human or animal health. Additionally, students are encouraged to participate in the process of evidence-based decision-making process. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7560 Public Policy (2.0 or 4.0 credits, Graded CR/NCR)

This selective rotation provides fourth-year veterinary students with experiences focused on public policy related to pet and industry animals. All activities are overseen by an individual that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in activities at faculty-approved governmental affairs programs, industry trade associations, professional groups or associations, non-profit organizations, governmental bodies or agencies, or businesses/corporations. Students will be introduced to, and participate in, the public policy process as it affects the veterinary profession and/or the role and welfare of animals in society. This will include the identification of public policy problems, the setting of policy agendas, analysis of the public policy process and cycle, and issues related to the delivery, implementation, and evaluation of public policies. Additionally, students are encouraged to participate in the process of evidence-based decision-making. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7561 Radiation Oncology (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the management and treatment of neoplasia with external beam radiation therapy, in vivo radioisotope therapy, and/or isotope seed implants. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in a variety of diagnostic and treatment techniques and modalities including radiology, ultrasonography, computed tomography, magnetic resonance imaging, surgery, external beam radiation therapy, in vivo radioisotope therapy, and/or isotope seed implants. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7562 Diagnostic Imaging (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on diagnostic imaging, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in systematic evaluation of the appendicular skeleton, abdomen, thorax, spine and skull, and provide differential considerations of findings from multiple diagnostic imaging modalities, including radiographic, computed tomography, magnetic resonance imaging, ultrasonographic, echocardiographic, and nuclear medicine imaging techniques. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7563 Regulatory Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective rotation provides fourth-year veterinary students with experiences focused on role of veterinarians in regulatory practice. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in implementation, assessment, and analysis of the results of mandatory animal health protocols. Protocols may include state, federal or international disease surveillance, monitoring, and control measures. Students may also experience activities related to compliance with import and export regulations, enforcement of quarantine orders, and investigation of reportable disease incidence or outbreaks. Additionally, students may be given responsibility for the management of individual and/or population cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7564 Research (2.0 or 4.0 credits, Graded CR/NCR)

This selective rotation provides fourth-year veterinary students with experiences focused on research. All activities are overseen by an individual that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in the principles of sound experimental design and good laboratory practices. Student will develop a specific hypothesis and design a protocol to test the hypothesis. The student will maintain a laboratory notebook, documenting the procedures, and assays performed on a daily basis, as well as, define and explain the scientific questions that each assay is intended to address. Students should gain and underlying mechanisms by which the assays operate. Student may participate in laboratory meetings,

seminars, and/or journal clubs. At the conclusion of the rotation, the student will prepare a one-page summary of their research project, which will be written in abstract form that contains both a title and an author(s) section, with the body of the abstract addressing the background, objectives, methods, results, and conclusions of the project. Additionally, a four to five -page technical summary of the research project will be prepared. This document should be written in manuscript format, including an abstract (same as above), introduction, methods, results and conclusions/discussion sections. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7565 Rural Practice (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on practice of veterinary medicine in the unique culture of rural America, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation, often times in a mixed animal practice setting, where the veterinarians serve a vital role in sustaining animal health and economic viability of the local community. Students are expected to participate in after hours and emergency calls with their preceptor. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7566 Shelter Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on medical assessment of, and providing veterinary medical care to, shelter housed animals, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in infectious disease surveillance, prevention and control of infectious diseases, temperament testing and participation in discussions, evaluations and demonstrations of behavioral assessments of shelter animals are included. Students will examine, develop diagnostic and treatment plans for shelter animals utilizing triage and consider financial limitations associated with the facility. Students will evaluate small animals pre-operatively, and will participate in surgical sterilization, and monitor post-operative recovery. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7567 Sports Performance/Rehabilitation Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the field of sports medicine, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in an interdisciplinary program incorporating specialists in lameness, orthopedics, cardiopulmonary disease, neurology, integrative therapies and endocrine diseases with an advance array of imaging equipment. Students will be exposed to the basic knowledge content of sports medicine as it relates to primary care medicine, understanding the role of exercise physiology, injury prevention, injury management, and rehabilitation of common exercise and sports related acute and chronic injuries. Additionally, students may be given responsibility for the management of individual cases and are

encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7568 Small Ruminant Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the diagnosis, treatment, prevention and control of common diseases and conditions in small ruminants. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in health management and meat and fiber production topics at both the individual animal and herd level. Students will develop an understanding of the economics of modern small ruminant production medicine and their influence on marketing strategies and health management decisions. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7569 Surgery (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the diagnosis and treatment of common surgical diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in applying surgical theory and continue to develop surgical skills, techniques, and principles. Students will participate in complex surgical cases. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7570 Swine Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the diagnosis and treatment of common diseases and conditions seen in contemporary swine production medicine. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes understanding strategies for production record analysis and routine herd health visits. Students will also become familiar with the Pork Quality Assurance (PQA) program and the veterinarian's role in ensuring food quality and safety and promoting swine health and welfare. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7571 Theriogenology (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the physiology and pathology of male and female reproductive systems, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in the evaluation of clinical practice, genital diseases, and reproductive diagnostic techniques used in domestic animals. Students may participate in breeding soundness evaluation of male and female patients, semen collection, evaluation,

preservation, and artificial insemination. Embryo collection, evaluation, micromanipulation, preservation, and transfer may also be available. Students will understand fertility on an individual animal and herd and basis, measuring fertility, monitoring fertility, and fertility control schemes. Additionally, students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7572 Toxicology (2.0 or 4.0 credits, Graded CR/NCR)

This selective rotation provides fourth-year veterinary students with experiences focused on the diagnosis, treatment, and/or management of poisoned patients. All activities are overseen by an individual that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes activities to enhance knowledge and skill in the clinical approach to patients who have been exposed to toxins, acutely, and chronically, from a variety of sources including iatrogenic, environmental, and nutritional. In small animal cases, students will learn to approach the diagnosis and treatment of poisoned patients in a systematic and holistic manner. In large animal cases, students will learn to consider not only the health of the patient, but also the implication of secondary exposures to other species, including humans, when poisoned animals and their food products enter either animal or human food products. Students may have the opportunities to learn about regulatory toxicology issues as they relate to environmental health, biosecurity, bioterrorism and food and drug safety. Additionally, students may be given responsibility for the management of individual and/or population cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7573 Wildlife and Conservation Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on the health, management, and conservation of wildlife species, including diagnosis and treatment of common diseases and conditions, as well as the pathology associated with them. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in capture procedures, necropsies, surgical, diagnostic, and therapeutic procedures. Additionally, students may be given responsibility for the management of individual and/or population cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7574 Zoological Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on zoo animal medicine, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guideline and is approved by the college's Committee on Clinical Instruction. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation to clinical techniques, including restraint, physical examinations, administering medications, collecting samples, anesthesia, and diagnostic imaging of a variety of zoo animals. Students will become familiar with preventive medicine, quarantine procedures, nutrition and husbandry of zoo animals. Students will learn about regulations affecting the care and welfare of zoo animals as well as the roles and responsibilities of the zoo veterinarian in this area. Student may participate in daily rounds, necropsies, surgical, and therapeutic procedures. The student may be asked to present a seminar on a selected topic. Additionally, students may be given responsibility for the management of individual cases and are

encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 7575 Seminars in Clinical Veterinary Medicine (2.0 or 4.0 credits, Graded CR/NCR)

This selective virtual clinical rotation provides fourth-year veterinary students with a broad overview of common clinical diseases and conditions of multiple species encountered in veterinary medicine. This seminar series is designed to facilitate student development in clinical reasoning and critical thinking through the use of cases, discussions, and assignments. Content and activities will be directly related to North American Veterinary Licensing Examination published species diagnoses or competencies in the broad areas of small animal medicine and surgery, equine medicine and surgery, and livestock and poultry medicine. Students are encouraged to identify personal gaps in knowledge and identify credible resources for use in self-study throughout the rotation and for their preparation for licensing examinations. This rotation is not repeatable.

CVM 7576 Urgent Care (2.0 or 4.0 credits, Graded, CR/NCR)

This selective clinical rotation provides fourth-year veterinary students with clinical experiences focused on urgent and emergency patient care, including the diagnosis and treatment of common diseases and conditions. All activities are overseen by a veterinary practitioner that meets the college's established guidelines and is approved by the college. Students will engage in course activities to meet the desired course outcomes designated by the course leader and documented in the course syllabus. This includes participation in the diagnosis, management, therapy, prevention, and control of animal diseases requiring urgent and emergency care management in the emergency care setting. Students may be given responsibility for the management of individual cases and are encouraged to participate in the process of evidence-based decision-making and clinical reasoning. This rotation is repeatable to a maximum of eight (8) credits.

CVM 8090 Independent Study (1.0-8.0 credits, CR/NCR)

Supervised student-centered learning experience in a clinical, administrative or research setting. Repeatable to a maximum of eight credits. Year 4 students are limited to eight combined credits for concurrent enrollment in CVM 8090 and CVM 8095. Prior permission of the Dean's Office is required in order to repeat this course. Credit awarded for this course does not count toward the total number of credit hours required for the DVM degree.

CVM 8095 Research Thesis (2.0-8.0 credits, CR/NCR)

The goal of this course is to improve the scholarly writing and scientific presentation skills of students. These skills are especially relevant to students considering further clinical (internship or residency) or research (MS or PhD) training after graduation. This course is applicable to students who have previously completed a research rotation (CVM 7564), independent study (8090) or been engaged in scholarly activities during their clinical rotations or during summer programs. The course is designed to allow final preparation of the scholarly writing (article submitted for publication or thesis), preparation of an abstract, and public defense. Students may elect to enroll in this course during Years 2, 3 or 4, and must complete the course prior to graduation. Repeatable to a maximum of eight credits. Year 4 students are limited to eight combined credits for concurrent enrollment in CVM 8090 and/or CVM 8095. Prior permission of the Dean's Office is required to repeat this course. Credit awarded for this course does not count toward the total number of credit hours required for the DVM degree.

CVM HART The Healer's Art (1.0 credit hour, CR/NCR)

This course encourages students to identify, strengthen, and cultivate the human dimensions of veterinary medicine. Students will experience the effects of listening generously and compassionately. This course's innovative educational strategy is based on discovery model drawing on tested approaches and theories to

deal with the hidden crisis in medicine. The curriculum is process based enabling a formation of a community of inquiry between students and faculty. Students, veterinarians, and facilitators are brought together in a discovery model that encourages honest and mutually respectful sharing of experience, beliefs, and personal truths. Meaning is the antecedent of commitment. The pressures of contemporary practice may require us to broaden our customary educational objectives to develop student capacity to find meaning lifelong in the same systematic way skills are fostered to maintain current knowledge base and technical expertise.

This elective course consists of five 3-hour sessions. Emphasis is on experiential learning and building small group communities. Each session will begin with a brief talk given by a veterinarian and then small group sessions explore the topics. Priority given to CVM first- and second-year students. Available to third- and fourth-year veterinary students on space available basis.

IPE 5000 Patient Centered Cases I – An Inter-professional Approach (1.0 credit, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small inter-professional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduate requirement for all health professional programs.

IPE 5100 Patient Centered Cases II - An Inter-professional Approach (1.0 credit, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small inter-professional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduate requirement for all health professional programs.

IPE 6000 Team Training in Health Care I (1.0 credit, CR/NCR)

IPE 6000 will continue to build upon the knowledge from the IPE 5000 series but will expand upon that knowledge and require the student to learn and apply advanced tools and strategies that are crucial to develop a collaborative health care team. The majority of the course is independent study with students engaging in a large-scale tabletop activity where they apply team tools necessary to solve a health care dilemma.

IPE 6100 Team Training in Health Care (1.0 credit, CR/NCR)

Continuation of IPE 6000.

Academic Calendar

Fall 2023	
June 5, 2023	Fall Rotations Begin (Year 4)
June 19, 2023	Juneteenth Holiday – No Classes*
July 4, 2023	Independence Day – No Classes*
August 7-11, 2023	Orientation/Welcome Week (Year 1)
August 12, 2023	White Coat Ceremony (Year 1)
August 14, 2023	Fall Classes/Rotations Begin (Years 1, 2 and 3)
September 4, 2023	Labor Day – No Classes*
October 9, 2023	Indigenous Peoples’ Day – No Classes*
November 10, 2023	Veterans Day Observed – No Classes*
November 20-24, 2023	No Classes (Year 3)
November 23-24, 2023	No Classes (Years 1 and 2)
November 27, 2023	Fall Classes Resume (Years 1 and 3)
December 22, 2023	Fall Classes End (Years 1-3)
December 23, 2023	Winter Recess Begins (Years 1 and 3)
December 31, 2023	Fall Rotations End (Year 4)
Spring 2024	
January 1, 2024	Spring Rotations Begin (Year 4)
January 8, 2024	Spring Classes/Rotations Begin (Years 1, 2 and 3)
January 15, 2024	Martin Luther King Jr. Day – No Classes*
February 19, 2024	Presidents’ Day – No Classes*
March 5-8, 2024	Spring Break (Year 3)
March 11, 2024	Spring Classes Resume (Year 3)
March 18-22, 2024	Spring Break (Years 1 and 2)
March 25, 2024	Spring Classes Resume (Years 1 and 2)
May 12, 2024	Spring Rotations End (Year 4)
May 17, 2024	Spring Rotations End (Year 3)
May 17, 2024	Commencement
May 20, 2024	Spring Classes End (Years 1 and 2)

* Years 3 and 4 students observe their preceptor’s hours, which may include working on federal holidays.

Veterinarian's Oath

Being admitted to the profession of veterinary medicine, I solemnly swear to use my scientific knowledge and skills for the benefit of society through the protection of animal health and welfare, the prevention and relief of animal suffering, the conservation of animal resources, the promotion of public health, and the advancement of medical knowledge.

I will practice my profession conscientiously, with dignity, and in keeping with the principles of veterinary medical ethics.

I accept as a lifelong obligation the continual improvement of my professional knowledge and competence.

Approved by the House of Delegates, 1954; Revision approved by the House of Delegates, 1969; Revision approved by the Executive Board of the American Veterinary Medical Association in 1999, 2010.