

Western University of Health Sciences (Western University) is an independent, non-profit academic health center, incorporated in the State of California, and dedicated to educating health care professionals qualified to provide comprehensive health care to the family.

Accreditation(s)

Western University of Health Sciences is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC, 895 Atlantic Avenue, Suite 100, Alameda, California, 94501, phone number: 510-748-9001), a regional accrediting body recognized by the Council on Higher Education Accreditation and the U.S. Department of Education.

Professional accreditations for each academic program are indicated in the appropriate section of this catalog.

Notice of Non-discrimination Policy

Western University of Health Sciences, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and Sections 102 and 302 of the Americans With Disabilities Act of 1990, does not discriminate on the basis of race, color, national origin, religion, handicap, or sexual orientation in any of its policies, procedures, or practices. In accordance with sex discrimination laws, the University forbids acts of sexual harassment. In compliance with the Age Discrimination in Employment Act of 1967, Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, and Section 12940 of the State of California Government Code, the University does not discriminate against any employees or applicants for employment on the basis of their age, their ethnic origin, their marital status, their sexual orientation, or because they are disabled veterans or veterans of the Vietnam Era, or because of their medical condition (as defined in Section 12926 of the California Government Code); nor does the University discriminate on the basis of citizenship, within the limits imposed by law. This non-discrimination policy covers admission, access, and service in the University programs and activities and application for and treatment in University employment.

Pursuant to Executive Orders 11246 and 11375, as amended, Section 503 of the Rehabilitation Act of 1973, as amended, and Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, as amended, Western University of Health Sciences is an affirmative action and equal opportunity employer.

Access to Individuals with Disabilities

It is the policy of Western University to provide qualified persons with disabilities with access to its programs and services, when viewed in their entirety, in the most integrated setting possible. Additional information will be provided upon request from the Student Affairs Office.

Please Note:

Text for the catalog was prepared as of March 2003. The information herein applies to the academic year 2003-2004 and is subject to change at the discretion of the University.

Visitors are always welcome at the University and campus tours are available. Visitor badges are required and can be obtained from the receptionist in the Administration Center.

Office of Admissions, Mondays, 8:30 am - 12 noon, Tuesdays-Fridays, 8:30 pm - 5 pm
University Switchboard - (909) 623-6116.

Western University of Health Sciences Catalog Vol. 14, No. 1, Summer, 2003

The President's Message

Attending an academic health center such as Western University of Health Sciences is not an automatic passport to becoming a good health professional. While a first-rate educational experience is essential, the making of a good health professional is also rooted in the nature and quality of the people involved.

There is visible and strong sense of community, of family, at Western University. We are proud of the fact that the institution is people-centered, that it seeks to develop in our students a blend between the technical and the human skills required of health care professionals. The content and substance of the curricula, as well as the instructional processes used to carry it out, reflect a humanistic approach to health care.

The University's educational programs provide training that presumes the faculty and the students are the masters and not the slaves to this institution. We believe, therefore, that it is imperative our students feel they have a place in the learning environment and that they are active rather than passive recipients of their education. Learning proceeds in ways directly related to the interests and needs of the students as well as to the demands of the health professions.

Here at Western University, a student can expect an education that will assist him or her to become a

Table of Contents

iii	The President's Message
iv	Table of Contents
1	Western University of Health Sciences
4	Frequently Called Numbers
5	Student Life: Campus Facilities and Services
9	Student Services
21	University Policies and Procedures
28	General Academic Policies and Procedures
36	Tuition and Fees
38	Financial Aid
44	University Calendar
45	College of Osteopathic Medicine of

147 **Master of Science in Physician
Assistant Studies**

WESTERN UNIVERSITY OF HEALTH SCIENCES

GENERAL INFORMATION

Western University of Health Sciences (Western University) is a non-profit, independent, academic health center, founded as the College of Osteopathic Medicine of the Pacific (COMP) in 1977. The founding mission of the institution was to educate primary care osteopathic physicians for the western

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 works to improve the capabilities of primary health care providers to meet the growing needs of people with disabilities.

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 will be awarded the Master of Science (MS) degree in Physician Assistant Studies. Current with this program change, the faculty developed an on-line 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 this, the 2003-2004 academic year, Western University enroll its charter students in the Doctor of Veterinary Medicine and in its Doctor of Physical Therapy programs. In addition, the College of Pharmacy will begin offering a MS in Pharmaceutical Sciences degree program this year. A new Veterinary Medicine Center will open in conjunction with the matriculation of the first class of veterinary medicine students in August, 2003.

KEY FACTS ABOUT WESTERN UNIVERSITY

- Students in all educational programs consistently score at the top on national boards and state licensure examinations.

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.

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STUDENT LIFE: CAMPUS FACILITIES AND SERVICES

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

The main campus of Western University is in Pomona (see map, inside back cover), a city of approximately 150,000 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.

Alumni Center

Building Hours: 7:00 am to 5:00 pm weekdays
Closed Weekends and Holidays

The Alumni Center is a 32,000 square-foot facility, located at the corner of Gibbs and Second Streets. The main level of the Alumni Center includes the office of Alumni and Constituent Relations and three lecture halls: Cooper Hall, Swift Hall and Trendle Hall. The lower level of the Alumni Center accommodates the microbiology (The Rene, and Namey laboratories, the Oswald Suter Microbiology Prep Room) laboratories, a multipurpose teaching lab, The Roy and Marion Kramer Research Laboratory, other

laboratories, research laboratories, conference rooms, and offices for the Multimedia Department and the Department of Strategic Planning and Institutional Effectiveness.

Health Sciences Center (HSC) Building Hours: 7:00 am to 11:00 pm weekdays;
7:00 am to 10:00 pm weekends;
8:00 am to 5:00 pm holidays, except
closed on Thanksgiving weekend and during Winter
Break

The 72,000 square-foot Health Sciences Center features a unique central staircase. The first floor consists of two large amphitheater-style lecture halls; Tribute Walk, a donor recognition area; and Compatriot's Hall, an elegant meeting room with kitchen facilities. The first floor also houses the administrative and faculty offices of the College of Allied Health Professions, including the departments of Physician Assistant Education and the Master of Science in Health Professions Education, and some faculty offices for the College of Veterinary Medicine.

The second floor of the Health Sciences Center consists of an anatomy laboratory, the administrative and faculty offices of the Physical Therapy Education Department; physical therapy clinical skills laboratories; physical therapy faculty research laboratories, the osteopathic manipulative medicine teaching laboratory; and temporary offices for the faculty and administration of the College of Veterinary Medicine.

Harriet K. and Philip Pumerantz Health Sciences Library and Learning Resources Center

Building Hours: 7:00 am to 11:00 pm Monday through Thursday
7:00 am to 6:00 pm Fridays
11:00 am to 7:00 pm weekends
Closed on Holidays

The Health Sciences Library and Learning Resources Center houses the University's book, journal and media collections. It also provides office space for the library and Informational Technology staff. The ground floor is reserved for library circulation services, the Edward Tessier Learning Center, historical museum, and study space where students may use laptops and connect to the University's network. Books and serial collections are housed on the second and third floors, respectively. Offices for library and information technology staff are founds

suggested that you do not leave your car overnight in any of the parking lots or streets surrounding the campus, as a security guard is not on duty after 11:00 p.m. Mondays - Thursdays, after 7:00 p.m. on Fridays, and after 10:00 p.m. on Saturdays and Sundays.

- Do not admit an unknown person into the building. If someone says they need help, offer to call the proper person (police, paramedics, etc.).

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

Campus Security

(909) 623-6116, ext. 3000

STUDENT SERVICES

Recreational Facilities

Western University provides YMCA or designated fitness club individual memberships for students at no cost. If interested, students may sign up at registration. The YMCA is within walking distance of the Pomona campus and offers coeducational facilities for swimming, racquetball, basketball, exercise programs, etc. The fitness club provides non-prime time racquetball courts, Nautilus exercise equipment, aerobics, Jacuzzi, steam rooms, etc. Family memberships may be purchased at reduced rates throughout the year.

On the campus, the Health Professions Center Student Commons provides billiards, television, ping pong, and the parks offer picnic tables, basketball and volleyball. There are also numerous tennis courts, golf courses, ski slopes, and hiking trails in the immediate area.

Upon request, a discount entertainment booklet is available in the Student Affairs Office.

Community Activities

The Western University "This Week," which is updated every week, lists Western University seminars and events that are open to students, faculty, staff and families.

Area colleges publish monthly calendars of social, cultural and educational events that are posted on the student bulletin board behind the lecture halls. Events are usually open to the public.

Student Government

Nearly 40 organizations have been established within the student body. The umbrella for all of the other organizations is the Student Government Association, which is charged with official representation of the student body.

Student Government Association - 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

In addition, the Student Government Association has authorized the establishment of several committees:

Academic Committee – The purpose of this committee is to review and make recommendations to the Student Senate on student complaints and grievances concerning academic matters. This committee also reviews and makes recommendations on proposed academic policy changes arising from the faculty or administration of the University.

Finance Committee – The elected Treasurers from each class are voting members of the Financial Aid Committee. The purpose of this committee is to formulate annual budget recommendations, and review

Asian-American Health Profession Student Association (AAMSA) - Enhances the awareness of the Asian communities to the osteopathic profession and provides services to the University and Asian communities. Advisor: Dr. Stanley Wong.

Biomedical Research & Literature Club (BIOMED R & L) - Reviews current medical literature and presents reviews and case studies. Advisor: Dr. James Martin

California Doctors Ought to Care (CAL-DOC) - Through patient education, to get people to stop smoking, and thereby have them live longer, healthier lives. Advisor: Dr. Richard Sugarman.

California Society of Health-System Pharmacists-Western University (CSHP-Western University)
- The purpose of CSHP-Western University is to provide students an opportunity to become knowledgeable about pharmacy practices in organized healthcare settings. Advisor: Dr. Sam Shimomura.

Catholic Fellowship Club

Student Osteopathic Medical Association (SOMA) - Provides community service to increase awareness of osteopathic medicine. Sponsors lecturers, blood pressure clinics, etc. Advisor: Dr. Donald Krpan.

Student Osteopathic Surgical Association (SOSA) - Provides opportunities for all students to learn about surgery as a career and helps students develop basic skills for their clinical rotations. Activities include operating room shifts for all interested students and procedure workshops including suturing, casting, central lines, chest tubes and lumbar puncture. Advisor: Dr. Jonathan Leo.

Undergraduate American Academy of Osteopathy (UAAO) - Promotes the instruction and understanding of unique osteopathic principles and technique. Guest lecturers are invited to the campus to speak to members on manipulative therapy and osteopathic philosophy. Advisor: Dr. David Redding

Women's Health Interest Group - To further the interest of students considering a career in Obstetrics and Gynecology, Family Medicine, or other Primary Care women's health. Advisor: Drs. Kay Kalousek and Frances Yang.

Western University of Health Sciences/Physician Assistant Student Society (WUHS/PASS) - To promote the Physician Assistant profession and represent the University at the national level. Advisor: Mr. Roy Guizado.

STUDENT EMPLOYMENT

Because of the nature of the academic program of the University, students are urged to use great caution in seeking employment during the academic year.

The University does have a work-study program for students who qualify. For more information, contact the Financial Aid Office.

HARRIET K. AND PHILIP PUMERANTZ HEALTH SCIENCES LIBRARY AND LEARNING RESOURCES CENTER

Location: Corner of Third and Gibbs Streets – entrance is on Gibbs Street

Hours:	Monday – Thursday	7:00 am to 11:00 pm
	Friday	7:00 am to 6:00 pm
	Saturday, Sunday	11:00 am to 7:00 pm

Study Rooms – The library has seven study rooms that may be used for study groups on a first-come, first-served basis. Laptops may be used on the first floor or on the second and third floors in the study rooms only.

Audio-Visual Lab – The lab may be used by WesternU students, faculty and staff only. Videos and slides are available for use with televisions, VCRs, and slide projectors. There are also six computers that may be used with several CD-ROMs that are available in the Lab.

**CENTER FOR DISABILITY ISSUES AND THE HEALTH PROFESSIONS
(SECOND FLOOR, HEALTH SCIENCES CENTER)**

The Center for Disability Issues and the Health Professions assists students with disabilities from the time of admission to graduation. The Center is located in the basement of the Administration Center on campus at 309 E. Second Street/College Plaza, (909) 469-5385 voice, (909) 469-5520 TDD or email bpremo@westernu.edu.

CDIHP Services

- Advocate for osteopathic approaches to health care delivery and education in foreign countries.

HUMANISM AND THE HEALTH SCIENCES (BASEMENT, UNIVERSITY ADMINISTRATION CENTER)

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 a 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 HOUSING

The University does not provide on-campus or off-campus housing accommodations for its students; however, there is an off-campus housing referral system to help students locate houses, apartments, roommates, etc. A local map, the real estate sections of local newspapers, and information on activities in the surrounding communities are available in the Student Affairs Office and on the WesternU website. Incoming students may wish to subscribe to the local newspapers: the Claremont Courier, 111 South College Avenue, Claremont, 91711; and the Inland Valley Daily Bulletin, 2041 E. 4th Street, Ontario, 91761-1020.

All students on clinicals/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. The COMP Office of Clinical Rotations has a housing book available for the perusal of DO students and will assist as much as possible with guidance regarding housing, but the final responsibility for housing arrangements will be the student's.

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 PARKING

Students have the option to purchase an annual parking sticker for \$180. The purchase of a yearly

Parking along the streets is permitted with certain posted restrictions.

UNIVERSITY REGISTRAR (FIRST FLOOR, STUDENT SERVICES CENTER)

Student Files: Access and Privacy

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, (a) establishes a post-secondary student's general right to inspect and review his/her academic records and (b) generally prohibits outside parties from obtaining the information contained in such records without the student's written consent. A student may choose to waive access to certain confidential recommendations placed in the file.

The paragraphs below delineate the procedures under which Western University will meet the law's requirements. Western University currently maintains the following types of educational records that are directly related to its students.

Admissions Files

The Director of Admissions 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 the purpose of 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 Western University 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:

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

A student who desires to have any material in the files altered or expunged on the grounds that such material is inaccurate or misleading, or that is being maintained in violation of his/her right to privacy or other rights, may obtain a hearing before a special committee. The special committee will be composed of representatives of students, faculty, and administrators. At the hearing, the student will be afforded a full and fair opportunity to present evidence relevant to the issues raised. The committee's decision will be made in writing within a reasonable period of time after the conclusion of the hearing. The committee's conclusions may then be appealed by means of a complaint filed with the U.S. Department of Education. Whether or not a student requests a hearing and regardless of the outcome of any such hearing, the student may in any event insert into his/her files a personal written explanation concerning any material the student believes is inaccurate, misleading, or otherwise inappropriate.

Reviewing the File

Students and former students may review any of the above files that directly relate to them upon completion of a form available from the Registrar. On this form the student will specify the records he/she wishes to examine. The Registrar will then collect the desired material. In no case will access be withheld more than 45 days after the proper request has been made. If the student wishes, the University will also supply copies of material in the file at 25 cents per page.

The privacy of student files is and will continue to be scrupulously maintained. Western University will

- d. Under certain circumstances, the program may request written permission of the student to provide demographic data such as names, addresses, etc., to persons or agencies outside the University conducting research or other scholarly activities.

Other Student Files: Records of students and graduates are maintained by the program in accordance

UNIVERSITY POLICIES AND PROCEDURES

NON-DISCRIMINATION

The Western University of Health Sciences, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and Sections 102 and 302 of the Americans With Disabilities Act of 1990, does not discriminate on the basis of race, color, national origin, religion, handicap or sexual orientation in any of its policies, procedures, or practices. In accordance with sex discrimination laws, the University will not tolerate acts of sexual harassment. In compliance with the Age Discrimination in Employment Act of 1967, Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, and Section 12940 of the State of California Government Code, the University does not discriminate against any employees or applicants for employment on the basis of age, ethnic origin, marital status, sexual orientation, or because of their status as disabled veterans or veterans of the Vietnam Era, or because th

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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

2. 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.

SEXUAL HARASSMENT

It is the policy of Western University that all persons, regardless of their gender, should enjoy freedom from discrimination of any kind. Sexual harassment is a form of sexual discrimination, and Western University will not tolerate such conduct by any member of the University community.

For purposes of this policy, "sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting, under any of the following circumstances:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.

to make recommendations concerning the appropriate disciplinary action to be taken if the alleged harasser is found to have violated Western University's policy against sexual harassment. Both the complainant and the alleged harasser will be given notice of, and an opportunity to participate in, any hearing by the ad hoc committee.

Except for matters referred to the Student Conduct Committee, the responsible official, taking into consideration the recommendations of the ad hoc committee (if applicable), will decide, in writing, what action is appropriate under the circumstances. If either the complainant or the alleged harasser is dissatisfied with the decision of the responsible official, he/she may appeal the decision to the President. The appeal shall be made, in writing, within seven working days of the written decision of the responsible official, and shall state any reasons why the person filing the appeal believes that the decision of the responsible official is incorrect. The President may affirm or reverse the decision, modify the action to be taken, or remand the matter for further proceedings. For purposes of action to be taken by Western University, the decision of the President shall be final. Any person who believes that he/she has been the victim of sexual harassment at Western University is, however, entitled to file a complaint with an applicable state or federal agency at any time during Western University's proceedings.

DRUG-FREE ENVIRONMENT

Western University is committed to maintaining a drug-free environment.

Students who are Pell Grant recipients must report convictions for criminal drug violations, occurring on or off campus, in writing to the Director of Grants and Contracts Service at the U.S. Department of Education within 10 calendar days of such conviction.

This statement is being set in accordance with the Drug-Free Workplace Act of 1988 (Public Law 100-690) and the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law Nos. 101-226, 103 stat 1928 - enacted December 12, 1989). The University will continue its efforts to maintain a drug-free environment by adhering to the above policy and providing drug awareness programs.

STUDENT HEALTH AND SAFETY

Matriculants into Western University's health professions programs must submit evidence that they are in good health and should, therefore, be able to withstand the physical and mental pressures commonly placed upon professional students. The nature of health professions education necessarily brings students in close contact with a variety of illnesses and diseases, and the following policy has been established as a protective mechanism for students and patients alike. Students must maintain a health insurance policy for the duration of their education at Western University. Proof of such coverage is required at the time of each the opu

basis prior to beginning clinical training if specified in the affiliation agreement with the clinical training

2. use only those facilities for which they have authorization, whether these facilities are at Western University or at any other location accessible through a network.
3. 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.
4. respect the copyrights of the owners of all software and data they use.
5. respect the privacy of others. This includes, but is not limited to, respecting the confidentiality of email, files, data and transmissions.
6. 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 Western University 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.
7. 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.
8. be responsible for checking their individual Western University e-mail on a regular basis. Western University may send official University correspondence to employees and students using their Western University e-mail address.

The level of privacy granted users does not exceed that of reasonable expectations. System failures or design faults may compromise this privacy, and users should also recognize that authorized Western University personnel may have access to data and software stored on WUCR while performing routine operations or pursuing system problems. Users should further recognize that, as specified in the relevant policies at Western University, authorized Western University personnel have the obligation to take reasonable and appropriate steps to ensure the integrity of the Western University Computing Resources, and to ensure that these policies are observed.

GENERAL ACADEMIC POLICIES AND PROCEDURES

The University endeavors to provide an environment in which students may develop into effective health care providers. Freedom of inquiry and expression are essential to a learning environment. Students are encouraged to develop a capacity for critical judgment and engage in an independent search for truth. The responsibility for securing an environment conducive to freedom of inquiry and learning is shared by the students, faculty and administration. As a part of that shared responsibility, the University has adopted Standards of Academic and Professional Conduct.

Educational Philosophy

The educational programs of Western University 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.

1. Standards of Academic and Professional Conduct

Complete confidence in the honor and integrity of the health professions student and health care professional is essential. Such confidence depends entirely on the exemplary behavior of the individual

In addition, students must report to the Registrar's Office to sign the withdrawal form to officially withdraw from the University/Program. Students who do not complete this application for voluntary withdrawal will not be considered for re-admission at a later date.

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 Academic Dean and the withdrawing student. 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 request re-admission through the University's Admissions Application process unless otherwise stipulated.

4. Leave of Absence

A student may request a Leave of Absence with the occurrence of a medical problem, serious personal problems, or health related issues.

Students requesting a Leave of Absence must

Academic Dean or designee. It is the student's responsibility to meet periodically with his/her advisor. A

9. Student Conduct Committee

Purpose - The Student Conduct Committee considers violations of the Standards of Professional Conduct when requested by the respective Academic Dean.

Composition - The Student Conduct Committee is composed of elected faculty members and student representatives. The Dean of Student Affairs is a non-voting, ex officio member of the committee. When the Dean of Student Affairs is absent or unavailable, a designated representative will participate in Student Conduct Committee proceedings or hearings. Student representatives shall participate as members of hearing panels when a matter concerning a student is referred to the Student Conduct Committee for hearing.

Hearing Panels

j. The hearing panel determines that the charges are true, it shall also make a recommendation with respect to sanctions to be imposed. The hearing panel may consider any prior disciplinary action against

The terms of probation for ethical, professional, or personal conduct will be specified at the time the student is placed on probation.

b. When a student is placed on probation, he/she will be notified in writing by the appropriate Academic Dean and the reasons will be stated. Notification must be sent by Certified Mail or hand-delivered and

Dean, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University.

When a student is summarily suspended, the student shall be informed, in writing, of the specific charges on which such suspension is based. Such notice shall be delivered personally to the student or mailed by certified mail within forty-eight (48) hours of the imposition of the suspension. Such conduct by a student shall be considered a violation of the Standards of Professional Conduct and suspected violations will be handled by the procedures outlined under Standards of Professional Conduct section of this Catalog.

Appeal of the decision of the respective Academic Dean can be made to the Executive Vice President for Academic Affairs/CAO. Any student who has been summarily suspended may also request, in writing to the appropriate Academic Dean, a hearing by the Student Conduct Committee, and a hearing shall be convened within ten (10) working days of the date such request is made. Students who are suspended are not entitled to remain in class or on clinical rotations/assignments during the appeal.

15. Dismissal

The University may dismiss at any time it deems necessary to safeguard its standards of scholarship, conduct and orderly operation. The Student Academic Progress Committee or the Student Conduct Committee may recommend dismissal of a student for any reason it deems appropriate. Furthermore, conviction of a felony while a matriculant at Western University may be grounds for dismissal.

The Student Academic Progress Committee may recommend dismissal of a student as provided in the Program Specific section of this Catalog.

The Student Conduct Committee may recommend dismissal of a student for matters pertaining to suspected personal or professional misconduct that include, but are not limited to: academic integrity, unsatisfactory attendance, inappropriate interaction with instructors, fellow students, and University and hospital personnel, improper approach to and interaction with patients, and inappropriate personal dress/appearance.

In its deliberations, the Student Conduct Committee/Student Academic Progress Committee may consider the student's academic record and will also consult with the student's faculty advisor, the student, and other faculty and administrators when appropriate. After considering all pertinent information,

c. If a student is suspended for any reason, all student financial aid will be withheld until the appeal process is resolved by reinstatement of the student or dismissal of the student. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency/lender respectively.

17. Protocol for Input on Matters of Student Concern

When a student has a personal concern involving a teacher or course that is not of general interest to the class, he/she should speak to the professor directly.

If the concern might involve more of the class, he/she should take the concern to the appropriate class representative (e.g., curriculum representative or class president) so they might sample class opinion to find out the extent of concern.

If, in the opinion of the class representative, the concern is valid, the class representative should bring the matter to the attention of the class professor with the object of resolving it at that level.

If the matter cannot be solved between the class and the professor, it should be taken to the Academic Dean or designee. If the matter cannot be handled properly by the respective Dean, or if the students feel it was not, it should be taken to the Executive Vice President of Academic Affairs/CAO, whose decision shall be final.

Note: Grade appeals may not be pursued under this protocol.

18. 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

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Master of Science in Health Professions Education (MSHPE) Program	\$8,500	\$10,000
Master of Physical Therapy (MPT) Program	\$8,500	\$26,667
Master of Physician Assistant (MSPA) Program	\$8,500	\$26,667
Master of Science Nursing/Family Nurse Practitioner (MSN/FNP) Program	\$8,500	\$26,667
Master of Science Nursing (MSN) Program	\$8,500	\$26,667
Master of Science Nursing Harbor Program	\$8,500	\$26,667
Family Nurse Practitioner (FNP) Program	\$2,625	\$ 4,000

Aggregate Loan Limits for Subsidized & Unsubsidized Stafford Loans: The total loan debt a student may have outstanding from all Stafford loans combined is different depending on their academic program. Outstanding loans include student loans received while the student completed undergraduate and graduate work. The Family Nurse Practitioner (FNP) certificate program has a subsidized aggregate of \$23,000 and a total combined aggregate of \$46,000.

For the graduate and professional programs, the subsidized Stafford maximum may not exceed \$65,500.

MSHPE Program: \$138,500 (less the aggregate amount of any subsidized loans made to the student).

Because Western University participated in the Health Education Assistance Loan (HEAL) program before its phase out in 1998, students who are enrolled full time are allowed an increase in annual unsubsidized Stafford loan amounts. As a result, they also have a higher aggregate as indicated below.

DO Program: \$189,125 (less the aggregate amount of any subsidized loans made to the student). Within this aggregate, the additional HEAL unsubsidized maximum is \$80,000.

PharmD, MPT, MSPA, and MSN/FNP Programs: \$189,125 (less the aggregate amount of any subsidized loans made to the student). Within this aggregate the additional HEAL unsubsidized maximum is \$50,000.

Federal Perkins Loan: For eligible undergraduate and graduate students and subject to availability of funds. The amount awarded varies, depending on financial need and federal allocation to our school. The Perkins undergraduate aggregate is \$20,000, and graduate students have a \$40,000 total aggregate. Perkins loans have a fixed interest rate at five percent.

DEPARTMENT OF HEALTH AND HUMAN SERVICES TITLE VII PROGRAMS LOANS & SCHOLARSHIPS

Loans for Disadvantaged Students (LDS): Provides long-term, five percent interest loans to eligible osteopathic medical students from disadvantaged backgrounds, subject to fund availability.

Primary Care Loans (PCL): For eligible students and subject to availability of funds. The long-term five percent fixed simple interest loan amounts vary, depending on financial need and federal allocation. Students must provide parental income information and sign a contract to practice in primary care until the loan is paid in full.

Determining the Withdrawal Date

The definition of withdrawal date is for determining the amount of aid a student has earned. 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 Date*	Date of the Institution's Determination that the Student has Withdrawn**
Official Notification			

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 calculated first. The student's repayment obligation is determined after the school's share is calculated. If the student receives more SFA Program assistance than the amount earned, the school, or the student, or both, must return the unearned funds as required. Western University must return the lesser of

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

The student must return or repay, as appropriate, the remaining unearned SFA Program funds.

Order of Return of Title IV Funds

A student must return Title IV funds in the order in 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 Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Federal Perkins Loans

Method of Return of SFA Program Refunds

The student returns funds to loan programs in accordance with the terms of the loan. In other words, the student will repay any unearned loan funds in the same manner that he or she will be repaying earned loan funds.

Reference: Department of Educational Services, *Student Financial Aid Handbook, 2001-2002 Award Year*.

WESTERN UNIVERSITY CALENDAR*

INDEPENDENCE DAY Classes resume	Friday, Jul. 4, 2003 Monday, Jul. 7, 2003
CONVOCATION	Saturday, Aug. 9, 2003
LABOR DAY (no classes)	Monday, Sept. 1, 2003
COLUMBUS DAY (no classes)	Monday, Oct. 13, 2003
THANKSGIVING RECESS Last Day of Classes Classes Resume	Wednesday (noon), Nov. 26, 2003 Monday, Dec. 1, 2003
WINTER RECESS Last Day of Classes Classes Resume	Friday, Dec. 19, 2003 Monday, Jan. 5, 2004
MARTIN LUTHER KING HOLIDAY (no classes)	Monday, Jan. 19, 2004
PRESIDENTS DAY (no classes)	Monday, Feb. 16, 2004
HONORS DAY	Monday, Apr. 12, 2004
COMMENCEMENT	Friday, May 14, 2004
MEMORIAL DAY (no classes)	Monday, May 31, 2004

*The College of Osteopathic Medicine of the Pacific, the College of Pharmacy, the College of Graduate Nursing, the College of Veterinary Medicine and the programs of the College of Allied Health (DPT, PA, and MSHS) maintain specific, detailed program calendars. Please consult the appropriate program to determine additional official dates.

COLLEGE OF OSTEOPATHIC MEDICINE OF THE PACIFIC

Doctor of Osteopathic Medicine Program

Accreditation

The academic program of the College of Osteopathic Medicine of the Pacific (COMP) is accredited by the Bureau of Professional Education of the American Osteopathic Association.

The Osteopathic Philosophy

Osteopathic medicine is a contemporary school of medical thought and practice, founded on the concept that the normal state of a person is health. The philosophy of osteopathic medicine has its roots in antiquity, long before the life of its founder, Dr. Andrew Taylor Still. The philosophy of Dr. Still can be directly related to the concepts and teachings of the Greek physician-philosopher, Hippocrates. This “father of medicine” taught that disease is a natural process and that natural powers are the healers of disease. The physician must assist nature, said Hippocrates, but attention should be focused on the patient rather than on the disease. Dr. Still revived this concept and gave it a new meaning and implementation with a system of diagnosis and treatment that made it the cornerstone of osteopathic medicine.

There are four fundamental principles of osteopathic diagnosis and treatment:

1. The body tends to be self-healing and self-regulatory in the disease processes. The ability to maintain integrity in a continually changing external environment is mediated through an elaborate communication network. The communication network embraces the circulatory and neuromusculoskeletal systems.
2. Intimate interrelationships exist between structure and function at all levels of biologic organization.
3. Abnormalities of the neuromusculoskeletal system are invariably present during disease. When subjected to manually applied forces, these abnormalities are ameliorated coincidentally with the clinical improvement of the patient.
4. Health is an equilibrium state and maintaining this state requires constant biological adjustment.

While employing osteopathic manipulation, the osteopathic physician utilizes other recognized modalities for diagnosis and treatment. All modalities of treatment are based upon an evaluation of the patient’s personal developmental stage, and family and social environment.

COLLEGE MISSION

The mission of the College of Osteopathic Medicine of the Pacific is to educate clinically competent, professional, and compassionate osteopathic physicians who serve society by providing comprehensive, patient-centered healthcare with the distinctive osteopathic philosophy. In service of this mission, students engage in learning activities structured by the classroom, lab, clinic, and through research and community service.

PERSONAL COMPETENCIES FOR ADMISSION AND MATRICULATION

A candidate for admission to the Doctor of Osteopathic Medicine Program must have the use of certain sensory and motor functions, or reasonable accommodations, to permit him/her to carry out the activities described in the sections that follow. Graduation from the program signifies that the individual is prepared for entry into osteopathic postgraduate training programs. 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 osteopathic patient care. The osteopathic medical student must be able consistently, quickly, and accurately to integrate all information received by whatever sense(s) are employed. Also, he/she must have the intellectual ability to learn, integrate, analyze, and synthesize data.

A candidate for the DO degree must exhibit abilities and skills in the five areas identified below. When appropriate technological assistance is provided in the program, it may be permitted only as a reasonable

accommodation. Under all circumstances, a candidate should be able to perform the following in a reasonably independent manner:

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.

Communication: Candidates and students must be able to communicate with patients and colleagues. They should be able to hear with or without reasonable accommodations. Candidates and students must be able to read English.

Motor: Candidates and students should have sufficient motor functions to enable them to execute movements (with or without reasonable accommodations) which are reasonably required to provide general care and emergency treatment of patients (i.e., palpation, auscultation, percussion, and other diagnostic and therapeutic modalities). Examples of emergency treatment reasonably required of osteopathic physicians include: cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers and osteopathic manipulation. 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: Students must demonstrate problem

Highly qualified candidates who have a strong preference for Western University/COMP are eligible for an early admission decision. Candidates must have a minimum science GPA of 3.30, a minimum overall GPA of 3.30, and a minimum average MCAT score of 9. All prerequisite coursework must be completed at the time of application. The AACOMAS application must be filed prior to June 15. The Western University/COMP supplementary application and all supporting documents must be filed prior to August 1. Interviews and decisions are granted August through September. If you apply as an Early Admission Decision candidate, you must apply only to Western University/COMP. For further information, and to request an Early Admission Decision Program application form, contact the Admissions Office at (909) 469-5335, or write to:

Western University of Health Sciences
College of Osteopathic Medicine of the Pacific
Admissions Office
309 E. Second Street
Pomona, CA 91766-1854

Entrance Requirements

Candidates for admission to Western University/COMP must meet these requirements at the time of application:

- Completion of ninety semester hours, or three-fourths of the credits required for a baccalaureate degree, from a regionally accredited college or university.
- Completion of one academic year (or its equivalent) in English, biology, physics, inorganic chemistry, organic chemistry, and behavioral sciences.

Applicants must submit their Medical College Admission Test (MCAT) scores. Information concerning this test may be obtained from the pre-professional advisor at one's college or directly from the MCAT Program Office, 2255 North Dubuque Road, P.O. Box 4056, Iowa City, Iowa, 52243; phone (319) 337-1357. This examination is offered in the spring and summer. 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 prior to January of the entering year.

Please note that the majority of candidates accepted for admission will have completed four or more years of pre-professional study prior to matriculation, and that the quality of Western University/COMP students is therefore relatively high. Successful candidates typically have both science and overall grade point averages of 3.2 or above on a 4.0 scale and a mean MCAT score over 8.0. Please keep in mind that academic grades and the MCAT score are just two of the factors used in the evaluation process.

AACOMAS

Western University /COMP, along with the other colleges of osteopathic medicine, participates in a centralized application service through the American Association of Colleges of Osteopathic Medicine Application Service, 5550 Friendship Blvd., Suite 310, Chevy Chase, Maryland 20815-7231. Individuals interested in applying to Western University/COMP should write directly to AACOMAS for information

- A supplementary application provided by Western University/COMP. This will be sent only after receipt of the initial application from AACOMAS. There is a non-refundable supplementary

309 E. Second Street

Clinical Rotations Expenses

During the third and fourth years, some students may elect to do some clinical rotations away from the Pomona area. In addition, students are required to return to campus several times during the clinical years

After completion of the second year program, a student with a cumulative numeric score of 75% or less

Standards of Satisfactory Progress

Students must maintain a cumulative numeric score of at least 70% on a yearly basis during the first two years and a “C” average during the last two years to be considered making satisfactory academic and professional progress. A final numeric score below 70% during the first two years or a “U” in the last two years must be remediated for promotion or graduation.

Examination Policies

For most examinations, students may be given assigned seats and are expected to place themselves accordingly, unless prior arrangements have been made with the appropriate coordinator or instructor.

Students will rigorously avoid any situation that lends either the opportunity to give, or the appearance of giving, information that can benefit another student’s examination score. Students are not to discuss examination questions with other students during any examination that is administered in segments or over extended time periods.

During scheduled examination hours, students will not be allowed to leave the exam room except in an emergency and as excused by the proctor. If a student is excused to leave the room temporarily, the proctor will hold the student’s examination until his/her return.

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 exam is declared over.

All students’ belongings, such as notebooks, calculators, headwear, and headsets, will be kept in front of the room. No food or drink 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 errors in the examination notebook.

Violations of Examination Sa1.9(Ex)5.4(a)-6.6(m)25.2u.1(a)-6.inat in

Promotion

Promotion is defined as academic and professional progression from one academic year to the next. The Student Academic Progress Committee will recommend a student to the Dean of Osteopathic Medicine for promotion. A student may not be recommended for progression from one academic year to the next with an outstanding grade of “I,” “NCr” in a required course, a “U” or final numeric score of less than 70%, or a yearly cumulative numeric score of less than 70% (or grade point average below 2.0).

When considering a student for promotion, ethical, professional, and personal conduct may also be taken into consideration (see Probation in University Academic Policies section).

A student will be promoted provided that all 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.

All students entering after July 1, 2001 are required to pass Level 1 of the COMLEX examination before they are allowed to enter into the fourth year. Students will have taken and passed Clinical Performance Evaluation before promotion to the third year.

Veterans

Veterans who fail to maintain satisfactory progress for more than one semester will not be certified to receive any Veteran’s benefits until they have corrected the situation and are making satisfactory progress.

Graduation

A student will be recommended for the degree Doctor of Osteopathic Medicine provided he/she:

1. Has completed at least four years in an accredited osteopathic college or equivalent.
2. Has been enrolled in Western University of Health Sciences/COMP during his/her final two academic years.
3. Is not on probation and has completed all prescribed academic requirements with a cumulative numeric score of at least 70% (a grade point average of at least 2.0) and has no outstanding grade of I or U or a grade of “NCr” in a required Credit/No Credit course.
4. Has successfully taken all sections of Level 1 of the COMLEX examination of the NBOME. Beginning with the Class of 2003 (entering in 1999), he/she has taken all sections of Level 1 and Level 2 of the COMLEX.
5. Has demonstrated appropriate ethical, professional, or personal conduct, as defined in the University Catalog, “General Academic Policies and Procedures” section, thus making it appropriate to award the degree of Doctor of Osteopathic Medicine.
6. Has complied with all the legal and financial requirements of the University as stated in the University Catalog.
7. Is expected to complete all requirements for graduation by the subsequent December 31 and is expected to march with his/her class in the graduation ceremony. Diplomas will be dated as appropriate to the completion date of the academic requirements.
8. Unless special permission has been granted by the President of the University, all students must participate in person in the commencement program at which the degree is conferred. If the President grants special permission to be excused from graduation, the graduate may be required to present himself or herself at a later date to the Dean of Osteopathic Medicine to receive the diploma and take the required oath.

Probation

Students may be placed on Probation for the following reasons (these are in addition to the reasons listed in the General Academic Requirements section on Probation):

1. Inadequate academic progress as determined by the Student Academic Progress Committee. These include, but are not limited to, receiving a numeric score less than 70% in the first two years in any course or system, a grade of NCr in a required Cr/NCr course, or a “U” in any clinical rotation or EFM course.

4. Seriously deficient ethical, professional, or personal conduct.

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 a score less than 70% in the first semester will be removed from probation after one semester provided he/she has 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 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 "U" grade in a clinical rotation or in an EFM course must remediate the "U." The student will then be reviewed by the Student Academic Progress Committee at the end of the academic year and may be recommended for continuation of, 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.

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.

Students who receive a final numeric score below 70% in a course or system during the first two years, a cumulative numeric score below 70%, or a "U" in a clinical rotation in years three or four, will be reviewed by the Student Academic Progress Committee.

Where deemed appropriate, the Student Academic Progress Committee, after consultation with the course instructor, system coordinator, and/or Director of Clinical Rotations, 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. Withdraw from the University (see Dismissal section for criteria for this option).

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 "C" 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 Student Academic Progress Committee, Associate/Assistant Dean for Academic Affairs, and the Dean of Osteopathic Medicine. Failure to earn at least a 70% in the first two years or a "C" in the last two years or "Cr" may result in dismissal from the College or repeating the academic year.

Decisions regarding remediation will be made on an individual basis after considering all pertinent

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 Executive Vice President for Academic Affairs and the Dean of Osteopathic Medicine.

Five Year Program

Effective July 1, 2000, students will no longer be admitted to the Five Year program. The following rules and requirements remain applicable only for students currently enrolled in the Five Year Program.

The decision to enter the Five Year Program is a one-time student option. At the time the student opts for the Five Year Program, prior courses completed and graded will be shown on the transcript. The words “Five Year Program” will be printed at the beginning of the transcript.

During the second semester of the first year (I-A portion), the student will audit the Dermal, Neurosensory, Musculoskeletal Systems, and Introduction to Clinical Medicine. These will be listed on the transcript along with the designation “Au.” If a student chooses to take the examinations in audited courses and does well, it will not be possible to

Dismissal

The University may require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The Student Academic Progress Committee may recommend dismissal of a student for the following reasons:

1. Receiving a cumulative numeric score of less than 70% at the end of the first or second year.
2. Receiving a final percentage scores below 70% in two or more courses or systems totaling more than 25% of the total credit hours for the first or second year.
3. Receiving unsatisfactory grades in three clinical rotations in one academic year.
4. Receiving a final percentage score of below 70% (in the first two years) or a “U” (in the last two years) in a remediated course, system, or clinical rotation.

In addition, the Student Conduct Committee may recommend dismissal (see **General University Academic Policies** section of this catalog for more information.)

Student Academic Progress Committee

The Student Academic Progress Committee is comprised of five faculty members with the following ex officio members: the Director of COMP Student Services, the University Dean of Student Services, the Assistant/Associate Deans for Academic Affairs, and Director of the LEAD Office.

The Student Academic Progress Committee shall periodically review the academic achievements and performance of all students. The Registrar shall provide the names and grades of students in academic difficulty to the Student Academic Progress Committee. Additional input may be obtained as appropriate from the Dean of Osteopathic Medicine and the Office of Clinical Education.

After reviewing a student’s performance records, the Student Academic Progress Committee may recommend to the Dean any of the following courses of action: promotion, probation, remediation, dismissal from the College, educational assessment and other appropriate recommendations. It may also recommend that no action be taken.

The Student Academic Progress Committee also has the responsibility of recommending to the Faculty as a whole the awarding of the degree of Doctor of Osteopathic Medicine to all students who satisfactorily complete all requirements for graduation as stated in the University Catalog.

All recommendations of the Student Academic Progress Committee shall be in writing to the Dean, who

In the case of an unexcused absence, the student who fails the examination will be referred to the Student Academic Progress Committee for recommendations regarding remediation or dismissal. In this case, if the Student Academic Progress Committee recommends that the student take a remediation examination, the maximum score that the student can achieve on the examination will be 70%. If the student fails to take either a make-up or a remediation examination at the time designated by the Course Instructor/System Coordinator, without a valid excuse as delineated above, this will be grounds for summary failure (a score of zero) of that examination and referral to the Student Academic Progress Committee, as described above. In such a case, a written report will be sent by the Course Instructor/System Coordinator to the Office of the Assistant/Associate Dean for Academic Affairs, with a copy sent to the Chair of the Student Academic Progress Committee and the Dean of Osteopathic Medicine for appropriate disposition.

Policies for attendance and absences during the third and fourth years are published in the COMP Clinical Rotations Manual.

CURRICULUM

The curriculum at COMP is a four-year, full-time academic and clinical program leading to granting the degree of Doctor of Osteopathic Medicine (DO). This curriculum stresses the interdependence of the biological, clinical, behavioral, and social sciences. The emphasis is on educating physicians for primary care medicine, employing the distinctive osteopathic principles, for the maintenance of health and treatment of disease.

DO 5030 Gross Anatomy (9.5 credit hours) or DO 5002 (9.5 credit hours)
DO 5035 Developmental Histology (3 credit hours)
DO 5050 Microbiology (5 credit hours)
DO 5060 Pathology (2.5 credit hours)
DO 5070 Pharmacology (2.5 credit hours)
DO 5080 Physiology (1.5 credit hours)
DO 5090 Osteopathic Principles and Practice I (2 credit hours)

PHASE II: First year, second semester through second year, second semester

This phase begins in the second semester of the first year and continues throughout the second year. The basic and clinical sciences concerned with one particular organ system of the body are integrated in classroom instruction. This approach emphasizes the relevance of basic sciences to clinical practice. The osteopathic approach is continually emphasized by lecture and laboratory demonstration, including manipulative techniques. Other courses not directly related to a system are also included in Phase II.

First Year, Second Semester:

DO 5110 Dermal System (3.5 credit hours, 4 weeks)
DO 5120 Neurosensory System (15.5 credit hours, 10 weeks)
DO 5130 Musculoskeletal System (6.5 credit hours, 4 weeks)
DO 5140 Medical Ethics (Cr/NCr)
DO 5150 Introduction to Clinical Medicine (ICM) I (2 credit hours, 1 week)
DO 5160 Behavioral Science and Substance Abuse (4 credit hours)
DO 5170 Head and Neck Anatomy (3 credit hours)
DO 5190 Osteopathic Principles and Practice II (2.5 credit hours)

Second Year, First Semester

DO 6010 Blood and Reticuloendothelial System (6.5 credit hours, 3 weeks)
DO 6020 Cardiovascular System (9.5 credit hours, 9 weeks)
DO 6030 Public Health (1.5 credit hours, 1 week)
DO 6040 Respiratory System (9 credit hours, 7 weeks)
DO 6050 Psychiatry (2 credit hours)
DO 6090 Osteopathic Principles and Practice III (2.5 credit hours)

Second Year, Second Semester

DO 6110 Renal System (5 credit hours, 3 weeks)
DO 6120 Endocrine System (5.5 credit hours, 3 weeks)
DO 6130 Reproductive System (7 credit hours, 4 weeks)
DO 6140 Gastrointestinal System (11 credit hours, 7 weeks)
DO 6150 Introduction to Clinical Medicine (ICM) II (Cr/NCr)
DO 6160 Medical Jurisprudence (1.5 credit hours)
DO 6171 Differential Diagnosis (Cr/NCr)
DO 6172 Emergency Medicine (Cr/NCr)
DO 6173 Geriatrics (Cr/NCr)
DO 6174 Human Sexuality (Cr/NCr)
DO 6175 Nutrition (Cr/NCr)
DO 6176 Pediatrics (Cr/NCr)
DO 6190 Osteopathic Principles and Practice IV (2.5 credit hours)

*Clinical Performance Evaluation will be administered at the end of Phase II of the curriculum. Students are required to pass this evaluation in order to be promoted to Phase III of the curriculum.

PHASE III: Clinical Training - Third and Fourth Years

Rotations Office

The Director of Clinical Education and the Rotations Office staff are dedicated to providing our students with the best possible clinical education and providing exceptional service to everyone with whom they interact. The Office assists COMP and its students with planning for and completion of their clinical training in the third and fourth years.

Goals

The goals of COMP's clinical curriculum include preparing each COMP student with the knowledge, attitudes, and skills to excel in their chosen postdoctoral training program. Specifically, the student will be able to:

- Identify the wide range of normal human functioning.
- Recognize, diagnose and treat the most commonly encountered health conditions in a primary care practice.
- Recognize, diagnose and treat the acute, life-threatening conditions encountered by the primary care physician.
- Differentiate common health problems from less common diseases.
- Recognize conditions or situations that are best handled by consultation and/or referral.
- Provide continuity of health care beginning with initial patient contact.
- Assess and treat chronic medical conditions in various stages of progression.
- Develop appropriate, professionally intimate relationships with patients.
- Understand patients' individual concerns and incorporate those concerns into routine patient care.
- Integrate osteopathic philosophy and practices into routine patient care.
- Access medical references, including up-to-date medical literature, to understand current medical knowledge and thought.
- Understand and apply the concepts of community-oriented primary care, epidemiology, health screening, and prevention.
- Understand and work with the family unit to improve the health and welfare of the individual patient and his/her family.

Clinical Curriculum

COMP's clinical curriculum consists of the following four-week rotations:

Third Year

- 1 Family Practice
- 3 Internal Medicine (2 General; 3rd General or other, such as GI, Cardiology, or Pulmonology)
- 1 Surgery (General)
- 1 Pediatrics
- 1 Psychiatry
- 1 Obstetrics/Gynecology
- 1 Osteopathic Manipulative Medicine
- 1 Primary Care Selective (Geriatrics, Family Medicine, Internal Medicine, Pediatrics, Ob/Gyn)
- 1 Elective
- 1 Vacation (not as first rotation)

Fourth year

- 1 Family Practice
- 2 Internal Medicine (General and or subspecialty such as GI, Cardiology, Pulmonology, or Neurology)
- 1 Surgery (General or subspecialty)
- 1 Emergency Medicine
- 5 Electives
- 1 Vacation

Each year's curriculum requirements may be completed in any order. There is a mandatory four-week break at the end of the MS III year. The minimum length of a rotation is four weeks. Rotations may not be split. A substantial number of rotations may be assigned for MS III and IV years by the Rotations Office, including a block of rotations (four to six). The student may express a preference for preceptors and geographic locations for the remaining rotations.

computers, readings, individual discussions, and presentations by students, faculty and others to enhance learning.

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

DO 5010 Biochemistry (4.5 credit hours, Numeric Score)

This course presents the molecular basis of life and how human physiology can be understood in biochemical terms, providing a foundation for future presentations on the biochemistry of each organ

reviewed. The course provides a foundation for the first-year medical student in basic physiologic theory, organ and system function, and an appreciation of total-body physiology.

DO 5090 Osteopathic Principles and Practice (2 credit hours, Numeric Score)

DO 6010 Blood and Reticuloendothelial System (6.5 credit hours, Numeric Score)

This course presents the embryology, histology and biochemistry of the hemopoietic and lymphoreticular organs. During this system, the influences of microbiologic and pharmacologic agents are discussed. Basic immunology, the mechanisms of immunologic injury and immune tolerance, transplantation, tumor immunology, and the immunodeficiency states are also covered. The pathology and clinical aspects of hematologic diseases and diseases of the lympho-reticular system are presented along with the pertinent laboratory tests. Laboratory experience provides opportunities to examine normal and abnormal blood smears, perform blood tests, and examine lymph node neoplasms.

DO 6020 Cardiovascular System (9.5 credit hours, Numeric Score)

This course presents the embryology, histology, and gross anatomy of the heart and blood vessels. The biochemistry, pharmacology, physiology, and microbiology as related to this system are also discussed. Cardiovascular pathologies are presented, along with the clinical diagnostic and treatment modalities.

DO 6030 Public Health (1.5 credit hours, Numeric Score)

This course presents an understanding of public health and its importance to the practicing physician. Epidemiology, community health, immunization procedures, communicable disease control, environmental, and occupational health are discussed. Interaction of the physician with public health agencies is stressed, as are skills in working with public health statistics.

DO 6040 Respiratory System (9 credit hours, Numeric Score)

This course presents the embryology, histology, and gross anatomy of the lungs and nasotracheobronchial tree. Respiratory physiology and defense mechanisms, as well as microbiology, biochemistry, and pharmacology relating to the system are discussed. Pathology of the upper and lower respiratory system is presented along with clinical presentations of diagnostic and treatment modalities.

DO 6050 Psychiatry (2 credit hours, Numeric Score)

This course builds upon(e s)u

DO 6140 Gastrointestinal System (11 credit hours, Numeric Score)

This course presents various aspects of the gastrointestinal system, including its embryology and histology. The biochemistry, physiology, the influence of pharmacology, and the problems with microbiology are presented along with the clinical and pathological aspects of the system. The nutrition course is incorporated into this system.

DO 6150 Introduction to Clinical Medicine II (0 credit hours, Cr/NCr)

This course presents opportunities to practice clinical patient assessment skills during the pre-clinical phase of medical education. These clinical experiences provide the opportunity to learn the skills, values, and attitudes essential for the development of compassionate osteopathic physicians. ICM-II is taught in conjunction with each major system. All ICM segments are aligned with the system being presented concurrently in the curriculum. ICM-II is required for promotion to the clinical phase.

DO 6160 Medical Jurisprudence (1.5 credit hours, Numeric Score)

Using California laws as a base, this course presents the general rules of medical practice. The obligations of the physician to the community, the patient, the hospital, colleagues, and society are explored. The course discusses the physician's duties and responsibilities in the context of the medical, legal, and ethical aspects of medicine. Standards of care, vicarious liability, and negligence are discussed. Additional symposia are conducted during the Essentials of Family Medicine courses in Phase III of the

DO 6176 Pediatrics (0 credit hours, Cr/NCr)

This course is devoted to the special problems of childhood. These subjects are integrated during Phase II in each system as appropriate. All systems contain an element of pediatrics and this course is designed to cover those aspects that are particular to pediatrics (infancy to adolescence). Additional pediatric presentations are given in Phase III during the Essentials of Family Medicine courses.

DO 6190 Osteopathic Principles and Practice IV (2.5 credit hours, Numeric Score)

Continuation of DO 6090.

DO 7010 Family Practice I (10 credit hours, Letter Grade)

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. Repeatable to a maximum of 20 credit hours.

DO 7020 Internal Medicine I (10 credit hours, Letter Grade)

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 inter-professional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

DO 7021 Internal Medicine II (10 credit hours, Letter Grade)

Prerequisite: DO 7020. Continuation of DO 7020.

diagnostic and management plans, and inter-professional communication. Repeatable to a maximum of 20 credit hours.

DO 7080 Psychiatry (10 credit hours, Letter Grade)

This course provides supervised clinical education in psychiatry including clinical management,

Who's Who Among Students in American Universities and Colleges Nominations

The following awards are presented annually to graduates at Commencement:

President's Award

The President's Award

Dean's Award

Rev. & Mrs. Al & Verna Braswell Award

Edward B. Parris and Jacqueline A. Parris Award

Leonard E. Peck, Sr. Memorial Award

Pauline Weiss Pumerantz Memorial Award

Dr. Alex M. Rene Memorial Award

Charles Vowels, MD Memorial Award

Joseph Weiss Memorial Scholarship Award

Osteopathic Physicians and Surgeons of California Award

Dr. Frank T. Carr Memorial Award

Janet M. Glasgow Memorial Achievement Citation of the American Medical Women's Association

Undergraduate Fellowship of Osteopathic Principles and Practice Recognition Award

Society of Academic Emergency Medicine Excellence in Emergency Medicine Award.

American Osteopathic Foundation: The Donna Jones Moritsugu Memorial Award

American College of Osteopathic Family Physicians Award

Alumni Memorial Award

**ACADEMIC CALENDAR 2003-2004
DO PROGRAM**

Friday, May 23, 2003 Fall Semester Registration Forms Due (4 th years)	Fall Semester Registration (1 st years)
Friday, May 23, 2003 Fall Semester Registration Forms Due (3 rd years)	Wed.-Fri., Aug 7-9, 2002 Orientation
Friday, Jul. 11, 2003 Fall Semester Registration Ends (2 nd years)	Thursday, August 7, 2003 Fall Semester Tuition Due (1 st & 2 nd years)
Thursday, Jun. 5, 2003 ISAC Registration Forms Due	Saturday, Aug. 9, 2003 Convocation/White Coat Ceremony
Monday, Jun. 9, 2003 Fall Semester Tuition Due (ISAC Students)	Monday, Aug. 11, 2003 Classes Begin (1 st and 2 nd years)
Friday, Jun. 7, 2003 ISAC Orientation	Tues.-Wed., Aug. 26-27, 2003 COMLEX Level 2
Monday, Jun. 9, 2003 ISAC Begins	Monday, Sept. 1, 2003 Labor Day - no classes
Monday, Jun. 16, 2003 Fall Semester Rotations Begin (3 rd & 4 th years) Fall Semester Tuition Due (3 rd & 4 th years)	Monday, Oct. 13, 2003 Columbus Day - no classes
Friday, Jul. 4, 2003 Independence Day	Tuesday, Wednesday, Oct. 7-8, 2003 COMLEX Level 1
Friday, Aug. 1, 2003	Monday, Nov. 3, 2003 Spring Semester Tuition Due (4 th years)

Monday, Nov. 10, 2003
Spring Semester Rotations Begin (4th years)

Wednesday, Nov. 26, 2003
Thanksgiving Recess – Noon

Monday, Dec. 1, 2003
Classes Resume (1st & 2nd years)
Spring Semester Tuition Due (3rd years)

Friday, Dec. 5, 2003
Last Day of Fall Semester Rotations (3rd years)

Monday, Dec. 8, 2003
Spring Semester Rotations Begin (3rd years)
Spring Semester Tuition Due (3rd years)

Tuesday, Wednesday, Dec. 9-10, 2003

COLLEGE OF PHARMACY

Doctor of Pharmacy Program

ACCREDITATION

The College of Pharmacy is accredited by the American Council on Pharmaceutical Education.

PHARMACY: ABOUT THE PROFESSION

The practice of pharmacy has evolved from a historical emphasis on the preparation and distribution of drug products to new activities and responsibilities that focus on the rational, safe and cost-effective use of drugs. Just as it is generally assumed that physicians are primarily involved in providing medical care and nurses in providing nursing care, pharmacists are the primary providers of pharmaceutical care. The mission of the pharmacy profession, therefore, is to meet the pharmaceutical care needs of the public. Pharmaceutical care is patient-centered, outcome-oriented, contemporary pharmacy practice that requires the pharmacist to work in concert with the patient and the patient's other health care providers to promote health, prevent disease, and assess, monitor, initiate and modify medication use so that pharmacotherapy is safe and effective.

The provision of pharmaceutical care to patients requires an understanding of the chemistry of drug entities, the delivery characteristics of dosage formulations, the disposition of drugs within the body, the physiologic and pharmacologic outcome of drugs' interactions with the human body and the social systems in which medications are used.

As a pharmacist you will be able to care for your patients in many important ways:

- Participate in the planning and implementation of effective drug therapy.
- Monitor and evaluate drug therapy to identify and solve patient-specific drug therapy problems.
- Evaluate clinical literature.
- Prepare medications.
- Select the drug product dosage form.
- Calculate the dose and determine the dosing schedule.
- Educate and counsel patients, and;
- Work with other health care providers and the patient to promote health and prevent disease.

THE DEGREE

The Doctor of Pharmacy degree (PharmD) is awarded in recognition of the highest level of professional education in pharmacy in the United States. To earn the PharmD degree, students complete four years of professional study following a minimum of two years of preprofessional education at an accredited college or university.

Students who complete this program are eligible to take state pharmacy licensing examinations. After passing this examination, graduates are licensed to perform all the duties and responsibilities of a practicing pharmacist.

CAREER OPPORTUNITIES

Our graduates find a vast array of exciting career pathways open to them. The opportunities below represent only a small list of possible career options.

Community Practice

Pharmacy offers a variety of professional opportunities in the community setting. Independent pharmacies, corporately owned pharmacies and neighborhood health care clinics all provide opportunities for direct patient care. Other examples of community practice include specialized home health care, consulting for nursing home patients and conducting patient education programs.

Institutional Practice

Pharmacists in hospitals and other health care institutions may be involved in direct patient care, teaching, drug use evaluation, clinical research studies, public service and administration.

Managed Care Pharmacy

Pharmacists practice in a variety of managed care organizations including health maintenance organizations and preferred provider organizations. In these settings, pharmacists develop formularies, implement drug utilization reviews and analyze physician prescribing patterns.

Pharmaceutical Companies

Research and development, testing of drugs in humans, production, quality control, marketing, public relations, sales, and management are some of the career opportunities available in industry.

Public Service Practice

Pharmacists practice in federal government agencies and services including the Food and Drug Administration (FDA); Drug Enforcement Administration (DEA); the Army, Navy and Air Force; Public Health Service; and Department of Veterans Affairs.

Academia

Opportunities for careers in colleges or schools of pharmacy include administration, teaching, research and clinical service. Additional opportunities in teaching, research, or practice may require post-graduate education or training beyond the doctor of pharmacy degree.

THE COLLEGE OF PHARMACY

A major goal of the College of Pharmacy is to prepare competent and caring practitioners. We are prepared to offer you a quality educational experience.

Modern Facilities

You will receive instruction in a modern facility with classrooms and breakout rooms furnished with state-of-the-art equipment.

A Friendly Environment

You will be treated as a colleague and a professional who is seeking to become a competent pharmacy practitioner.

Supportive Faculty

You will receive instruction from faculty members who are committed to excellence in pharmaceutical education. Many faculty members are practicing clinical pharmacists who are actively providing primary care or consultative services to patients in a variety of practice settings.

A Rich Student Life

You will have an opportunity to participate in a number of professional pharmacy organizations as well as other school-wide activities.

ACADEMIC COURSE WORK

To obtain the PharmD degree you will complete a curriculum that contains both didactic and clinical components.

The Didactic Component

In the core didactic component of the program, you will learn about biological systems and about drugs and their effect on the body. You will take courses in areas such as therapeutics, health care administration, pharmacology and pharmacokinetics and learn how to apply this knowledge to pharmacy practice. Your studies will include communication skills, patient counseling, laws about drugs and pharmacy practice, health care systems, physical assessment and evaluation of the drug literature.

3. Recommendations

Three satisfactory recommendations (forms are provided by the College) are required as part of the admissions application. The recommendations should state the nature and extent to which the recommender knows you and should elaborate on the applicant's attributes and abilities including communication skills, ethics, interpersonal skills, motivation toward the profession and maturity.

Application Procedures and Deadlines

Beginning with the entering class of August 2004, the PharmD program will be participating in the pharmacy college application service. The Pharmacy College Application Service (PharmCAS) will begin accepting applications in May, 2003. PharmCAS offers a web-based application service and will allow applicants to use a single application and one set of materials to apply to multiple PharmD programs.

Western University's application deadline to apply to PharmCAS is November 1, 2003. Application materials must be complete (including TOEFL scores) and submitted to PharmCAS by the deadline. It can

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W = Withdrawal (Refer to the **General Academic Policies and Procedures** above).

Advanced Pharmacy Practice Experiences (APPE)/Advanced Electives (AE) grades will be assigned as follows:

P = Pass.
NP = No Pass; student has not achieved the rotation outcomes.
NP/P = Indicates a student has successfully remediated APPE/AE. The NP will remain on the student's transcript.
I = Incomplete (Refer to the policy on **Attendance and Absences** and on **Student Progress**).
I/P = Indicates a student has successfully completed an APPE/AE following receipt of an incomplete grade. The "I" will remain on the student's transcript.
I/NP = Indicates a student has unsuccessfully completed an APPE/AE following receipt of an incomplete grade.
M = Missing
W = Withdrawal (Refer to the **General Academic Policies and Procedures** above).

Credit hours

To be eligible for graduation, a student must complete the following required components of the Doctor of Pharmacy program:

Remediation for Blocks in the First and Second Professional Years

The Office of the Association Dean for Academic Affairs will post the schedule for the comprehensive remediation examinations the week following the end of the last block of the academic year.

Comprehensive remediation examinations will take place during the four weeks following the last block of the academic year. Students must be available for any scheduled comprehensive remediation examination they are required to take.

One comprehensive remediation examination will be administered that covers all block objectives (those areas the student failed plus all other required competencies). Each block requiring remediation will have a separate examination. Students must pass the comprehensive remediation examination to be promoted to the next academic year. Students will be required to pay a fee of \$250 for each comprehensive remediation examination.

Remediation for Blocks in the 0.00]TJ12.1(o)-1.0o6no(t)5.1aockThe Office of the Associatio for Academic Affairs will post the s

writing to the Block Facilitator a minimum of 5 school days before the start of the block in which the holiday falls. If the request is approved, 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 Block Facilitator in the timeframe noted, the absence will be considered an unexcused absence, and no remediation will be permitted. The Western University holiday schedule does not apply to students on Advanced Pharmacy Practice Experiences and on off-campus Advanced Electives. Students will follow the

in a particular case, e.g., a faculty member on the Committee may be the person who administered the grade that is being appealed.

Appeal Process

Students may appeal decisions regarding suspension, student conduct, academic progression/promotion and graduation according to the regulations listed in the **General Academic Policies and Procedures** section in the front section of this Catalogue.

Student Progress

Academic Progression Blocks 1.1 through 3.5: To progress to the next academic year, a student must pass all blocks in the current academic year. The Academic Performance and Standards Committee will

will be processed by the Office of the Associate Dean for Academic Affairs. A fee may be assessed. The incomplete grade (I) remains on the transcript followed by the Pass grade when earned (I/P).

Eligibility to participate in Advanced Pharmacy Practice Experiences (APPEs): Courses in the first through third years must be completed successfully before beginning APPEs. Students may not start an APPE until the Academic Performance and Standards Committee has been notified that all blocks have been remediated successfully. The Academic Performance and Standards Committee will ensure that students are eligible to begin APPEs.

Progression to the Fourth Professional Year: Students must have completed at least three rotations successfully by the end of July in their P3 year to progress to the fourth year of the program. As a general rule, no “off rotations” will be given during the first three APPEs unless a student is required to remediate a block during Rotation 1 or if there is an extenuating circumstance (e.g., maternity leave, illness). The Academic Performance and Standards Committee will monitor the progress of any student who is on academic probation.

Failure to Meet Standards on APPE: When a student receives a NP or an Incomplete grade (I) in a rotation, the faculty member directing APPE assignments will notify the committee in a timely manner. He/she will make recommendations to the committee regarding remediation. The Academic Performance and Standards Committee will approve the remediation plan. The student will be placed on academic probation until he/she remediates the APPE. To monitor the quality of a student’s performance on APPEs, all students must complete at least one APPE with a voting, full-time faculty member. If a student drops or fails this required APPE, he/she must complete another APPE successfully with another voting, full-time faculty member.

Progression to Advanced Electives/Comprehensive Review and Assessment: Students may not begin elective requ

Research Activities

Students in the College of Pharmacy 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 program.

Program Completion and Eligibility for Graduation

All coursework in the College of Pharmacy must be completed within six (6) years of beginning the

drug information, the top 200 drugs and drug cards, physical assessment skills, patient counseling skills, belief systems and pharmaceutical care, introduction to pharmacy practice-community pharmacy and inpatient hospital pharmacy clerkships. Prerequisite: PHRM 5111. (Formerly PHRM 5105)

PHRM 5113 Foundations of Clinical Practice III (4 credits)

This block is designed to further advance and reinforce the knowledge, skills and attitudes initially introduced to the student in PHRM 5111, and further enhanced in PHRM 5112, and to develop clinical foundation skills necessary for patient-centered pharmacy practice. General topics include written and verbal communication skills, developing team collaboration skills, medical terminology, pharmaceutical calculations, pharmacy law, over the counter medications and pharmaceutical care, introduction to patient SOAP notes, the top 200 drugs and drug cards, First Aid certification, patient counseling skills, introduction

introduced to innovations in biotechnology processes and products. Prerequisite: PHRM 5301. (Formerly PHRM 5108)

PHRM 5401 Immunology (3.5 credits)

The first part of this block introduces students to the basics of immunology including cells, organs and effector systems involved in both cell mediated and humoral mediated immune activity. The second part of the block focuses on regulatory interactions between different components of the immune system and the deleterious effects of aberrant immune processes. (Formerly PHRM 5106)

PHRM 5501 Pharmacokinetics (3.5 credits)

This block gives the student an introduction to principles of pharmacokinetics. The relationships between physicochemical characteristics and physiological factors to drug disposition are discussed. The relevance of pharmacokinetics to drug therapy is presented. Prerequisites: PHRM 5111, PHRM 5301 and PHRM 5302. (Formerly PHRM 5109)

SECOND YEAR AND FIRST HALF OF THE THIRD YEAR

The 6200 series describes the didactic curriculum for second-year pharmacy students (P2). The 6300 series denotes the didactic curriculum for the first half of the third year (P3).

team case discussions, which incorporate and integrate aspects of those disease states previously covered. In addition, students will continue to expand their knowledge of individual drug therapies by the construction of individual drug cards. Skills (e.g., counseling, patient education, calculation applications,

applications in treating infections will be discussed. The latter part of the block will focus on basic pharmacology of immunotherapeutic agents and their applications in transplantation.

PHRM 6303 Pharmacy Practice XIII (4 credits)

This block provides students an overview of pharmacy practice management in the community and hospital pharmacy settings. Students are familiarized with the conceptual underpinnings and applications of operations of pharmacy practice management, such as marketing, financial analysis, human resource management, purchasing and inventory control. Disease state management is emphasized as an important component of community pharmacy practice management. In the hospital setting, the importance of drug information, utilization review and clinical therapy guidelines and protocols is stressed.

PHRM 6304 Pharmacy Practice XIV (4 credits)

The objective of this block is to provide an introduction in the pathophysiology, medicinal chemistry, pharmacology, and therapeutic knowledge in the management of hematological disorders, hematological malignancies and solid tumors. Students will receive instruction in the following areas: appropriate cancer screening and prevention information to the general public; basic pharmacology of the commonly used antineoplastic agents in clinical settings; supportive care in oncology and patient specific treatments; and appropriate treatments for the common types of hematological disorders.

PHRM 6305 Pharmacy Practice XV (4 credits)

This block provides students with an understanding of the fundamentals of pharmacoeconomics (PE) and its vamsicse1Vpu

Elective Rotations:
PHRM 7330 Elective clerkship I (8 credits)

Sample Schedule: The following schedule represents an example of the schedule for the blocks in one academic year. This schedule is subject to change.

Year	Block No.	Block Title
First Year		
Fall	5111	Foundations of Clinical Practice I
	5112	Foundations of Clinical Practice II
	5221	Integrated Biological Sciences I
	5222	Integrated Biological Sciences II
	5301	Pharmaceutics/Biopharmaceutics I
	5302	Pharmaceutics/Biopharmaceutics II
Spring	5113	Foundations of Clinical Practice III
	5223	Integrated Biological Sciences III
	5224	Integrated Biological Sciences IV
	5401	Immunology
	5501	Pharmacokinetics
	5114	Comprehensive Review
Second Year		
Fall	6201	Pharmacy Practice I
	6202	Pharmacy Practice II
	6203	Pharmacy Practice III
	6204	Pharmacy Practice IV
	6205	Pharmacy Practice V
Spring	6206	Pharmacy Practice VI
	6207	Pharmacy Practice VII
	6208	Pharmacy Practice VIII
	6209	Pharmacy Practice IX
	6210	Pharmacy Practice X
Third year		
Fall	6301	Pharmacy Practice XI
	6302	Pharmacy Practice XII
	6303	Pharmacy Practice XIII
	6304	Pharmacy Practice XIV
	6305	Pharmacy Practice XV
Spring	R1	Inpatient Care Experiential (IX)
	R2	Ambulatory Care Experiential (AX)
	R3	Inpatient Care Clinical (IC)
Fourth Year		
	R4	Ambulatory Care Clinical (AC)
	R5	Elective rotation
	R6	Elective rotation
	R7	Elective rotation
	R8	Off
	January-May	Advanced Electives: Apprenticeships, coursework, research
	May	Comprehensive assessment and review

HONORS AND AWARDS

The following awards for PharmD students are presented annually on Honors Day in April.

President's Society Award
The Joseph and Dorothy Gendron Journalism Award
Arthur Madorsky, MD Memorial Scholarship Award
Linda Fox Memorial Endowment Fund Award
Dean's Award
American Society of Health Systems Pharmacists Student Leadership Award
National Association of Chain Drug Stores (NACDS) Award
APhA-ASP Outstanding Graduate Award
APhA-ASP Mortar and Pestle Professionalism Award
Who's Who Among Students in American Universities and Colleges Nominations

The following awards are presented annually to graduates at the Commencement Dinner Dance:

Alumni Memorial Award
Merck Award
Perrigo Award for Excellence in Nonprescription Medication Studies
Mylan Pharmaceuticals Award
TEVA Pharmaceuticals Outstanding Student Award
Facts & Comparisons Award of Excellence in Clinical Communication
Pfizer Consumer Healthcare Non-Prescription Drug Therapy Award
Glaxo SmithKline Award
Pfizer US Pharmaceuticals Outstanding Leader Award
Eli Lilly and Company Award
Dean's Award

Academic Calendar 2003-2004
PharmD PROGRAM
(subject to change)

Friday, May 23, 2003
Fall Semester Registration Forms due (4th years)

Monday, Jun. 23, 2003
Fall Semester Tuition Due (4th years)

Friday, Jul. 11, 2003
Fall Semester Registration Forms due (2nd years)

Friday, Jul. 18, 2003
Fall Semester Registration Forms due (3rd years)

Friday, Aug. 1, 2003
Fall Semester Registration (1st years)

Monday, Aug. 4, 2003
Fall Semester Tuition Due (1st, 2nd and 3rd years)

Tuesday, Aug. 5-Friday, Aug. 8, 2003
Orientation

Saturday, Aug. 9, 2003
Convocation/White Coat Ceremony

Monday, Aug. 11, 2003
Fall Semester Tuition Due (4th years)

Monday, Aug. 11, 2003
Classes begin (1st, 2nd & 3rd years)

Monday, Aug. 19, 2002
Fall Semester Classes Begin (4th years)

Monday, Sept. 1, 2003
Labor Day:

Friday, Oct. 3, 2003
Professional Association Day

Monday, Oct. 13, 2003

Columbus Day

Wednesday, Nov. 26, 2003 (12:00 noon)
Thanksgiving recess

Monday, Dec. 1, 2003
Classes Resume
Spring Semester Tuition Due (4th years)

Monday, Dec. 1-Friday, Dec. 5, 2003
Spring Semester Registration (1st & 2nd years)

Friday, Dec. 19, 2003
Last Day of Classes, Autumn Semester
Spring Semester Tuition Due (1st, 2nd & 3rd years)

Wednesday, Jan. 2, 2002
Spring Semester Tuition Due (1st, 2nd & 4th years)

Monday, Jan. 5, 2004
Spring Semester Classes begin (all years)

Monday, Jan. 19, 2004
Martin Luther King Holiday

Monday, Feb. 16, 2004
Presidents Day

Friday, May 14, 2004
Commencement (4th years)

Friday, May 21, 2004
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COLLEGE OF VETERINARY MEDICINE

Doctor of Veterinary Medicine Program

ACCREDITATION

Colleges of Veterinary Medicine are accredited by the Council on Education of the American Veterinary Medical Association (AVMA-COE). The College of Veterinary Medicine at Western University of Health Sciences received a *Letter of Reasonable Assurance* (pre-accreditation status) from the AVMA-COE on March 5, 2001. The College will be eligible for full accreditation following the graduation of the charter class in the Spring of 2007.

MISSION STATEMENT

The College of Veterinary Medicine, a major academic unit of Western University of Health Sciences, serves society and nature by preventing disease in and promoting the health of animals through its programs in veterinary medical education, scholarship, patient care and community service. It prepares students for the practice of veterinary medicine as competent, caring, ethical professionals, and provides an environment open to the free exchange of ideas, where professionalism, scholarship, and cooperative learning can flourish.

THE DEGREE

The Doctor of Veterinary Medicine degree (DVM) is awarded in recognition of the highest level of professional education in veterinary medicine in the United States. To earn the DVM degree, students must 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 national and state veterinary licensing examinations. Information on the North American Veterinary Licensing Examination is available at <http://www.nbec.org/navle.html>. Information on obtaining a state license to practice veterinary medicine is available from each state's Veterinary Medical Board. In California, the Veterinary Medical Board is a division of the Department of Consumer Affairs, and is located at 1420 Howe Avenue, Suite 6, Sacramento CA 95825, 916-263-2610 (<http://www.vmb.ca.gov>). After passing state licensing examinations, graduates may perform all of the duties and responsibilities of a practicing veterinarian as defined by their state's Veterinary Medicine Practice Act.

ADM0 TW1a002

not accepted. Applicants also must maintain a minimum overall grade point average of 2.5 or higher in all pre-professional course work taken prior to application and matriculation. Prerequisite courses are subject to revision each year, and for the latest information, prospective students should consult the university web site at <http://www.westernu.edu>. Application procedures and materials are subject to revision each year, and the information below provides only general guidelines. Prospective applicants are directed to the VMCAS web site and the university web site after July 1 of each year to ascertain the application window that will end the following October 1 and the most accurate application requirements.

(1) Prerequisite Courses

- General (inorganic) chemistry (including laboratory): 1 sequence (year-long)
- Organic chemistry (including laboratory): 1 sequence (year-long)
- Biochemistry: 1 course
- Biological Sciences (including one upper division course and one laboratory), e.g., biology, zoology, physiology, anatomy, cell biology, botany, embryology, mammology, animal science: 2 courses
- Microbiology: 1 course
- Nutrition: 1 course
- Genetics: 1 course
- Statistics: 1 course
- Computer Skills: 1 course
- General Physics (including laboratory): 1 sequence (1 year-long)
- English Composition: 1 course
- Technical/scientific Writing: 1 course
- Public Speaking: 1 course
- Humanities/Social Sciences (at least one course must be taken in either psychology or sociology): 3 courses
- Macroeconomics: 1 course

Each required course must be no less than one academic quarter in length. No remedial courses will be accepted. Honors courses are acceptable and are encouraged when offered by the institution. Prerequisite courses must be completed at a regionally accredited college or university in the U.S. or Canada. Applicants with foreign course work, who wish to have course work completed outside the U.S. considered, must submit a course-by-course evaluation that has been performed by:

[World Education Services](#)

P.O. Box 745, Old Chelsea Station
New York, NY 10113-0745
212.966.6311
www.wes.org

[Josef Silny & Associates](#)

P.O. Box 248233
Coral Gables, FL 33124
305.666.0233
www.jsilny.com

[Educational Credential Evaluators, Inc.](#)

P.O. Box 514070
Milwaukee, WI 53203-3470
414.289.3400
www.ece.org

(2) Test of English as a Foreign Language (TOEFL)

TOEFL (including essay) is required for all applicants who are not U.S. citizens and for whom English is a second language. **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. Applicants must attain a minimum score of 550 (paper-based exam) or 213 (computer-based exam). Official TOEFL scores are valid for 3 years, and valid scores must be submitted at the time of application.

(3) Standardized examinations

Each applicant is required to take the Medical College Admissions Test (MCAT) or Graduate Records Examination (GRE) within five years of matriculation and must submit his/her scores to Western University-CVM for consideration in the admissions process.

(4) Animal related experience

The College requires that each applicant has worked in a major animal medical, farm animal production, regulatory animal control, animal entertainment or animal research environment for no less than 500 hours. 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.

(5) Recommendations

Three letters of recommendation are required from among the following: previous employers, supervisors of extended volunteer activities or academic personnel responsible for courses taken by the individual.

(6) Optional Application Materials

In addition to tuition, students are assessed a \$40 Student Body Fee in years one and two of the curriculum, and a \$20 Student Body Fee in years three and four of the curriculum. This fee supports student government activities and expenditures.

Other Fees and Expenses, Estimated

Late Registration Fee, per day	\$ 30
Recommended Text Books, per year (estimate)	1,000
Required equipment, per year (laboratory coats, scrubs, coveralls, boots, stethoscopes, CD's) (estimate)	250
Required laptop computer, range	1,500 to 2,000
Lost Identification Badge Fee	10
Copy of Official Transcript	5
Copy of Student File Material, per page	0.25

Laptop Computers

Each veterinary student at Western University of Health Sciences is required to have a laptop computer with a CD-ROM drive that meets specifications on the Western University web site at <http://www.westernu.edu/computing/computingtoolbox.html?laptops.htm~MAIN>. The laptops 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, and for participating in exercises in production medicine and practice economics. In addition, each student must have access to a printer. Computers will be needed by students on campus as well as at their local residences, and therefore laptop computers are required instead of desktop models. Students have assigned lockers in which to secure their laptops on campus. More information on required laptops is provided to prospective students at the time of on-campus interviews (February).

Clinical Rotations Expenses

During the third and fourth years of the curriculum, students will rotate through off-campus clinical experiences. Some students may elect to complete some clinical rotations away from the Pomona area. In addition, students are required to return to campus several times during the clinical years for various educational experiences. Any travel, food, housing or other expenses incurred by participating in these activities are the responsibility of the student.

Licensing Examination Fees

Licensing examinations may be taken during the fourth year of the curriculum. Fees and application requirements are determined by national and state examination services, not by the CVM. Western University CVM students may take the North American Veterinary Licensing Examination (NAVLE) during a two-week period in November/December or April of their 4th year. Application procedures and fees are described at <http://www.nbec.org/navle.html>. The web site for the California Veterinary Medical Board is <http://www.vmb.ca.gov>.

ACADEMIC REQUIREMENTS

Academic Advisement

Students are assigned a faculty advisor upon matriculation. The academic advisor-student relationship can become one of the most valuable aspects of veterinary medical education. It provides an opportunity to develop

Grading Policies

Official grades are turned in to the Registrar by the Office of the Dean of the College of Veterinary Medicine, at which time the online student records system, BanWeb, is updated. Official grade reports and unofficial transcripts are 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 at <http://www.westernu.edu/registrar>.

The College of Veterinary Medicine uses letter grades A through U, IP (in progress) and Cr/NCr (credit/no credit) grades. Credit/No Credit courses are those designated by the faculty as required for promotion, but not assigned letter grades. The student must satisfy the requirements of these courses to receive credit.

Course syllabi and instructor remarks at the beginning of each course inform students of academic accomplishment required for each grade.

Letter grades are reported according to the following values:

A (4.0)	Excellent
B (3.0)	Good
C (2.0)	Satisfactory
D (1.0)	Unsatisfactory
U (0.0)	Fail
IP (0)	In Progress
Cr/NCr (0)	Credit/No Credit
Au (0)	Audit
I (0)	Incomplete
W (0)	Withdrawal

A semester and a cumulative grade point average are calculated and posted on each student's transcript. Class ranking also is computed, and appears on the transcript at the student's request only. Class ranking also is available upon request from the Registrar's Office.

Recording of Grades and Grade Change

For first- and second-year students, no grade will be changed unless the instructor certifies in writing to the Associate Dean for Preclinical Programs and the Registrar that an error in computing or recording the grade occurred. For on-campus courses, students have a maximum of two weeks 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 grades remain on the official transcript unless a clerical error has occurred.

For third- and fourth-year students, no grade will be changed after one month from the time the grade is recorded in the Office of the Registrar. Within the above-designated time, grade changes for clinical rotations will be considered only under the following circumstances:

1. When the Associate Dean of Clinical Programs receives a signed written statement from the clinical site coordinator specifying that a clerical error has been made regarding a grade, and that the purpose of the change is to correct that clerical error.

2. When the clinical site coordinator to whom the student was assigned submits a signed written request to have the grade changed. The request must include justification for making the change.

All third and fourth year grade changes must have the approval of the Associate Dean of Clinical Programs or his/her designee. The student should make every effort to discuss his/her evaluation(s) with the assigned clinical site coordinator prior to leaving the clinical rotation.

Satisfactory Progress

Students must maintain a semester and cumulative grade point average of C (2.0) on a yearly basis during all four years of the curriculum to be considered making satisfactory academic and professional progress. All "I" grades must be successfully completed, and "D", "U" or "NCr" grades in any course must be satisfactorily remediated prior to promotion or graduation. If a student leaves a clinical rotation before it is finished without the permission of the Associate Dean for Clinical Programs, or is asked to leave a rotation by the Clinical site coordinator, a grade of "U" for that rotation will be assigned.

Promotion

Promotion is defined as academic and professional progression from one academic year to the next. The Admissions and Scholastic Standing Committee will recommend students to the Faculty for promotion. A student may not be recommended for progression from one academic year to the next with an outstanding grade of "I," "D," "U" or "NCr" in a required course, or a semester GPA less than 2.0 for two consecutive semesters. When considering a student for promotion, ethical, professional, and personal conduct will be taken into consideration (see **University Academic Policies** section).

Academic Probation

Students may be placed on Academic Probation by the Faculty following recommendation by the Admissions and Scholastic Standing Committee for any of the following reasons:

1. inadequate academic progress, including but not limited to earning in any required courses or rotations a grade less than C (2.0) or a grade of NCr (0),
2. a semester GPA of less than 2.0,
3. a pattern of unexcused absences from scheduled learning activities, or
4. deficient ethical, professional, or personal conduct as defined in the University Catalog.

1. earning a semester grade point average of less than 2.0 for two consecutive semesters,
2. failing more than one required course in the curriculum, including clinical rotations, and/or
3. failing to successfully remediate any required course as determined by the Admissions and Scholastic Standing Committee.

In addition, the University Student Conduct Committee may recommend dismissal (see **General University Academic Policies** section of this catalog for more information).

Readmission

Students dismissed from the program for inadequate academic progress may apply to the Admissions and Scholastic Standing Committee for reinstatement. Students dismissed for the second time, or second-, third- or fourth-year students who have attained semester GPA's of less than 2.0 in more than 40 percent of the semesters enrolled, or students who have incomplete (I) grades in required courses will not be considered for readmission.

The Admissions and Scholastic Standing Committee, upon granting readmission, will stipulate the courses to be repeated and the level of performance that must be achieved. Failure to achieve these requirements will result in permanent dismissal from the program. If permitted to return, students will be placed on probation, and may be dismissed again any time their performance is unsatisfactory.

Graduation

A student will be recommended for the degree Doctor of Veterinary Medicine at Western University provided he/she:

1. has completed all required courses in the four year curriculum with a cumulative GPA greater than or equal to 2.0,
2. has no outstanding grade of "I," "IP," "D" or "U," or a grade of "NCr" in a required Credit/No Credit course,
3. has demonstrated appropriate ethical, professional, and personal conduct, as defined in the University Catalog, "General Academic Policies and Procedures" section, and
4. has complied with all the legal and financial requirements of the University as stated in the University Catalog and has paid all required fees.

Unless special permission has been granted by the President of the University, all students must participate in person in the commencement program at which the degree is conferred. If the President grants special permission to be excused from graduation, the graduate may be required to present himself or herself at a later date to the Dean of the College of Veterinary Medicine to receive the diploma and take the Veterinarian's Oath.

CURRICULUM

Veterinary medicine is unique in that through comparison of species it bridges medicine, agriculture, and biology. The professional degree curriculum emphasizes the acquisition and development of skills, values, and attitudes at least as much as the acquisition of a core of veterinary knowledge. The curriculum and educational process is designed to initiate and promote lifelong learning in each professional degree candidate while instilling an appreciation of the breadth and scope of the profession's broad, diverse responsibilities and

**REQUIRED PROFESSIONAL CURRICULUM OF WESTERN UNIVERSITY OF HEALTH SCIENCES
COLLEGE OF VETERINARY MEDICINE DVM DEGREE**

Year 1	1st		Year 1	2nd	
Courses	Semester	Credits	Courses	Semester	Credits
CVM 5000	PBL Module	8	CVM 5100	PBL Module	8
CVM 5020	PBL Module	8	CVM 5120	PBL Module	8
CVM 5030	Molecular/Cellular Bio	1	CVM 5130	Molecular/Cellular Bio	1
CVM 5040	Veterinary Issues	2	CVM 5140	Veterinary Issues 2	2
CVM 5050	Clinical Skills	<u>2</u>	CVM 5050	Clinical Skills	<u>2</u>
Total		21	Total		21
Year 2	3rd		Year 2	4th	
Courses	Semester	Credits	Courses	Semester	Credits
CVM 6000	PBL Module	8	CVM 6100	PBL Module	8
CVM 6020	PBL Module	8	CVM 6120	PBL Module	8
CVM 6030	Molecular/Cellular Bio	1	CVM 6130	Molecular/Cellular Bio	1
CVM 6040	Veterinary Issues2	2	CVM 6140	Veterinary Issues	2
CVM 5050	Clinical Skills	<u>2</u>	CVM 5050	Clinical Skills	<u>2</u>
Total		21	Total		21

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COURSE DESCRIPTIONS

CVM 5000 Problem-Based Learning Modules I (8 credits)

These courses promote the self-directed study of fundamental concepts of primary basic medical sciences (such as animal Anatomy, Behavior, Biochemistry, Epidemiology, Genetics, Immunology, Microbiology, Nutrition, Parasitology, Pathology, Pharmacology, Physiology and Toxicology) within the context of simulated patient problems or cases of health and disease in animals. Students are randomly assigned to groups of 6 to 8 (average 7) with a faculty facilitator and learn through hypothesis formation, hypothesis testing, and deductive reasoning to identify and master learning issues associated with the cases. Students master basic science content, information access, and group dynamic and communication skills, and begin to develop hypothetico-deductive reasoning skills of health care providers. For each module, cases are conceived within organ system(s) themes with interdisciplinary focus. Correlative lectures, laboratories, and other learning experiences are provided to supplement cases.

CVM 5020 Problem-Based Learning Modules II (8 credits)

Taken concurrently with CVM 5000, focusing on other veterinary problems.

CVM 5100 Problem-Based Learning Modules III (8 credits)

Continuation of CVM 5000 and 5020.

CVM 5120 Problem-Based Learning Modules IV (8 credits)

Taken concurrently with CVM 5100, focusing on other veterinary problems.

CVM 5030 Molecular and Cellular Biology I (1 credit)

These courses provide correlative lectures to the Problem-Based learning cases, focusing on the central biological principles and mechanisms that underlie animal health and disease at the molecular and cellular level, and their influence on organ, organismal, and population manifestations.

CVM 5130 Molecular and Cellular Biology II (1 credit)

Continuation of CVM 5030.

CVM 6020 Problem-Based Learning Modules VI (8 credits)

Taken concurrently with CVM 6000, focusing on other veterinary problems.

CVM 6100 Problem-Based Learning Modules VII (8 credits)

Continuation of CVM 6000 and 6020.

CVM 6120 Problem-Based Learning Modules VIII (8 credits)

Taken concurrently with CVM 6100, focusing on other veterinary problems.

CVM 6030 Molecular and Cellular Biology III (1 credit)

Continuation of CVM 5130.

CVM 6130 Molecular and Cellular Biology IV (1 credit)

Continuation of CVM 6030.

CVM 6040 Veterinary Issues III (2 credits)

Continuation of CVM 5140.

CVM 6140 Veterinary Issues IV (2 credits)

Continuation of CVM 6040.

CVM 7000 Introduction to Practice Management (1 credit)

This course is an on-campus orientation to practice management and practice economics in the 3rd year rotations and focuses on all aspects of modern veterinary practice management.

CVM 7010 Small Animal Mixed Practice I (2 credits)

Supervised clinical education in the academic and practical aspects of small animal (canine, feline, pet birds, reptiles) medicine and surgery in carefully selected high quality, high volume private practices within a 60-mile radius of the campus. Students see a wide variety of cases and directly manage medical and surgical examinations, diagnosis and management. Students are active participants in the diagnostic and therapeutic management of patients, and, as such, perform physical diagnosis and actively manage or participate in diagnostic problem-oriented decision making. Students have the opportunity to observe clinicians as role models and become familiar with how clinicians apportion their time spent with clients, staff and other hospital matters. Students also consult with hospital managers to learn about hospital management and issues including records, inventories, and client billing. One of these 4 Small Animal Mixed Practice rotations is an emergency

CVM 7021 Livestock Mixed Practice II (2 credits)

Continuation of CVM 7020.

CVM 7025 Population Health & Production (2 credits)

This rotation is staged from campus, with off-campus field trips. Each student is required to prepare a data-based analysis of the current health and production status of an animal population of his/her choosing. This could include a livestock herd or flock, a stable, companion animal kennel or cattery, pet store, humane society, rescue shelter, quarantine facility, poultry flock, or fish farm. Faculty members arrange visits to selected populations and assist with offsite expertise as needed to support this exercise. A defensible proposal to improve the animal health status (diseases, nutrition, genetics, housing, environment, etc.) also is included in this exercise. Students present their results to peers and faculty for critical evaluation.

CVM 7030 Equine Practice I (2 credits)

Supervised clinical education in ambulatory equine practices within 60 miles of the campus. High quality practitioners are used to instruct students in common equine problems. Students are active participants in the diagnostic and therapeutic management of patients, and, as such, perform physical diagnosis and actively manage or participate in diagnostic problem-oriented decision making. They are exposed to preventive care programs as well as emergency cases. In addition students are exposed to the economics of the equine industry and the business aspects of an equine practice as well as to a referral equine surgery practice.

CVM 7031 Equine Practice II (2 credits)

Continuation of CVM 7030.

CVM 7035 Humane Society/Shelter Medicine (2 credits)

Supervised clinical experience in the Inland Valley Humane Society (IVHS) in Pomona, CA three miles from the Western University campus. Responsibilities during this rotation are in two areas, the Veterinary Care Facility and Animal Control/Regulation. Students are responsible for the pre-operative evaluation of, surgical sterilization of, post-operative recovery of, and client education for adopted and client-owned dogs cats and rabbits. They also provide veterinary care for all shelter-housed animals as determined by shelter staff or first and second year Western University students involved in the Clinical Skills course. Students receive, examine, diagnose and treat patients in the public primary care veterinary practice setting at IVHS. Each student is expected to complete on average 30 ovariohysterectomies and/or castrations each rotation. Animal Control responsibilities include riding with the humane officers during routine surveillance and emergency calls, participating in protocols for animal acquisitions to IVHS, and interacting with the public on animal control/regulation issues (rabies vaccination and exposures, animal abuse, animal neglect, nuisance animals/behavior problems, etc.).

CVM 7040 Diagnostic Laboratory & Pathology (2 credits)

Supervised clinical instruction in a veterinary diagnostic laboratory facility and clinical pathology laboratory. Students are active participants in the diagnostic examination of specimens from animal patients. Students gain practical pathology experience in necropsy of a wide range of animal and avian species under the supervision veterinary pathologists. Practical training in laboratory tests and their interpretation including clinical pathology, toxicology, microbiology, serology and parasitology occurs. Students in this rotation present one necropsy rounds for peers and faculty where cases of interest are summarized in terms of history, clinical signs, treatment, and pathology.

CVM 7045 Laboratory Animal & Research (2 credits)

Supervised clinical instruction in laboratory animal facilities at government, university, or private research organizations. Students are active participants in the diagnostic and therapeutic management of laboratory animal patients, and perform phys4(al)4.3
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CVM 7050 Zoo Animal & Wildlife (2 credits)

Supervised clinical instruction in regional zoos in the diagnosis, treatment, and control of zoological animal

of relevant published materials as it may apply to their case(s). Presentations, both oral and written, are evaluated by faculty using formal criteria, and students are encouraged to be both critical and analytical in their reports.

CVM 7510 Selective Rotation I (4 credits)

Supervised clinical instruction in high quality specialized learning experiences available at institutions and practices in North America and throughout the world, to include specialty practices, species practices, other colleges of veterinary medicine, and other public and private biomedical institutions. Current information on fourth year, CVM 601-609 sites available for student selection is available online at: www.westernu.edu/vetmed/curriculum.htm. Selective rotations for each student must be chosen with the advice of the student's advisor, and approved by the faculty Committee on Specialty Instruction.

CVM 7520 Selective Rotation II (4 credits)

Continuation of CVM 7510.

CVM 7530 Selective Rotation III (4 credits)

Continuation of CVM 7520.

CVM 7540 Selective Rotation IV (4 credits)

Continuation of CVM 7530.

CVM 7550 Selective Rotation V (4 credits)

Continuation of CVM 7540.

CVM 7560 Selective Rotation VI (4 credits)

Continuation of CVM 7550.

CVM 7570 Selective Rotation VII (4 credits)

Continuation of CVM 7560.

CVM 7580 Selective Rotation VIII (4 credits)

Continuation of CVM 7570.

CVM 8090 Senior Student Presentation (2 credits)

Each student is required to make an oral presentation with a written report of a case, series of cases, or a herd/flock problem with which they have been involved during the curriculum. The approach to the presentation is similar to that of CVM 7090, except that a greater depth of research and higher standard of analysis and presentation are expected. Students carry out a thorough literature search and evaluate the strengths of relevant published materials as it may apply to their presentation. Presentations, both oral and written, are evaluated by faculty using formal criteria, and students are encouraged to be both critical and analytical in their reports. All senior presentations are collected and published in-house by Western University College of Veterinary Medicine annually.

CVM 8999 Independent Research with Thesis (Optional) (4 credits)

Students are encouraged to conduct scholarly research and submit a thesis during their four-year curriculum. The thesis should explore an original question relating to the basic sciences, a clinical problem, or a public or environmental health issue involving veterinary medicine. Students are supervised by faculty members from the CVM or jointly by faculty from other institutions. Students who successfully complete a thesis will be acknowledged at graduation, and their achievements recorded in their permanent academic records.

HONORS AND AWARDS

The following awards are presented annually at the University's Honors Day ceremony in April:

- The President's Society Award
- The Joseph & Dorothy Gendron Journalism Award
- Linda Fox Memorial Endowment Fund Award
- Arthur Madorsky, MD Memorial Scholarship Award
- Allan H. Hart, BVSc Scholarship
- Dean's Award
- Initiation into the Society of Phi Zeta, the Honorary Society of Veterinary Medicine, 3rd year

Veterinarian's Oath

COLLEGE OF ALLIED HEALTH PROFESSIONS

MISSION

The College of Allied Health Professions supports the mission of Western University of Health Sciences by providing high quality professional and graduate education. The College utilizes the team approach to develop competent and compassionate professionals who provide service to the community and continually develop their skills, knowledge, and abilities through independent lifelong learning activities.

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 support all members of the College.
3. To ensure an environment and culture that empower all persons in the College to maximize their potential

COLLEGE OF ALLIED HEALTH PROFESSIONS

Master of Science in Health Sciences Program

THE DEPARTMENT OF HEALTH SCIENCES

The Department of Health Sciences aims to sustain an integrative response to methodological issues in order to equip students with a critical appreciation of the diverse approaches now practiced in science and medicine.

4. Assist students in the integration of theory and practice to ensure health care education will be relevant to the needs of society.
5. Encourage students to engage in productive professional relationships to acquire, evaluate and communicate information about the health sciences.
6. Create and be responsive to the needs of health care professionals, thereby providing opportunities for educational expansion.
7. Enhance continuing professional education in health care.
- 8.

various educational levels in the health professions. Compassion, integrity, concerns for others, interpersonal skills, interest, and motivation are all personal qualities to be assessed during the admissions and educational processes.

ADMISSIONS POLICY AND PROCEDURES

Admission to the degree program is through the Department of Health Sciences. Students may apply for either the fall or spring semesters. Western University is committed to admitting competitive, qualified individuals with disabilities.

Application Requirements: Advanced Physician Assistant Practice students

Candidates must meet the following academic requirements:

1. A bachelor's degree from an accredited institution.
- 2.

ACADEMIC POLICIES AND PROCEDURES

Course Load

A graduate student at Western University of Health Sciences in the Master of Science in Health Sciences program must enroll in at least eight semester hours per term to be considered full-time. To be considered full-time when enrolled in fewer than eight hours, the student must be registered in all remaining courses necessary for completion of the graduation requirements for the degree.

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 16 semester hours during the calendar 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.

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 specific degree concentration 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 his or her graduation, provided all revised policies of the later catalog are followed. Students are required to keep the Registrar informed of their current address and telephone number. Forms for this purpose are available in the Student Affairs office.

Grading System

Official grades are turned in to the Registrar from the Dean of Allied Health Professions, 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. For more information on how to access the BanWeb student records system, visit the Registrar's website at <http://www.westernu.edu/registrar>.

Western University of Health Sciences makes use of letter grades, which may include a plus/minus (+ / -) system of grading. The Department of Health Sciences makes use of letter grades only. A four-valued letter grade scale will be given, indicating:

Grade			Quality Points
A	-	Excellent	4
B	-	Good	3

circumstances arise, the student may petition the instructor in writing for a one-semester extension to complete the course work. Prior to the end of the semester in which the original incomplete grade was assigned, the instructor must approve arrangements for the Incomplete and its removal. The instructor must certify any grade changes.

HEALTH PROFESSIONS EDUCATION CONCENTRATION SELECTIVES

Students will select a minimum of eight (8) credit hours from the following:

HSCI 5071	Advanced Studies in Special Populations I	3	online
HSCI 5200	Historical Issues in Health Professions Education	3	traditional
HSCI 5202	Legal and Ethical Issues in Health Professions Education	3	traditional
HSCI 5204	Educational Administration/Leadership	3	traditional
HSCI 5208	Special Topics	3	traditional/online
HSCI 5210	Disabilities in the Health Professions	3	traditional
HSCI 5300	Directed Field Experience	1-3	traditional
HSCI 5302	Independent Study	1-3	traditional
HSCI 5999	Thesis/Special Project	3-6	traditional

ADVANCED PHYSICIAN ASSISTANT PRACTICE CONCENTRATION SELECTIVES

Students will select a minimum of nine (9) credit hours from the following:

HSCI 5018	Practicum in Community Health Education	3	online
HSCI 5160	Health Care Delivery Systems	3	online
HSCI 5200	Historical Issues in Health Professions Education	3	traditional
HSCI 5202	Legal/Ethical Issues in Health Professions Education	3	traditional
HSCI 5208	Special Topics	3	traditional/online
HSCI 5999	Thesis/Special Project	3-6	traditional

Time Limits

()1021 1 Issues in Health Professions Education 3 traditional

Summary

A student will be recommended for the degree of Master of Science in Health Sciences provided he or she:

1. Has satisfactorily completed the 32-unit course requirement in the MSHS curriculum, of which 26 units must be completed at Western University of Health Sciences in the MSHS degree concentration of their choice.
2. Has completed one of the following: 1) thesis, 2) special project, or 3) comprehensive examination
3. Is not on probation.
4. Has complied with all the legal and financial requirements of the University as stated in the University Catalog.
5. Has demonstrated no serious deficiencies in ethical, professional, or personal conduct, as defined previously.
6. Attends in person and participates in the commencement program at which time the degree is awarded, unless special permission has been granted by the President of the University. If the President grants special permission to be excused from graduation, the graduate may be required to present himself or herself to the Dean at a later date to receive his or her diploma.

TUITION AND FEES

Schedule of Fees

\$225 Unit cost per semester hour (32 semester hours minimum for MSHS degree)

Other Fees and Expenses

\$35. Application Fee
\$50. Continuous Registration Fee
\$30. (per day) Late Registration Fee
\$10 Lost ID Badge
\$5. (each) Copy of Official Transcript
\$0.25 (per page) Copy of Student File Material

Tuition and fees are subject to change without notice upon approval by the Board of Trustees. All fees are

independent study, using materials provided over the World Wide Web. This course is open only to Board Eligible Physician Assistants.

HSCI 5012 Pharmacotherapeutics (3 credit hours)

This course presents advanced pharmaceutical principles and practices that will facilitate the PA's ability to prescribe and monitor the effects of medications on patients with common, acute, chronic, and complex health problems.

HSCI 5014 Introduction to Community Health Education (3 credit hours)

This course provides an overview of the development and implementation of patient education programs in the community and in acute, long-term clinical settings. Models for preparing health education programs will be presented, including design considerations, appropriate for age, ethnic, cultural, and socioeconomic differences. Assessment of need, developing objectives, designing learning activities, implementation, and evaluation are emphasized. Practical application will include the design and implementation of one curriculum unit of instruction based on a health education subject.

HSCI 5016 Success Strategies for Distance Learning (1 credit hour)

This course is a requirement for all entering students and provides new students with a comprehensive introduction to Western University's distance learning courses. Following an overview of the most important University policies, instructional methods, and resources, the students will have an opportunity to assess their own readiness for distance learning. Knowledge and skills derived will help ensure successful completion of distance learning courses.

HSCI 5018 Practicum in Community Health Education (3 credit hours)

This course provides students working in the community with an opportunity to demonstrate their application of community health education principles in the practice setting. The student will be expected to design a community health project to improve health care outcomes.

HSCI 5071 Advanced Studies in Special Populations I (formerly PA 5071) (3 credit hours)

This course surveys issues confronted by health care providers while treating and evaluating patients with existing disabilities. Topics include the history of disabilities in the health professions, ethics, communication, language, accessibility, and the responsibilities of health care providers under the Americans with Disabilities Act. **Not open to students with credit for PA 5071.**

HSCI 5072 Advanced Studies in Special Populations II (formerly PA 5072) (3 credit hours)

This second exploration of special populations builds on themes and concepts presented in HSCI 5071. **Not open to students with credit for PA 5072.**

HSCI 5100 Teaching and Learning Theories (formerly HPE 5100) (3 credit hours)

This survey course is designed to introduce the student to teaching and learning theories as they apply to the adult learner. The interrelationship between learning and teaching styles and how these impact the learning environment are covered. Teaching methods and strategies designed to enhance classroom learning in the health professions are emphasized. The design of practical learning activities is underscored. **Not open for students with credit for HPE 5100.**

HSCI 5102 Principles of Instructional Design and Clinical Teaching (formerly HPE 5102) (6 credit hours)

This course is designed to provide the student with the skills needed to develop educational programs in the health professions and incorporating the role of the clinical instructor. Practice is given in applying descriptive principles of teaching and learning to the design of a unit of instruction. Included will be the construction of a needs assessment, data analysis, writing instructional objectives, defining instructional strategies, designing learning activities, selecting media and planning evaluation. **Not open for students with credit for HPE 5102.**

HSCI 5104

Evaluation Methods (formerly HPE 5104)

(3 credit hours)

HSCI 5206 Research Methods II (formerly HPE 5206) (3 credit hours)

The purpose of this course is to introduce students to a variety of research methodologies employed in both clinical and educational settings. Included will be historical studies, case studies, observational studies, the survey, quasi-experimental designs, and experimental designs. Generalizability issues and validity/reliability issues related to research are presented. Prerequisite: HSCI 5106 or equivalent.

Academic Calendar 2003-2004

Fall Semester

Friday, Aug. 1, 2003

COLLEGE OF ALLIED HEALTH PROFESSIONS

Doctor of Physical Therapy Degree Program

Western University of Health Sciences
Department of Physical Therapy Education
Doctor of Physical Therapy Program

ABOUT THE DOCTOR OF PHYSICAL THERAPY PROGRAM

The DPT program is designed to provide students a didactic augmentation of physical therapy knowledge and skills that has occurred over the past 5-7 years and to provide additional experience in the clinical setting as life-long learners, acquire, analyze, synthesize and apply knowledge in new settings, prior to graduation. 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 new, more effective methods of patient care.

The reason for moving toward a DPT degree is based on the new and expanding role of the physical therapist. Changes are occurring in the field and the future role will include practice in primary care and direct access. As such, physical therapists will be expected to perform medical screening, have a stronger knowledge base of the medical and clinical sciences, and be able to perform higher level problem-solving and clinical decision-making.

PROGRAM GOALS

In addition to the first professional doctoral degree, the program offers the DPT degree to licensed physical therapists. 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 humanities. The program as a student with advanced standing to complete requirements for the DPT degree. The required courses will depend upon the student's previous academic coursework and clinical/professional experiences. The student with advanced standing may take many courses online with 2-3 weekends on campus. The mission and program goals are the same for the first professional and advanced standing students. Policies related to admissions, registration, and tuition and fees are different for students entering with advanced standing. A description of the policies for students with advanced standing is available in the program manual. The program is based on the first professional DPT program. All other policies are the same for both first professional DPT students and those admitted to the DPT program with advanced standing.

MISSION OF THE PROGRAM

In keeping with the University's mission, the mission of the Physical Therapy program is to educate

- Practice physical therapy as an entry-level clinician generalist by assuming responsibility for the components of that role;
- Communicate with peers, colleagues, patients, clients, family members and the community-at-large in a style that is commensurate with their level of understanding;
-

A candidate for DPT ordinarily must have abilities and skills of five varieties including (1) observation; (2)

ADMISSIONS POLICIES AND PROCEDURES

- Letters of recommendation (3 with at least one from a PT supervisor/colleague; remaining letters may be from non-PT health care professionals).
- Writing sample including why the applicant desires to pursue this degree and what he/she will plan to

while in non-degree status. Should the student wish to change enrollment status, the usual admissions procedures must be followed. Up to three courses taken as a non-degree student at Western University can be transferred into the DPT degree program. Questions about transferring from non-degree to degree status should be directed to the Chairperson, Department of Physical Therapy Education.

TUITION AND FEES

By action of the Board of Trustees, the tuition and fees effective July 1, 2003, (subject to change) are as follows:

- *\$1,250 Tuition Deposit for incoming students
(Payable two weeks after acceptance)
- **\$500 Enrollment Deposit
(Students returning from leave of absence only - Due by May 15)

\$25,500 Total Tuition Annual

\$40 Student Body Fee, covers student council, social activities, public relations.

*Upon matriculation, the entire \$1,250 is applied toward the total tuition.

**For accepted candidates who are students returning from leave of absence, a \$500 enrollment deposit is due May 15 prior to enrollment. The deposit is nonrefundable and credited toward tuition upon enrollment.

Tuition and fees are subject to change without notice upon approval by the Board of Trustees. All the above-listed fees are mandatory for each student and are nonrefundable.

Other Fees and Expenses

\$500	Required and Recommended Texts
\$10	(per day) Late Registration Fee
\$40	Lost Locker Key
\$10	Lost ID Badge
\$5	(each) Copy of Official Transcript
\$10	(each) Copy of Oahanna5cFax(r)911.9ed ey

Grade Scale/Grade Points/Class Ranking

The following academic standards and grading scale applies to students enrolled in the Physical Therapy Program:

Percentage	Letter Grade		Grade Points
93 - 100	A	Excellent	4.0
90 - 92	A-	Excellent	3.7
87 - 89	B+	Good	3.3
83 - 86	B	Good	3.0
80 - 82	B-	Good	2.7
77 - 79	*C+	Passing, but below required overall GPA	2.3
73 - 76	*C	Passing, but below required overall GPA	2.0
Below 73	U	Unsatisfactory	0
	NCr	No Credit	0
	Cr	Credit	0
	I	Incomplete	0
	M	Missing	0
	Au	Audit	0
	W	Withdrawal	0

* A "C" or "C+" grade in and of itself is a passing grade. However, a "C" or "C+" grade is below the required overall grade point average of 2.7. If the number of "C's" and "C+'s" totals an amount to bring the student's GPA to below 2.7, then the performance, based on professional expectations, is considered unsatisfactory. In addition to maintaining a minimum 2.7 GPA, no more than 24 units can be with a C or C+ grade.

Clinical Practica Grades:

Cr	Satisfactory Performance/Completion of clinical practicum assignment
NCr	Unsatisfactory Performance/Completion of clinical practicum assignment

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.

- d. Review of Examinations: Examinations are graded as soon as possible and are kept on file for student review. Student performance in clinical courses is monitored closely by the Director of Clinical Education. 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.

Professional Performance

- a. Ability-based Assessment: The faculty supports the concept of development of professional behaviors throughout the program. These behaviors 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 Western University 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 formal and informal feedback.

3. Unexcused absences may be sufficient cause for placing a student on professional probation and continued unexcused absences may be grounds for dismissal from the program.
 4. Absences on the first or last day of a module or Clinical Practicum, or on the day before or after a scheduled break, vacation, or weekend, are considered unexcused unless prior written approval has been granted. If such an absence is the result of a sudden unavoidable circumstance, the Department Chairperson should be notified as soon as possible and provided with an explanation for the absence.
- c. Student Examination Policy
1. Students are not to communicate in any way during examinations and are to face the front of the classroom at all times.
 2. During scheduled examination hours, students are highly discouraged from going to the bathroom, but will be allowed to go one at a time. Student will be required to turn in the exam and Scantron® sheet as he/she leaves the room.
 3. Once a student finishes an exam, the student will turn in the exam and the Scantron® form to the proctor, and after he/she leaves the examination room, he/she will not be permitted to re-enter the room until the exam is declared over.
 4. All students' belongings, i.e., notebooks, calculators, and headsets, etc., will be kept in front of the room.
 5. Questions will be answered at the discretion of the proctor during the examination period. Students should be permitted to point out typographical or other errors present in the examination to the proctor.
 6. Alternate seating shall be utilized for all examinations unless precluded by space availability.
 7. Violations of these examination policies or of Standards of Professional Conduct will be brought before the Student Conduct Committee.

Student Academic Progress Committee

- a. The Student Academic Progress Committee of the College of Allied Health Professions is comprised of Department Chairs, the Dean of Student Affairs/Registrar and elected faculty members.
- b. Each year, the Student Academic Progress Committee shall review as needed the academic achievements and the performance of all students. The names and grades of students in academic difficulty shall be made available to the Student Academic Progress Committee by the Department Chair.
- c.

Graduation

A student will be recommended for the degree of Doctor of Physical Therapy provided he/she:

- a. Has satisfactorily completed a minimum of three years education at the University in the DPT curriculum, except if the student has been granted advanced standing in the program.
- b. Is not on probation and has completed all prescribed academic and clinical education requirements with a cumulative grade point average of at least 2.7 and has no outstanding grade of "I" or "U," or "NCr" in a required course.
- c.

Remediation

Every effort will be made to give each student ample opportunity to demonstrate competency in each area of the academic program. However, remediation 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, and utilization of resources available to him or her.

Tutorial Assistance Program

Modified Year I DPT Curriculum

Confidentiality of Medical Records and Health History Information

All data gathered about patients and their illnesses, including all items within patients' medical histories are privileged information.

- a. 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.
- b. Charts or contents, e.g., lab reports, etc., are not to be removed from the hospital or clinical setting.

Use of Physical Therapy Equipment and Laboratories

The DPTE policy for use of the PT equipment in the PT Skills Laboratories is as follows: 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. These DPT students must be checked out by a faculty member as being competent to use the equipment. DPT students using the equipment should be doing so in conjunction with a class they are taking, or in preparation for a clinical practicum, or to conduct a clinical research project. If equipment is used for a research project, the DPT faculty advisor will be responsible to check out student competency in using the equipment.

Physical Therapy skills and research labs may be used after regular class hours, with permission of the

Year II

Trimester IV -15 Weeks

PT 5142	Clinical Education and Professional Development II	1
PT 5205	Evaluation and Treatment of Upper Quarter Musculoskeletal Dysfunction	6
PT 6020	Principles of Electrotherapeutic Evaluation & Treatment	3
PT 6030	Physiology of Exercise	4
PT 6040	Evaluation & Treatment of the Cardiopulmonary System	4
PT 6220	Application of Research to Clinical Practice	0.5
PT 8100	Pharmacology for Physical Therapists	3
<i>Total</i>		<i>21.5</i>

Trimester V - 15 Weeks

PT 8110	Structural Imaging in Physical Therapy Diagnosis	2
PT 7020	Clinical Education II	12
<i>Total</i>		<i>14</i>

Trimester VI - 15 Weeks

PT 6000	Neuroanatomy	4
PT 6005	Neurophysiology	4
PT 6010	Evaluation & Treatment of Neurological Disorders I	4
PT 6015	Differential Diagnosis of Neurological Disorders	4
PT 6075	Prevention and Management of Problems in the Pediatric Patient	3
<i>Total</i>		<i>19</i>

Year III

Trimester VII - 15 Weeks

PT 5143	Clinical Education & Professional Development III	1
PT 6011	Evaluation & Treatment of Neurological Disorders II	4
PT 6045	Differential Diagnosis of the Integumentary System/Wound Care	3
PT 6050	Principles of Administration and Management	3
PT 6060	Prosthetics, Orthotics and Gait	3
PT 6070	Prevention and Management of Problems in the Aging Adult	3
PT 6220	Application of Research to Clinical Practice	0.5
PT 8400	Research Investigation (optional)	0-2
<i>Total</i>		<i>17.5-19.5</i>

Trimester VIII - 18 Weeks

PT 7030	Clinical Internship I	12
PT 8500	Selected Topics	4-6
<i>Total</i>		<i>16-18</i>

Trimester IX - 12 Weeks

PT 7040	Clinical Internship II	12
<i>Total</i>		<i>12</i>
Graduation - Total Semester Hours		162

DESCRIPTION OF THE DPT PROGRAM FOR STUDENTS WITH ADVANCED STANDING

See **Admissions Requirements** (above) for Admission with Advanced Standing information.

Curriculum Design and Organization

The DPT program for students with advanced standing is designed for the adult learner. Adult learners are students who have life roles other than student, which make demands on their time and resources, such as being a parent and/or an employee. The design uses contemporary educational and instructional learning theories that emphasize outcome behaviors as the desired goal, rather than time on task. Individualized instructional strategies that include mediated learning as well as classroom instruction are also used. The program features several non-traditional instructional strategies.

Advanced students may chose to take web-based courses or enroll in the same on-campus classes offered to the first professional degree students. The instructional modality that is most evident in the curriculum for advanced students is web-based distance learning. Students are prepared to understand the characteristics of the adult learner role and are shown how to acquire adequate computer literacy during an introductory course entitled "Strategies for Successful Learning" (PT 6600). They are expected to be online and engaged in learning activities from the first day of the first trimester. The DPT web site is designed to provide the learner with all of the direction that is needed to be successful in each course, including learning objectives, content, learning activities, evaluation methods and grading criteria.

An on-campus orientation is required prior to starting the first course of the program. The PT 6600 Strategies for Successful Learning course is completed at that time. One or more on-campus seminar weekends are held each trimester, depending on the individual courses enrolled in during that trimester. At least two weekend seminar classes are held for each course. Weekend classes may be held Friday afternoon through Saturday, all day Saturday only, or Saturday morning through Sunday afternoon. Seminar sessions may include

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Reasonable Academic Progress

All students with advanced standing are expected to make reasonable progress each year toward the degree objective. Students with advanced standing are considered to be making reasonable academic progress when they maintain an overall GPA of at least 2.7 and complete 4-6 units during the calendar year. Students must complete the graduation requirements within the time limits described under Time Limits (below).

Seminar Weekend Attendance for Web-based Courses

Module VIII - 12 Weeks	
PT 5144 Preparation for Clinical Practicum IV	0.5
PT 6020 Principles of Electrotherapeutic Evaluation and Treatment	3
PT 6030 Physiology of Exercise	4
PT 6050 Principles of Administration and Management	3
PT 6060 Prosthetics, Orthotics and Gait	3
PT 6070 Prevention and Management of Problems in the Aging Adult	3
PT 6200 Applied Research II	1
Total	17.5

Module IX - 6 Weeks	
PT 6075 Prevention and Management of Problems in the Pediatric Patient	3
PT 6100 Rehabilitation: The Neuro-Musculoskeletal and Cardiopulmonary Systems	5
Total	8

Final Phase (Year III)

Module X - 12 Weeks	
PT 7040 Clinical Internship II	12
Total	12

Module XI - 4 Weeks	
PT 6500 Electives	4
PT 6210 Applied Research II	1
Total	5

Graduation - Total Semester Hours 144

COURSE DESCRIPTIONS AND CREDIT HOURS

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

PT 5000 Psychosocial Aspects of Health Care (2.5 credit hours)

(Formerly PT 500)

Prerequisite: Acceptance to program. Introduction to the psychological and sociological effects of acute, chronic, terminal, traumatic and congenital medical problems on the patient, family and therapist; communication skills including interviews, verbal and non-verbal communication. Includes discussion of ethical issues in health care.

PT 5015 Physical Therapy in the Health Care System (3 credit hours)

(Formerly PT 501 and 502 or PT 5010 and 5020)

Prerequisite: Acceptance to program. Emphasis on concepts presented in the *Guide to Physical Therapist Practice* and the APTA Code of Ethics. Includes a broad perspective of world, national and state health care factors, legal aspects of physical therapy practice, and documentation and reimbursement in a variety of practice settings.

PT 5040 Histology and Tissue Healing (2 credit hours)

Prerequisite: Acceptance to the program. Includes tissue typ Ind Tisnd Ts76s.6(ss0007 E6.7(ram)-2.3((2.)-2.3 to)-5 TD0.2ste9(c

PT 5060 Human Morphology and Movement I (7.5 credit hours)

(Formerly PT 503, 505 and 509 or PT 5030, 5050 and 5080)

Prerequisite: Acceptance to program. This is a fully integrated course on human anatomy and kinesiology. Includes introduction to theoretical and functional principles of human structure, with emphasis on clinical relevance and applications. Topics include kinetics, kinematics, manual muscle testing and evaluation of gait with emphasis on normal function. Techniques covered include goniometry, surface palpation and posture evaluation. Critical review of pertinent published literature will be utilized and will include electromyographic studies of normal and pathologic movement. Anatomical topics in the first semester include musculoskeletal, vascular, and nervous structures of the trunk, abdomen, and posterior neck, with emphasis on the form and function of the hypaxial and epaxial regions. The structures and function of the upper quadrant and thoracic viscera will also be covered. Human cadaver dissection by all participants is a requirement. Pathology is addressed as an aid in identification of major concepts and to introduce clinical relevance. Lecture and Laboratory.

PT 5065 Human Morphology and Movement II (7.5 credit hours)

(Formerly PT 504, 506 and 509 or PT 5035, 5055 and 5080)

Prerequisite: PT 5060. Continuation of PT 5060. Introduction to theoretical principles and clinical application of kinetics and kinematics of the extremity joints and muscles of the lower quadrant with emphasis on normal function. Also covers head, neck and abdominal viscera, including cardiovascular, pulmonary, nervous, digestive, excretory and reproductive systems as relevant. Introduces the structures of the autonomic and somatic neural systems. Pathokinesiology addressed as an aid in identifying major concepts and introducing clinical relevance. Introduction to gait analysis and special tests for orthopedic evaluation and differential diagnosis is integrated with detailed dissection and thorough anatomical study of the limbs. Lecture and Laboratory.

PT 5070 Patient Care Skills (3 credit hours)

(Formerly PT 507)

Prerequisite: Acceptance to program. Introduction to the physical therapy skills of transfers, gait training, bed mobility, wheelchair selection and management, cushions, range of motion and monitoring of physiological responses. Discussion of nature of PT in acute care environment with introduction to lines and tubes in critical care, typical diagnoses treated, and the appropriate delegation to support personnel and discharge planning, including recommendation for disposition of the patient, ordering of DME, and family training. Includes medical terminology. Lecture and laboratory.

PT 5075 Physical Agents and Procedures (3 credit hours)

(Formerly PT 508)

Prerequisite: Acceptance to program. Application of sterile technique and universal precautions, physiologic principles and applications of heat and cold modalities, ultrasound, massage and hydrotherapy. Includes relaxation techniques. Lecture and laboratory.

PT 5100 Physiology/Pathophysiology (5 credit hours)

(Formerly PT 511)

Prerequisite: Acceptance to program. Human physiology including homeostasis, cell transport, endocrine and neural signaling, pain and body defenses. Emphasis will be placed on the physiology of the major body systems, and will include discussion of commonly encountered clinical conditions within each system. Also includes an introduction to neuroanatomy and neurophysiology.

PT 5120 Human Life Sequences (2 credit hours)

(Formerly PT 510)

Prerequisite: PT 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,

PT 5210 Evaluation and Treatment of Lower Quarter Musculoskeletal Dysfunction (6 credit hours)
(Formerly PT 524)

PT 6020 Principles of Electrotherapeutic Evaluation and Treatment (3 credit hours)

(Formerly PT 529)

Prerequisites: PT 5015, 5040, 5060, 5065, 5070, 5075, 5200, 5210, 5230, 5235, and concurrent enrollment in PT 6045. Clinical, scientific, and theoretical evidence, and the practical clinical applications of electrotherapeutic strategies in the physical therapy management of dysfunction. Includes basic foundational concepts in electrical stimulation and electrophysics, neurophysiology, electrical safety and instrumentation, and electrotherapy terminology; the parameters of electrical stimulation; and the neurophysiological and biological responses to electrical stimulation. Covers treatment purposes including muscle strengthening and endurance, functional electrical stimulation, spasticity control, denervated muscle stimulation, pain control, circulation enhancement, edema control, tissue healing, and iontophoresis. Evaluation of appropriateness of using a given electrotherapy device for the different treatment purposes. Lecture and laboratory.

PT 6030 Physiology of Exercise (4 credit hours)

PT 6100 Rehabilitation: The Neuromusculoskeletal and Cardiopulmonary Systems (5 credit hours)

PT 7030 Clinical Internship I (12 credit hours)

(Formerly PT 520)

Prerequisite: Satisfactory completion of all didactic courses and PT 7010, 7020. Forty hours per week for

PT 8200 Professional Leadership and Ethics (2 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 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 credit hours)

ACADEMIC CALENDAR

2003-04 Academic Year

(subject to change)

Friday, Jul. 4, 2003
Independence Day - No Classes

Monday, Jun. 16-Monday, Jun. 27, 2003
MPT '04 Fall Semester Registration

Monday, Jul. 21, 2003
MPT '04 Fall Semester Tuition Due

Monday, Aug. 4, 2003
MPT '04 Module VIII Begins

Monday, Aug. 7 – Wednesday, Aug. 9, 2003
Orientation, DPT '06

Monday, Aug. 25, 2003
DPT '07 Fall Semester Tuition Due

Monday, Sept. 1, 2003
Labor Day Holiday - No classes

Tuesday, Sept. 2, 2003
DPT '06 Trimester I Begins

Monday, Oct. 13, 2003
Columbus Day - No classes

Monday, Oct. 27, 2003
MPT '04 Module IX Begins

Monday, Nov. 23-Dec. 1, 2003
Thanksgiving Break - No classes

Monday, Dec. 1, 2003
Classes Resume

Monday, Dec. 15, 2003
MPT '04 Winter Break Begins

Tuesday, Dec. 16, 2003
Trimester I ends, DPT '06

Friday, Jan. 2, 2004
MPT '04 Final Phase Tuition Due

Monday, Jan. 5, 2004
MPT '04 Module X Begins
DPT '06 Trimester II Begins

Monday, Feb. 9, 2004
DPT '06 Spring Semester Tuition Due

Monday, Apr. 2, 2004
MPT '04 Module XI Begins

Friday, Apr. 16, 2004
DPT '06 Trimester II Ends

Monday, Apr. 26, 2004
DPT '06 Trimester III Begins

Friday, Apr. 30, 2004
MPT '04 Module XI Ends

Friday, May 14, 2004
MPT '04 Commencement

Friday, Aug. 27, 2004
DPT '06 Trimester III Ends

COLLEGE OF ALLIED HEALTH PROFESSION

**Master of Science in Physician Assistant Studies
Primary Care Physician Assistant Program**

ACCREDITATION

The Primary Care Physician Assistant Program of the College of Allied Health Professions is accredited by

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 surgeries in the conduct of operations 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) three times yearly. 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 his or her examination score is received by the Physician Assistant Committee (PAC). The NCCPA phone number is 770-399-9971. The PAC phone number is 916-263-2323.

The PAC may grant interim approval to an applicant for licensure as a physician assistant provided that the applicant provides evidence that he or she is a graduate of an approved program and has applied for, and therefore not taken, the first examination required by Section 1399.507 subsequent to the applicant's successful completion of the approved program. If the applicant fails the examination, the interim approval automatically terminates upon the applicant's receipt of notice of failure by the PAC or by the NCCPA.

An applicant who has been granted interim approval and who is subsequently notified by the NCCPA or by the PAC that he or she has passed the examination required in Section 1399.507 shall complete the licensure process by paying the initial licensure fee as requested within 90 days from notification that the applicant is now ready for licensure. If the applicant does not complete the licensure process by end of the 90-day period, the interim approval shall automatically terminate. Applicants who do not pass the national certifying exam, can not work as a PA. The applicant may retake the exam at the next test date offered by the NCCPA.

PROGRAM GOALS

The primary goal of the Western University Physician Assistant Program is to educate individuals to serve as physician assistants in primary care medicine. PA students are educated to provide health care to all patient populations. PAs work with the direction and supervision of a physician. 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. The program goal of 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. This goal also permits the development of attributes that will serve the graduate in the greatest spectrum of potential employment opportunities.

- Select, perform and/or interpret the appropriate routine laboratory and diagnostic studies/ procedures for the purpose of completing an adequate data base.
- Identify problems, organize and integrate data, record and present.
- Accurately present an oral case.
- Implement a management plan, including performing or assisting.
- Instruct and counsel patients regarding physical and mental health to include diet, health maintenance,

e. 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, interest and motivation are all personal qualities to be assessed during the admissions and educational processes.

The Primary Care PA Program, along with all the other programs at Western University of Health Sciences, shares a commitment to develop creative ways of opening the PA curriculum to competitive, qualified disabled individuals. In doing so, however, the Primary Care PA Program must maintain the integrity of its curriculum and preserve those elements deemed essential to educating candidates to become effective physician assistants.

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. Western University is committed to admitting competitive, qualified disabled individuals. For technical guidelines, please see above.

Application Requirements

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 2.5 on a 4.0 scale and GPA of 2.7 on a 4.0 scale in all course work listed as prerequisites for the PA program. 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:

College English and English Composition* (6 semester units, a full year sequence)

College Algebra (3 semester units)

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Application Procedures and Deadlines

The Central Application Service for Physician Assistants (CASPA) was created by the Association of Physician Assistant Programs (APAP) 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. Western University's application deadline to apply to CASPA is November 1, 2004. Applicants are considered without discrimination on the basis of race, color, national origin, age, or sex.

To request an informational brochure and/or information about the CASPA application, contact the Office of

no proof of current coverage, a policy provided by the University is available. Attendance at Orientation is mandatory for all incoming first-year students.

TUITION AND FEES

By action of the Board of Trustees, PA tuition and fees for the 2003-2004 academic year (subject to change) are as follows:

\$21,205	Tuition Annual For PA applicants accepted at Western University, an entrance fee of \$250 payable upon acceptance is applied to tuition.
\$40	Student Body Fee, 1 st year Covers student council expenditures, social activities and public relations.
\$20	Student Body Fee, 2 nd year

Other Fees and Expenses

\$1900	Required and Recommended Texts
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Graduation

A student will be recommended for the Master of Science in Physician Assistant Studies Degree provided he/she:

- a. has completed at least two years of the Western University Primary Care PA program.
- b. has been enrolled in the Western University Primary Care PA program during his/her final academic year.
- c. is not on probation and has completed all prescribed academic and clinical requirements with a cumulative grade point average of above 2.75 and has no outstanding grade of "D", "I" or "U".
- d. 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 Physician Assistant Studies.
- e. has complied with all the legal and financial requirements of the University as stated in the University Catalogue.
- f. has attended in person and participated in the Commencement program at which time the Master of Science in Physician Assistant Studies is conferred, unless special permission is received from the President. If the President grants special permission to be excused from graduation, the graduate may be required to present himself or herself to the Dean of the College of Allied Health Professions at a later date in order to take the required oath (if relevant) to receive his or her degree.
- g. is within one clinical rotation of completion of all requirements for graduation to be able to march with his or her class in the graduation ceremony. At the discretion of the Dean of the College of Allied Health Professions, an exception may be made for a student with an authorized leave during the Senior 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.

Probation

a. Probation is defined as a period of time specified by the Dean of the College of Allied Health Professions during which the student's progress will be closely monitored by the Allied Health Student Academic Progress Committee, faculty advisor and the Program Chairperson. In order to closely monitor 2nd year students on probation, the PA program reserves the right to assign their clinical rotations. A student will be recommended for probation for any of the following reasons:

1. Immediately upon receiving a course grade of "D" or "U" in any course.
2. A grade point average of 2.75 or less at end of the semester.
3. A cumulative grade point average of 2.75 or less.
4. When directed to repeat a year for academic reasons.
5. Seriously deficient ethical, professional, or personal conduct.

Members of the faculty or administration will render a special report in writing to the Dean of the College of Allied Health Professions regarding any student whose professional or personal conduct is deemed

1. After one semester, provided he/she has regained both a semester and cumulative grade point average of greater than 2.75.
2. When all “D” or “U” grades have been satisfactorily remediated according to the Remediation section of the Catalogue (below).
3. When the specified terms of probation for ethical, professional, or personal conduct are met.
4. 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.

Remediation

a. Every effort will be made to give each student ample opportunity 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 him/her.

b. If a student receives a “D” or “U” grade in a course or has a semester grade point average or cumulative grade point average of 2.75 or less, that student will be reviewed by the Allied Health Student Academic Progress Committee and procedures for remediation by the Physician Assistant faculty will be recommended to the SAPC, who in turn makes a recommendation to the Dean. In reviewing the student's academic deficiencies, the following guidelines shall be used:

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 Allied Health Student Academic Progress Committee, after consultation with the course instructor and/or Physician Assistant Faculty, may recommend one or a combination of the following options:
 - (a) Take a comprehensive examination (this option is not available if the original earned grade is a “U”).
 - (b) Complete special projects or studies in the deficient area(s).
 - (c) Repeat the course, with or without promotion into the subsequent semester. The student cannot start Phase II or Phase III until the grade of “D” or “U” has been remediated.
 - (d) Repeat the academic year.
 - (e) Dismissal from the University (see *Dismissal* section for criteria for this option).
2. Students receiving a “U” grade for a clinical rotation education/preceptorship will repeat the entire rotation/preceptorship. The above a-d options do not apply to clinical education.
3. The grade achieved by remediation will be the grade recorded EXCEPT that the highest grade a student may earn by options (a) or (b) is a grade of “C”. The grade achieved by remediation will be recorded on the transcript beneath the original grade.
4. Grades earned during an attempted remediation of a course will be reviewed critically by the Allied Health Student Academic Progress Committee and the Dean of the College of Allied Health Professions. Failure to earn at least a “C” grade may result in dismissal from the University or repeating the course.
5. 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 Dean of the College of Allied Health Professions Education, based upon the recommendation of the Allied Health Student Academic Progress Committee. The Allied Health Student Academic Progress Committee will base its recommendation on the student's academic record and considerations after consultation with the Physician Assistant Faculty Student Advisor, course instructor, and the student.
6. Any student who is required to remediate a course will be notified in writing by the Dean of the College of Allied Health Professions Education at least two weeks prior to the remediation date (or within two weeks after the close of the academic year in which the student is presently enrolled, whichever comes first). Notification must be by Certified Mail or hand-delivered to the student and must be acknowledged with the signatures of the Dean of the School of Allied Health Professions, or his designee, and the student.

c. Students who have been required by the Dean of the School of Allied Health Professions to repeat a course(s) due to unsatisfactory grades (GPA) or in cases where there is a satisfactory GPA, but deficiencies are noted which impedes 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 he/she has made satisfactory progress such as GPA, but wants to audit only to strengthen skills, as long as he/she is fully aware he/she will not be eligible to apply for any financial aid.

student, pending site availability. Students requesting to reschedule rotations based upon an improved GPA must follow the procedures outlined in the section entitled **Clinical Rotation Education Assignment Appeal** (below).

Clinical Rotation Education Assignment Appeal

A change in clinical rotation education assignment may be requested in writing by the student for the following reasons:

- a. After completing one week in the rotation, the student deems the rotation is not of high quality.
- b. The student is requesting a change in a clinical rotation assignment for a specific month under a preceptor not affiliated with the PA Program.
- c

6. Clinical rotation education/preceptorship absences and tardies will be made up at the convenience of the preceptor or the program.
7. Five or more absences from a clinical rotation education can result in any of the following:
 - (a) repeat the entire rotation
 - (b) make up days assigned at the convenience of the preceptor
 - (c) grade of Incomplete assigned

Confidentiality of Medical Record and Health History Information

All data gathered about the patient and his/her illness, including all items within a patient's medical history is privileged information.

- a. Students should not discuss a patient's records in a manner or a situation that would reveal any information about that patient or his/her records to persons not involved in his/her health care.
- b. 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

- c. Once a student finishes an exam, the student will turn in the exam and the scantron form to the proctor, and after he/she leaves the examination room, he/she will not be permitted to re-enter the room until the exam is declared over.
- d. All students' belongings, i.e., notebooks, calculators, and headsets, etc., will be kept in front of the room.
- e. Questions will be answered at the discretion of the proctor during the examination period. Students should be permitted to point out typographical or other errors present in the examination to the proctor.
- f. Alternate seating shall be utilized for all examinations unless precluded by space availability.
- g. Students are not to communicate in any way during the examination, are not to look at any other student's examination paper, and are to face the front of the classroom at all times. All pagers, cellular phones, etc. are to be turned to vibrate mode
- h. Violations of these examination policies and of Standards of Academic and Social Conduct will be brought before the Student Conduct Committee.
- i. 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 department chair.

Evaluation and Grading

- a. General: The degree of competency expected of all program graduates upon completion of the

Clinical evaluation forms become a part of the student's academic profile record. Students are required 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 and skills 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 the Dean of Allied Health Professions, 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 systems throughout the academic year. For more information on how to access the BanWeb student records system, visit the Registrar's website at <http://www.westernu.edu/registrar>.

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.

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.

An up-to-date summary of student performance is maintained in the Program Office Files and is available to each student for his/her review.

11. Review of Examinations: Examinations are graded as soon as possible and one examination is kept on file for student review.

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

Grade		Points
A	90% - 100%	4
B	80% - 89%	3
C	70% - 79%	2
D	65% - 69%	1
U	Less than 64%	0
Cr/NCr		0
I	Incomplete	0
M	Missing	0

13. Clinical Rotation Education Grading Criteria: The Clinical Education grade is based on the student's singular performance as assessed by the preceptor, the student's patient write-up, and rotation exam.

1. Students are required to earn a final course grade of "C" or better in each clinical rotation. Students cannot earn two or more "U's" or "D's" or a combination of one "D" and one "U" throughout the entire 24 months of the program. Students will not be allowed to advance to Phase III (Advanced Clinical Preceptorship) until all deficient clinical rotation Education grade(s) are completed/remediated. Remediation will delay the student's progress to preceptorship and extend the program completion date.

The following applies regarding Cumulative GPA:

a. Students whose GPA is 2.75 or less must meet with the Program Chair prior to registration for the next semester.

b. Students whose GPA is 2.75 or less are not eligible for further registration unless probationary status is granted by the Dean of the College of Allied Health Professions.

c. Students participating in Out-of-Area Rotations Clinical Education must maintain a cumulative GPA of 3.00 in all preceptor assigned grades and Senior Seminar I, II and III. The program may revoke the privilege of the Out-of-Area Rotation Clinical Education if the student's semester GPA falls below a 3.00.

2. To receive a complete grade for each clinical rotation education, all assigned documents must be submitted to the PA Department, Pomona campus:

a. Time Records

b. Monthly Schedules

c. Returned Preceptor/Site Evaluation Form

Failure to submit items a, b and c at the end of each month will result in a grade of Incomplete (I).

14. Preceptorship Grading Criteria Phase III: Advanced Clinical Preceptorship grades are based on the student's performance as assessed by the preceptor and the student's patient write-up.

1. Students are required to receive a grade of "C" or better on their preceptorship evaluation. The preceptor is responsible for evaluating the student's performance monthly during the preceptorship. Students will be evaluated on the basis of their clinical medical

Affairs/Chief Academic Officer (CAO). Upon written request from the student, the Executive Vice President for Academic Affairs/CAO shall review the case and, within seven (7) working days, shall issue a decision in writing to the student, which may affirm, modify, or reverse the previous action. A copy of that letter shall be sent to the Dean, and other appropriate individuals. The decision of the Executive Vice President for Academic Affairs/CAO will be final.

The student may remain in class or on clinical rotations pending the outcome of appeals, except in cases of summary suspension, and except when the Executive Vice President for Academic Affairs/CAO has suspended the student or has otherwise determined that it is inappropriate for the student to remain in class or participate in clinical rotations, consistent with the appealed decision of the Dean of the College of Allied Health Professions.

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:

E-mail:

All students will be assigned an e-mail account by the Office of Student Affairs. The PA program heavily

PA 5021 Clinical Skills II (3 credit hours)

Continuation of PA 5020.

PA 5030 Physical Assessment I (3 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 (3 credit hours)

Continuation of PA 5030.

PA 5040 Health Promotion and Disease Prevention I (3 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 (2 credit hours)

Continuation of PA 5040.

PA 5120 Geriatrics (3 credit hours)

This course introduces the students to all aspects of geriatrics. The course provides a framework for common geriatric illness, diseases, diagnoses and treatment. It discusses normal and pathologic changes of aging. It explores health care financing for the elderly. Common ethical and legal issues in caring for the elderly are discussed.

PA 5130 Emergency Medicine (3 credit hours)

This course emphasizes assessment skills in emergency medicine. It would provide students with an overview of emergency medicine, 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 (2 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 (2 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.

HSCI 5206 Research Methods II (3 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, the survey, quasi-experimental designs, and experimental designs. Generalizability issues and validity/reliability issues related to research are presented. HPE 5106 or its equivalent is a prerequisite for this course.

PA 6020 Senior Seminar I (3 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 his/her role as a practicing PA.

PA 6030 Senior Seminar II (3 credit hours)

Senior Seminar II consists of a series of examinations and discussions. The purpose of the course is to further develop the physician assistant student's clinical skills and test-taking abilities.

PA 6040 Senior Seminar III (3 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 Credit Hour, Cr/NCr)

Preparation of a clinical project, under the supervision of a member of the PA faculty, that will be completed and presented in PA 6990.

PA 6980 Applied Clinical Project II (1 Credit Hour, Cr/NCr)

Continuation of PA 6970.

PA 6990 Applied Clinical Project III (7 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 I (3 credit hours)

A clinical rotation that provides students with experience in a primary health care setting and will focus on medical problems most commonly encountered by a family practitioner and certified physician assistant.

PA 7020 Family Practice II (3 credit hours)

This rotation is an extension of the Family Practice I experience and will permit students to extend their experiences in primary health care. Students may elect to return to the site of their initial family practice rotation or select a second type of primary care experience including such opportunities as migrant, or Indian Health Service activities.

PA 7030 Internal Medicine (3 credit hours)

A clinical rotation that provides students with the opportunity to diagnose, manage, and treat patients in an in/out patient setting. The student will participate in the direct care of patients including initial interview, physical examination, hospital rounds, clinical conferences and management decision sessions.

PA 7040 Emergency Medicine (3 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.

PA 7050 Urgent Care (3 credit hours)

Students obtain experience in the management of acute medical and surgical care with an emphasis on the

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PA 7500B	Oncology
PA 7500C	Family Practice III
PA 7500D	Infectious Disease
PA 7500E	Cardiology
PA 7500F	Cardiothoracic Surgery
PA 7500G	Geriatrics
PA 7500H	General Surgery II
PA 7500J	Rheumatology
PA 7500K	Endocrinology
PA 7500L	Dermatology
PA 7500M	Occupational Medicine
PA 7500N	Trauma Surgery
PA 7500P	Psychiatry
PA 7500Q	Otolaryngology
PA 7500R	Directed Research/Independent Study
PA 7500Z	Other

PA 7900 Advanced Clinical Preceptorship (9 credit hours)

Advanced Clinical Preceptorships prepare the second year PA student for the transition from student to primary care practitioner. This course is three months in length and provides the student with valuable patient management data while also emphasizing continuity of care.

HONORS AND AWARDS

The following are presented on Honors Day:

- The President's Society Award
- Joseph and Dorothy Gendron Journalism Award
- Linda Fox Memorial Endowment Fund Award
- Arthur Madorsky, MD Memorial Scholarship Award
- Class Morale Award
- Class Award
- Western University Physician Assistant Service Award
- The Clymer Award for Academic and Professional Excellence
- Dean's Award
- The National Dean's List Nominations

ACADEMIC CALENDAR
2003-2004
PA PROGRAM

Friday, Jul. 25, 2003
Fall Semester Registration Ends (MSPA '04)

Friday, Aug. 1, 2003
Fall Semester Registration Ends (MSPA '05)

Aug. 5-9, 2002
Orientation/Registration

Monday, Aug. 4, 2003
Fall Semester Tuition Due (1st years)

Saturday, Aug. 9, 2003
Convocation/White Coat Ceremony

Monday, August 11, 2003
Classes begin (1st year)

Monday, Aug. 25, 2003
Fall Semester Tuition due (2nd years)

Monday, September 1, 2003
Rotations begin (2nd year)

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 other 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 act always with guidance and supervision provided by that physician, 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.

COLLEGE OF GRADUATE NURSING

Master of Science in Nursing/Family Nurse Practitioner Program

forms, and communities. Persons have a right and responsibility to participate collaboratively with nurses and other health professionals in decisions and shared accountability for outcomes.

Environment is both the internal and external contexts of the individual. Environment involves reciprocal multidimensional and dynamic forces that affect the person's health and well being.

Health is a multidimensional, adaptive state of being reflecting internal and external environmental and developmental influences. Health is a relative condition, characterized by wellness, illness, disease, or dysfunction. Health may be a reflection of individual perceptions of balance and harmony.

Nursing Education is a process that provides opportunities to expand and extend knowledge for continued growth and competency of the individual and the profession. It draws on multiple disciplines and involves organized learning experiences that augment previous knowledge and skills in preparation for professional nursing practice. Nursing education is a flexible process that fosters creativity and independent and critical thinking. We value self-directed learners, continual learning, and active engagement in a teaching/learning partnership. The educational process supports personal, social and intellectual development while assisting students to attain academic and professional goals. Through the provision of meaningful learning experiences, nursing education seeks to assist the learner to formulate and structure nursing knowledge, while distinguishing relevant from non-relevant information and developing safe and effective nursing practice. The educational program seeks to evoke honesty, excitement of discovery, encourage self-expression and serve as a catalyst for lifelong learning.

Teachers and learners in the learning community engage in interactive processes that enhance the potential and respect of each person. Teachers act as facilitators, and through their expertise and skill, are role models for student professional practice. The faculty as a whole focuses on the provision and organization of the curriculum and provides a milieu that encourages questioning, growth and mutual evaluation.

The CGN faculty believes that students are active, self-directed, adult learners who are committed to safe and effective professional practice and rigorous courses of study. Students are accountable for integrity of academic accomplishments, professional practice and self-assessment. Students bring unique backgrounds and have individual goals that create differing responses to the learning process. Learning is a personal responsibility.

OUTCOME COMPETENCIES FOR GRADUATES

Graduate education for Advanced Practice Nursing is based on undergraduate nursing knowledge and experience. The CGN places emphasis on critical thinking, clinical competence, communication, decision-making, accountability, writing, and technological competence.

The course of study, including specifically stated learning activities, is a series of sequential courses designed to assist learners in attaining the following behaviors prior to being approved for program completion.

Graduates of the Western University of Health Sciences College of Graduate Nursing, as candidates for state and national certification will:

1. Critically analyze literature for the purpose of evidence-based advanced nursing practice, education, and life-long scholarship.
2. Participate in the development of new nursing knowledge through the application and development of theory and research.
3. Apply knowledge from the humanities and physical, social, psychological, nursing, medical, and pharmacological sciences to decision-making in order to provide and evaluate accountable primary health care which is commensurate with professional and legal parameters of the role of Family Nurse Practitioner.
4. Provide individualized client and family-centered health care that demonstrates recognition of reciprocal environmental interaction and diversity of socio-cultural values and beliefs among members of a rapidly changing society.
5. Apply comprehension of changing national and local public policy related to health care standards, health care systems and financing when planning and providing health care for individuals, families, and communities.
6. Empower client collaboration and decision-making for desired health care outcomes and quality of life through advocacy, caring, and the application of critical thinking skills, theories of learning and communication, and ethical principles.
7. Integrate health promotion, illness prevention, and health maintenance strategies into holistic health care provided for diverse individuals, families, and communities.

9. Demonstrate mastery of traditional and electronic access to information resources for research, study, and practice.

CURRICULUM

The College of Graduate Nursing currently offers a combined Master of Science in Nursing/Family Nurse Practitioner program, two Post-Master's Family Nurse Practitioner tracks, and a Master of Science in Nursing track.

The Master of Science in Nursing/Family Nurse Practitioner Program (MSN/FNP) curriculum requires the completion of 50 semester units over a two- or three-year period. The Post-Masters Family Nurse Practitioner (FNP-only) track curriculum requires 37 semester units for completion and can be completed in one year. Both of these tracks require the completion of 675 preceptored clinical hours.

The Advanced Practice Nurse to Family Nurse Practitioner (APN-FNP) track requires 19 semester units for completion and can be completed in one year. The APN-FNP track requires the completion of 180 clinical hours.

The Master of Science in Nursing track requires 17-21 semester units to be completed in a year. This degree track is designed for Advanced Practice Nurses.

Graduates will be prepared to meet the criteria established by the California Board of Registered Nursing as advanced practice nurses. 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.

Instructional Design: Distance Learning

The College of Graduate Nursing programs are designed for the adult 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.

12 Month Academic Year

The twelve month academic calendar begins in August and includes three 15-week semesters with two-week intersessions between each semester.

Integrated Courses

For the clinical programs (MSN/FNP or FNP-only) health care issues are studied across the life span with a focus on groups of specific health care problems, namely, Common, Acute, Chronic and Complex health care problems for each age group. The course of study is planned to allow for integration of knowledge and skills across each area of study (courses).

Essential 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.

Web-based Learning

The instructional modality that is most evident in this curriculum is web-based learning. The majority of courses include required asynchronous discussion sessions in which students and faculty participate in collaborative learning of the assigned readings. Students are expected to be on-line and engaged in learning activities from the first day of the first semester. The CGN Web site is 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.

Weekend Seminars

Each semester students are required to attend two intensive, two- to three-day weekends on campus. These classes provide valuable time for faculty and peer interaction, student presentations, lectures, clinical and didactic testing, skills laboratories, and selected clinical practice with faculty.

Culminating Experience

Master's degree education usually culminates with a required research or research-based project or thesis. The MSN/FNP program and MSN track, however, require that each student complete a project that features the implementation of a clinical improvement project (one credit hour). Students enrolled in the MSN/FNP program must complete a minimum of 540 clinical hours prior to beginning their culminating project or enrolling in CGN 5608

Program Completion

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 3.0.
- Completion of 675 clinical practice hours (MSN/FNP and FNP-only) or 180 hours for APN-FNP students. Students must satisfactorily demonstrate all clinical competencies.
- Completion of the culminating experience project (MSN/FNP and MSN students).
- Has complied with all the legal and financial requirements of the University as stated in the University Catalogue.
- Has demonstrated no serious deficiencies in ethical, professional or personal conduct as outlined in Standards of Professional Conduct
- Students enrolled in a post-Master's track (APN-FNP or FNP-only) will be candidates for the FNP Certificate only.

Unless the President of the University has granted special permission, all students must attend in person and participate in the Commencement program at which time the degree is conferred. If the President grants special permission, students may participate in the Commencement program via video conference. For more information, contact the Registrar's Office at (916) 774-3454 or registrar@ucdavis.edu.

Prerequisite Requirements for Advanced Practice Nurse to Family Nurse Practitioner (APN-FNP) Track*

- Master of Science in Nursing or related field
- BSN in Nursing** from a National League of Nursing (NLN) or Commission on Collegiate Nursing Education (CCNE) accredited program
- GPA of 3.0 overall in the last 60 semester units or 90 quarter units
- Pathophysiology
- Statistics
- Registered Nurse (RN) and/or Nurse Practitioner (NP) licensure in the state where preceptored clinical hours will be completed
- 1 year experience as a Registered Nurse (RN)
- Verification of Advance Practice Nurse Specialty

*Students who do not meet the requirements for admission may petition the Admissions Committee for special consideration. If admitted on probationary status, a student must achieve a GPA of 3.0 in pre-program and first semester courses with no options for remediation.

** Bachelors in a related field will be reviewed on a case-by-case basis.

Requirements for Admissions (All Tracks)

- Completed Application
- Three Letters of Reference (faculty & employers within past two years)
- Resume
- Personal Statement which addresses your understanding of advanced practice nursing, personal career goals

MSN-Harbor Track

In conjunction with the Harbor-UCLA Research and Education Institute's Women's Health Care Nurse Practitioner Program, an accelerated Master of Science in Nursing degree is available for graduates and currently enrolled students of the Women's Health Care Nurse Practitioner Program. For more information, please contact the Western University College of Graduate Nursing. Students admitted to this track must

Health Insurance

All students must be covered by health insurance throughout the program. Proof of health insurance must be provided at the time of registration annually.

TUITION AND FEES

By action of the Board of Trustees, the tuition and fees for the 2003-2004 year are as follows:

MSN/FNP Program	50 units @ \$500/unit
FNP-Only Track	37 units @ \$500/unit
APN-FNP Track	19 units @ \$500/unit
MSN-Only Track	21 units @ \$500/unit
MSN-Harbor Track	17 units (minimum) @ \$500/unit
Clinical Education Fee	\$750 per year for students enrolling in an FNP certificate track
Student Body Fee	\$40/year

Other Fees and Expenses

Application Fee	\$60
Required Textbooks	\$1800 MSN/FNP & FNP first year (approximate)
Medical Equipment	\$400 MSN/FNP & FNP students (approximate)
Computer with Modem	\$1500 (approximate)
Lodging/Meals/Travel	varies, depending on distance and mode of travel.
Lost ID Badge	\$10

Note: All tuition and fees are subject to change.

Library Services

Western University's library resources can be accessed on the Internet at: <http://www.westernu.edu>. Database access is available to distance students following registration. Nursing students will access the internet sites for some resources and perform database searches for class assignments or research projects. Full text articles are not always available via the World Wide Web, therefore, students are expected to utilize traditional library services for research assignments, whether in the student's community or near their home

Required Supplies for Clinical

Physical Exam Equipment:

- Lab Coats (to be worn at all times)
- Name Tag (to be worn at all times)
- Ophthalmoscope
- Otoscope
- Pen Light
- Reflex Hammer
- Ruler (cm)
- Stethoscope
- Tuning Fork # 512
- Hand Held Snellen Chart

Bookstore

Textbooks, medical equipment and software are available through the University Bookstore. All items can be ordered by phone and mailed directly to your home using a credit card.

ACADEMIC POLICIES AND PROCEDURES

Academic/Clinical Advisement

All students are assigned a faculty advisor upon matriculation into the program. Entering students should contact this faculty advisor no later than the first Seminar Weekend of enrollment in the program. Such contact may take place in person, on-line, or through both methods. Although advisors are assigned, the student may, with the agreement of the faculty request a different advisor. Reasonable efforts will be made to assign a student to the advisor of choice, although scheduling problems may make this impossible. 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. All students must meet with their faculty advisor in the semester prior to their anticipated completion for a final review of graduation requirements and approve to file for graduation.

Standards of Academic Performance

As a College of Graduate Nursing, the standard for successful progress is higher than that for undergraduate education. An overall grade point average of 3.0 is required for graduation. Each student will also demonstrate an acceptable level of performance for all Outcome Competencies (as outlined in the curriculum). Each graduate is also expected to demonstrate critical thinking skills as well as competence in written and oral communication. Students who are placed on academic probation are required to contact their academic advisor.

Academic Progression

Regular admission and matriculation to any of the CGN programs is intended for full-time enrollment. Depending upon the particular program, however, some students may choose academic patterns of up to three years in length. Each of the programs of the CGN is built around a sequence of courses that build on 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.

Part-time enrollment is possible, however, students anticipating part-time enrollment should discuss plans with an academic advisor prior to matriculation. Students who decide to switch from full-time enrollment to part-time enrollment should discuss plans with the academic advisor.

A grade of B or Cr (Credit) is required in each course in the program. Students who earn less than a B in a theory course must successfully remediate the course to continue in the program. Students who earn a grade less than a B or earn NCr (No Credit) in a clinical course must remediate the course to continue in the program.

Minimal competency, as outlined in the course syllabi for clinical courses, is required to achieve a passing grade of A, B, or Cr. A grade of No Credit (NCr) is the equivalent of a U grade in clinical courses. A grade of U or NCr denotes unacceptable performance and students must successfully remediate the course to continue in the program.

Course Challenge Policy

- a. Course challenge is defined as a student request for exemption from a specific Western University

1. he/she can demonstrate that an equivalent graduate course was taken at another regionally accredited academic institution, within the past five years, with a minimum grade of B earned in that course. Equivalent course is defined as a course that covers a significant portion of the Western University course content (to be determined by the Western University course instructor) and has a course unit value equal to or exceeding that of the Western University course.
 2. he/she can demonstrate that an equivalent continuing education (CE) course was taken within the past five years, and the student can document content mastery was achieved at an 80% level or higher. Equivalent course is defined as a course that covers a significant portion of the Western University course content (to be determined by the Western University course instructor) and that the awarded continuing education hours equals or exceeds that of the hours represented by the unit value of the corresponding Western University course.
- d. The following courses in the College of Graduate Nursing curriculum may be challenged by students:
1. CGN 5015 – Clinical Reasoning
 2. CGN 5101 – Health Systems I
 3. CGN 5102 – Health Systems II
 4. CGN 5111 – Advanced Studies in Health Systems
 5. CGN 5200-1.gvu4a121 5.5(llo)-521 Tw[(llo)-5 r8(at)]T5(sM 3.4(eal)4.233.4(eal4s2(c(5200)3.uo337(eal00)3.uu6

Remediation

Because CGN programs are sequential and presume successful completion of all courses in sequence, a student who does not achieve a grade of A or B in a theory course or a grade of A, B, or Credit in a clinical course must successfully remediate the course to continue in the program. The College will provide each student with ample 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 receive a grade of U or NCr in a course must submit a formal petition to the Student Academic Progress Committee 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, 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 repetition 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.

The student may not enroll in any other CGN courses until a remediation contract has been approved by the Committee. In an effort to ensure a timely process, the Committee will strive to have a decision within one week of receipt of the request.

Students are allowed to remediate only two courses in the program.

Options for remediation include:

- a. Successfully taking a comprehensive examination on the course content.
- b. Successfully completing special projects or studies in the area(s) of deficiency.
- c. Successfully repeating the course.
- d. Successfully repeating a specific learning objective.

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.

Upon completion of the remediation contract, the instructor will submit a recommendation to the Student Academic Progress (SAP) Committee and the Dean. A grade of B is the highest possible grade that can be achieved through remediation.

Grade Appeal Process

A student who believes that a grade for a course does not accurately reflect his/her performance in that course should first submit a written request for a grade appeal to the faculty member of record. The written request must specify the specific learning activities to be reconsidered, with the original submissions and supporting documentation. The faculty member of record will either revise the grade or will retain it as originally assigned. If the grade remains unchanged, the student may appeal to the SAP Committee. The SAP Committee will review the course curriculum, learning objectives, evaluative criteria, and expected outcomes. The SAP Committee will make a recommendation to the Dean to either revise the grade or retain it as originally assigned.

Should the student disagree with the SAP Committee's recommendation, s/he may appeal to the Dean. The Dean will review the course curriculum, learning objectives, evaluative criteria, and expected outcomes. The Dean will make the final decision regarding the disposition of the grade appeal.

Students whose grade remains as a "U" will be referred back to the SAP Committee and placed on Academic Probation. Guidelines for academic progression will be followed according to the policies and procedures stated in this Catalog. Every effort will be made to expedite the grade appeal process.

Administrative Fee for Additional Term

Students who do not complete coursework or clinical hours during the final semester will be charged an additional administrative fee for making up coursework or clinical hours after the semester. This option is only available with the approval of the Academic Coordinator and the Dean.

Leave of Absence/Withdrawal

Students who find that they are unable to continue in the program due to personal or medical reasons may apply for a Leave of Absence. The Request for a Leave of Absence must be submitted in writing and approved by the Dean on the recommendation of the Student Academic Progress Committee. The student will need to obtain the endorsement of at least one instructor on the Leave of Absence form that the student has the potential for program completion. Leaves may be granted for the balance of an academic year and may be extended if the student seeks approval from the Dean at least one month prior to the start of the subsequent academic year.

Probation/Dismissal

All decisions related to dismissal from the programs of the College of Graduate Nursing will be made by the Student Academic Progress Committee.

Dismissal criteria include:

- a. Failure (a grade of “U” or “NCR”) of two or more courses within the program.
- b. A pattern of “Incompletes” in courses resulting in failure to complete the program in a timely manner.
- c. Failure to meet the professional expectations of the University as outlined in the University Policies and Procedures section of the University Catalog.
- d. Failure to complete all aspects of remediation as specified in the remediation contract for specific course(s).

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. All dismissed students must immediately return his/her student ID badge to the Dean of Student Affairs.

Seminar Weekend Attendance

Two campus-based seminar weekends are held each semester (after completing orientation sessions). The first seminar weekend usually occurs during week 5, and the second seminar weekend usually occurs during week 10 of the semester. Seminar weekends begin at 8 a.m. on Friday and conclude by 3 p.m. on Sunday.

Dates of the weekend seminars are published and distributed at the beginning of each semester. Attendance is **mandatory** for all seminars. Students who do not comply with this policy must make an appointment with the Academic Coordinator immediately to avoid termination of their enrollment for the semester in question. Based

Students are required to wear student identification and lab coats at all times while in the clinical setting. Western University maintains malpractice and accident insurance coverage for enrolled students. Professional nursing malpractice insurance (in the student role) is recommended but not required.

Scheduling

succeed as a self-directed learner. Students will also be oriented to the technological skills needed to complete their program. The awareness, knowledge and skills derived from this part of the course will help ensure successful completion of the program.

CGN 5015 Clinical Reasoning (1 unit)

This course is designed for advanced nurse practitioner students to refine their history and physical examination skills for the clinical setting. Its purpose is to take the students to the “next step” of health assessment – beyond the basic history and physical examination to using a diagnostic reasoning process. By integrating knowledge gained from this course with that learned in concurrent and subsequent courses, students will continue to refine their ability to diagnose common problems. Students will also learn how to evaluate and use assessment information with patients across the lifespan and with patients who present with sensitive issues.

This systematic approach to clinical problem-solving

CGN 5302 Nursing Research II (2 units)

Nursing Research II focuses on the design and implementation of a research study. Review of research methodology, research process, rights of subjects, grant writing and dissemination of findings are explored in this course.

CGN 5401 Pathophysiology/Primary Care Management I (2 units)

Primary Care Management I integrates the 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 elderly clients. This new understanding of pathophysiology and the student's evolving clinical decision-making skills is applied to the interpretation of assessment data and the diagnosis and treatment of primary care clients and their families across the life cycle.

CGN 5402 Pathophysiology/Primary Care Management II (2 units)

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.

CGN 5602 Health Promotion Over the Life Span (1 unit)

This FNP Role Development course is designed to encourage the Family Nurse Practitioner student to apply preventive health concepts and health promotion strategies across the life span, using the U.S. Public Health Service guidelines as a resource. Students will learn how to apply health promotion lifestyle changes in the primary care patient population. Concepts such as health screening and immunization/prophylaxis in pediatric and adult clients will be examined. Methods of counseling clients in lifestyle behaviors such as nutrition, physical activity, smoking cessation, and violence prevention will also be explored.

CGN 5603 Current Social Issues Affecting Family Health (1 unit)

This FNP Role Development course focuses on the social 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 child abuse, domestic violence, substance abuse, adolescent pregnancy, and poverty; as well as geriatrics issues related to functional independence, polypharmacy, dementia, depression, and elder homelessness.

CGN 5604 Advanced Therapeutic Skills (1 unit)

In this FNP Role Development course, students will learn diagnostic and therapeutic procedures and skills critical to advanced practice nursing. These procedures and skills include microscopy, Norplant and IUD insertion and removal, endometrial biopsy, x-ray interpretation, colposcopy and cryotherapy, suturing, office orthopedic appliances and treatment techniques, and cardiovascular monitoring.

CGN 5605 Cultural Diversity (1 unit)

This FNP Role Development course explores the impact of patients' cultural beliefs and values on medical practice and the health care provider. The course emphasizes the importance of cultural sensitivity and cultural competency in delivering high quality care. Culturally determined folk beliefs and health traditions are examined in the context of community health and family health care.

CGN 5606 Complementary Medicine (1 unit)

This FNP Role Development course focuses on the scientific basis for practices of alternative or complementary therapy utilized by health care consumers in this country. Among the complementary therapies students will consider are acupuncture, yoga, biofeedback, chiropractic, dietary supplements, exercise, herbs,

cultural diversity skills; complementary and alternative therapeutics; and health promotion and disease prevention concepts across the lifespan.

CGN 5801 Collaborative Project I (0.5 unit)

Collaborative Projects are based on a problem or a project that requires a collective solution. Each Collaborative Project provides the opportunity for small groups of students to work together in a learning experience that integrates their current coursework, encourages the application of new concepts, and stimulates the kind of thinking and interaction that are relevant to students' ongoing advanced practice role development.

CGN 5802 Collaborative Project II (0.5 unit)

As with Collaborative Project I, the second Collaborative Project is based on a problem or a project that requires a collective solution. The Collaborative Project provides the opportunity for small groups of students to work together in a learning experience that integrates current coursework, encourages the application of new concepts, and stimulates the kind of thinking and interaction that are relevant to students' ongoing advanced practice role development.

CGN 5850 Advanced Role (3 units)

This is a culminating course that examines transitional roles for the advanced practice nurse (APN), with focus on understanding and applying leadership and other related theories, exploring diverse leadership roles and associated issues, and development of knowledge and skills needed for leadership roles. An overall goal of the course is to expand the student's understanding of the broad scope of responsibilities of APNs through the assumption of leadership roles within the profession.

CGN 5990 Culminating Project (1 unit)

The Culminating Project is an independent study project that serves as a culminating experience for the FNP program. The project requires the student to develop a clinical improvement initiative that will offer valuable

**CURRICULUM
MSN/FNP Program**

Prerequisites: Statistics and Pathophysiology

	YEAR 1		YEAR 2	
Pre-Program	Communications (CGN 5000)	1		
	Physical Assess (CGN 5601)	3		
Total Units		<u>4</u>		
	SEMESTER 1		SEMESTER 4	
	Clinical Reasoning (CGN 5015)	1	Nursing Theory (CGN 5200)	3
	Health Systems I (CGN 5101)	2	Nursing Research I (CGN 5301)	2
	PC Management I (CGN 5401)	2	Cultural Diversity (CGN (5605)	1
	Health Promotion (CGN 5602)	1	Collab Project I (CGN 5801)	.5
	Clinical Exp (CGN 7570)*	1	Clinical Exp (CGN 7570)*	3
Total Units		<u>7</u>		<u>9.5</u>
	SEMESTER 2		SEMESTER 5	
	PC Management II (CGN 5402)	2	Health Systems II (CGN 5102)	2
	Pharm I (CGN 5501)	2	Nursing Research II (CGN 5302)	2
	Social Issues (CGN 5603)	1	Collab Project II (CGN 5802)	.5
	Adv. Therap. Skills (CGN 5604)	1	Clinical Exp (CGN 7570)*	3
	Clinical Exp (CGN 7570)*	2		
Total Units		<u>8</u>		<u>7.5</u>
	SEMESTER 3		SEMESTER 6	
	PC Management III (CGN 5403)	2	Professional Issues (CGN 5607)	1
	Pharm II (CGN 5502)	2	Adv. Apps. (CGN 5608)	1
	Complementary Med (CGN 5606)	1	Culminating Project (CGN 5990)	1
	Clinical Exp (CGN 7570)*	3	Clinical Exp (CGN 7570)*	3
Total Units		<u>8</u>		<u>6</u>
	Year 1 Total Units	<u>27</u>	Year 2 Total Units	<u>23</u>
	Total Program Units	<u>50</u>		

CURRICULUM

FNP-Only Track			MSN-Only Track		
Prerequisites: Statistics and Pathophysiology			Prerequisites: Statistics and Pathophysiology		
YEAR 1			YEAR 1		
Pre-	Communications (CGN 5000)	1	Pre-	Communications (CGN 5000)	1
Program	Physical Assess (CGN 5601)	3	Program	Phys Assess (elect) (CGN 5601)	(3)
Total Units		<u>43</u>	Total Units		<u>1</u> <u>(4)</u>
SEMESTER 1			SEMESTER 1		
	Clinical Reasoning (CGN 5015)	1		Adv. Study Hlth Sys (CGN 5111)	2
	Adv. Study Hlth Sys (CGN 5111)	2			

HONORS AND AWARDS

The following honors and awards are presented annually at the University's Honors Day ceremony in April:

President's Society Award
The Joseph and Dorothy Gendron Journalism Award
Linda Fox Memorial Endowment Fund
Arthur Madorsky, MD Memorial Scholarship Award
Academic Achievement Award
Spirit Award
Leadership and Community Excellence Award
Dean's Award
The National Dean's List Nominations
Who's Who Among Students in American Universities and Colleges

The following honors and awards are presented annually to graduates at the University's Commencement Dinner:

Alumni Memorial Award
Primary Care Award
Class Award
Academic Achievement Award
Class Service Award
Natural Medicine Comprehensive Database Recognition Award
Dean's Award

Academic Calendar

2003-2004

Semester Format (15 Week)

Summer Semester Registration (new students)
June 2-6, 2003

Jun. 26- Jun. 29, 2003
First Preprogram Seminar (new students)

Friday, Jul. 4, 2003
Independence Day - No classes

Jul. 11-13, 2003
Seminar Weekend (continuing students)

Friday, Aug. 1, 2003
Fall Semester Registration Ends (all students)

Aug. 6-10, 2003
Second Preprogram Seminar (new students)

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Monday, Jan. 3, 2004
Spring Semester Begins

Monday, Jan. 19, 2004
Martin Luther King, Jr. Day – No classes

Feb. 6-8, 2004
Seminar Weekend

Monday, Feb. 9, 2004
Spring Semester Tuition Due

Mar. 12-14, 2004
Seminar Weekend

Monday, Apr. 12, 2004
Honor's Day

Apr. 12 -16, 2004
Summer Semester Registration (continuing students)

Friday, Apr. 16, 2004
Spring Semester Ends

Monday, May 3, 2004
Summer Semester Begins (continuing students)

Friday, May 14, 2004
Commencement

Monday, May 31, 2004
Memorial Day – No classes

May 31-Jun. 4, 2004
Summer Semester Registration (new students)

Friday, May 14, 2004
Commencement

Jun. 4-6, 2004
Seminar Weekend (continuing students)

Jun. 14, 2004
Preprogram Begins (new students)

TBA
First Preprogram Seminar (new students)

Jul. 9-11, 2004
Seminar Weekend (continuing students)

TBA
Second Preprogram Seminar (new students)

Friday, Aug. 12, 2004

**BOARD OF TRUSTEES, ADMINISTRATION & FACULTY
WESTERN UNIVERSITY OF HEALTH SCIENCES**

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College of Graduate Nursing

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Karen Hanford, MSN, FNP, PA-C
Academic Coordinator, MSN/FNP Program: Margaret J. Rowberg, MSN, ANP-C
Assistant Program Director: Sarah Douville

College of Veterinary Medicine

Dean, College of Veterinary Medicine: Shirley D. Johnston, PhD, DVM
Associate Dean, Clinical Programs: Robert V. Mason, DVM, MS
Associate Dean, Preclinical Programs: R. Ashley Robinson, BVSc, MPH, PhD
Associate Dean, Research: James F. Amend, DVM, PhD

FACULTY

Donald Adams, Professor of Veterinary Medicine, 2002. AB, University of California, Davis; MA, Chico State College; PhD, University of California, Davis.

James F. Amend, Professor of Veterinary Medicine, 2002. BSc, Pacific Lutheran University; PhD, Baylor College of Medicine; DVM, Washington State University.

Hugo Arias, Assistant Professor of Pharmaceutical Sciences, 2002. Lic, PhD, Universidad Nacional del Sur.

Dayle Chakerian Armstrong, Assistant Professor of Physical Therapy Education (2000). AS, BS, Mount St. Mary's College; MS, University of Southern California.

Mary K. Bailey, Assistant Professor of Physical Therapy Education, 1999. BS, California State University, Long

Eunice P. Chung, Assistant Professor of Pharmacy Practice, 1999. BS, University of California, Berkeley; PharmD, University of California, San Francisco.

Suellen Crano, Associate Professor of Health Professions Education, 1999. BA, MA, EdS, The George Washington University; PhD, Michigan State University.

Alan D. Cundari, Professor of Family Medicine, 1987. AS, University of Albuquerque; MS, College of Osteopathic Medicine of the Pacific; DO, College of Osteopathic Medicine of the Pacific.

J. Vivian Davis III, Associate Professor of Surgery, 2000. BA, MA, University of Texas, Austin; DO, Texas College of Osteopathic Medicine; MA, William Woods University.

Elizabeth K. Eldakar, Assistant Professor of Physician Assistant Education, 2002. BS, Clarion State University, BS, University of Southern California, MPA, University of Nebraska.

Maria Fahie, Associate Professor of Veterinary Medicine, 2002. BS, Dalhousie University; DVM, University of Prince Edward Island; MS, Virginia-Maryland Regional College of Veterinary Medicine.

Jeffrey Felton, Professor of Microbiology, 1993. BS, Massachusetts Institute of Technology; PhD, Tufts University.

Roy A. Guizado, Assistant Professor of Physician Assistant Education, 1995. PA-C, College of Osteopathic Medicine of the Pacific; MS, Western University of Health Sciences.

Karen J. Hanford, Associate Professor of Nursing, 1997. BSN, San Francisco State University; MSN, California State University, Chico; FNP, PA, University of North Dakota.

Rick M. Hirsh, Assistant Professor of Family Medicine, 2000. AS, Fullerton College; BS, Loma Linda University; DO; Western University of Health Sciences.

Raymond J. Hruby, Professor of Family Medicine/Osteopathic Manipulative Medicine, 1999. BA, St. Vincent College; DO, College of Osteopathic Medicine and Surgery; MS, West Coast University.

Carol J. Huston, Adjunct Professor of Nursing, 1998. BS, University of Iowa; MSN, California State University, Chico; MPA, DPA, University of Southern California.

Christine Jacobson, Instructor of Family Medicine, 2001. BA, California State University, Fullerton; MA, California State University, Los Angeles.

John D. Jacobson, Associate Professor of Veterinary Medicine, 2003. BS, DVM, MS, Texas A&M University.

Kevin Jenkins, Professor of Internal Medicine, 1981. BS, Capital University; DO, College of Osteopathic Medicine & Surgery.

Gary R. Johnston, Professor of Veterinary Medicine, 1999. BA, University of Washington; DVM, Washington State University; MS, University of Minnesota.

Shirley D. Johnston, Professor of Veterinary Medicine, 1998. BS, University of Washington; DVM, Washington State University; MS, PhD, University of Minnesota.

H. James Jones, Associate Professor of Internal Medicine/Osteopathic Manipulative Medicine, 1997. BS, California State University, Long Beach; DO, College of Osteopathic Medicine of the Pacific.

Jeany Kim Jun, Assistant Professor of Pharmacy Practice, 2002. BA, University of California, Los Angeles; MPH, Loma Linda University; PharmD, University of California, San Francisco.

Anita Kay Kalousek, Assistant Professor of Family Medicine, 2000. BA, Loma Linda University; DO, MS, College of Osteopathic Medicine of the Pacific.

Sylvia Kamath, Professor of Anatomy, 1995. MS, Bangalore University; MBBS, Madras University.

Nancy Edman Kawahara, Assistant Professor of Pharmacy Practice, 2000. PharmD, MSED, University of Southern California.

Jerry Kellogg, Adjunct Assistant Professor of Nursing, 1998. BA, University of California, Riverside; MA, California State University, Los Angeles.

Nadir Khan, Professor of Microbiology, 1978. BS, DJ, Government Science College; MS, University of Karachi; PhD, University of Missouri.

Dennis M. Kiick, Professor of Biochemistry, 1995. BS, San Diego State University; PhD, University of North Texas.

J. Ben Kitchen, Assistant Professor of Veterinary Medicine, 2002. BFA, Oklahoma State University; MFA, University of Illinois; DVM, The Ohio State University.

Katherine K. Knapp, Professor of Social and Administrative Sciences, 2001. BA, MA, MS, University of Michigan; PhD, University of California, Davis.

Donald J. Krpan, Professor of Family Medicine, 1987. BS, University of Nevada; DO, University of Health Sciences, College of Osteopathic Medicine, Kansas City.

Craig S. Kuehn, Professor of Anatomy, 1985. BS, California State Polytechnic University, Pomona; PhD, University of Southern California.

Maria Lambros, Associate Professor of Pharmaceutical Science, 1999. BS, University of Athens; MS, University of Cincinnati; PhD, University of Minnesota.

Anandi V. Law, Assistant Professor of Social and Administrative Sciences, 1999. BPharm, University of Bombay; MS, PhD, The Ohio State University.

Jennifer Le, Assistant Professor of Pharmacy Practice, 2002. BS, University of California, Los Angeles; PharmD, University of California, San Francisco.

Craig L. Lenz, Associate Professor of Family Medicine, 1999. BSE, Princeton University; MEd, University of Pennsylvania; DO, Phi()TjT*(e)-4.6(g)9(y)22(.3(i.2(, Uh; DO, P)-9.4g)6.5(e3-1.4(o)7(y)22(.34(Calif)8.4(o))-5.5(a)-3(i.2(, U(i)1.4(th

Elizabeth A. Rga, Associate Professor of Anatomy, 2000. BA, Valparaiso University; MA, PhD, University of
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R.shey Robinonesor of Vtrinary Medicin, 1998. BVC, Uvit of Sydn;p. Microbiol,
Otago Univlrsity; MPH, PhD, Univlrsity of Minnesota.

Carl E. Trinca, Professor of Social and Administrative Sciences, 1995. BS, MS, PhD, University of Arizona.

Guillermo Valenzuela, Associate Professor of Obstetrics/Gynecology, 1995. MD, Catholic University Medical School.

Georgeanne Vlad, Assistant Professor of Physical Therapy Education, 1991. BS, California State Polytechnic University, Pomona; MA, University of California, Santa Barbara; PT, Children's Hospital, Los Angeles.

Edward J. Wagner, Assistant Professor of Physiology, 2001. BS, University of California, Los Angeles; PhD, Michigan State University.

Stephen James Waldhalm, Professor of Veterinary Medicine, 2002. BS, University of Idaho; PhD, DVM, Washington State University.

Donald E. Walters, Associate Professor of Pharmacology, 2001. BS, St. Louis College of Pharmacy; PhD, University of Louisville.

Sompon Wanwimolruk, Associate Professor of Pharmaceutical Sciences, 2001. BSc, MSc, Mahidol University; PhD, Flinders University of South Australia.

Paul W. Willis, Jr., Assistant Professor of Family Medicine, 2001. BA, University of Southern Florida; DO, College of Osteopathic Medicine of the Pacific.

Richard Winn, Instructor of Family Medicine, 2001. BA, Pacific Union College; MA, M.Div., Andrews University; EdD, University of La Verne.

Siu-Fun Wong, Associate Professor of Pharmacy Practice, 1997. BS, University of California, Los Angeles; PharmD, University of California, San Francisco.

Stanley K. Wong, Professor of Pharmacology, 1981. BS, MS, PhD, University of Wisconsin.

Annie Wong-Beringer, Associate Professor of Pharmacy Practice, 1997. PharmD, University of Southern California, Los Angeles.

Frances Yang, Assistant Professor of Pediatrics, 1999. BS, California State Polytechnic University, Pomona; DO, Western University of Health Sciences.

Bartley Yee, Assistant Professor of Family Medicine, 1999. BS, University of California, Los Angeles; DO, Michigan State University.

Rafi Younoszai, Professor of Anatomy, 1979. BS, University of California, Berkeley; PhD, University of Minnesota.

CLINICAL AND ADJUNCT FACULTY

Julie Abraham, PharmD
Assistant Professor of Pharmacy Practice

Mary L. Adair, PA-C
Instructor of Physician Assistant Education

Ross Mitchell Adams, DO
Assistant Professor of Pediatrics

Cyrus Afrasiabi, MD
Associate Professor of Internal Medicine

Afshin Afrookhteh, JD
Assistant Professor of Physician Assistant
Education

Chandahas Agarwal, MD
Assistant Professor of Internal Medicine/
Cardiology

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Paul Benchwick, DO
Professor of Internal Medicine

Irvin S. Benowitz, DO
Associate Professor of Family Medicine

Mark P. Berland, DO
Assistant Professor of Obstetrics/Gynecology

Yoopin Bernbrock, PharmD
Assistant Professor of Pharmacy Practice

Steven M. Beutler, MD
Assistant Professor of Internal Medicine/ Infectious Diseases

A. Raja Bhupathy, DO
Assistant Professor of Family Medicine/
Dermatology

Vellore R. Bhupathy, MD, FACOG
Associate Professor of Obstetrics/Gynecology

Henry B. Bikhazi, MD, FACS
Assistant Professor of Surgery/
Otorhinolaryngology

Lori B. Birndorf, DO
Assistant Professor of Surgery/Ophthalmology

Murray L. Black, DO
Adjunct Assistant Professor of Family Medicine

Eliot S. Blackman, DO
Assistant Professor of Family Medicine

Andre V. Blaylock, MD
Assistant Professor of Family Medicine

William A. Blee, MD
Assistant Professor of Internal Medicine

Russell C. Bloom, DO
Assistant Professor of Family Medicine

Robert J. Bohr, MD
Assistant Professor of Surgery/Orthopedics

Richard A. Bond, DO
Associate Professor of Family Medicine

Gregory R. Bonomo, MD
Assistant Professor of Internal Medicine/
Neurology

Timothy R. Borman, DO
Assistant Professor of Surgery/Orthopedics

Allen D. Bott, MD
Assistant Professor of Internal Medicine/Neurology

James B. Boyd, MD
Assistant Professor of Family Medicine/
Emergency Medicine

Cory D. Boyles, MD
Assistant Professor of Physician Assistant
Education

John D. Branch, DO
Assistant Professor of Family Medicine

Michael Brand, MD
Assistant Professor of Internal Medicine/
Radiology

Rodney D. Brandt, MD
Assistant Professor of Surgery/Orthopedics

David A. Brauner, DO
Associate Professor of Pediatrics

Marc D. Braunstein, DO
Assistant Professor of Family Medicine

Randy J. Brazie, MD
Assistant Professor of Family Medicine/ Psychiatry

Mary Lou Breslin, MS
Adjunct Assistant Professor of Health Professions
Education

Paul C. Bressman, MD
Assistant Professor of Surgery

Elena Brodetsky, PharmD

Bernard Buchanan, MD
Assistant Professor of Family Medicine/ Psychiatry

Timothy W. Burke, DO
Associate Professor of Internal Medicine/
Gastroenterology

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Jay M. Butterman, DO
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Education

Assistant Professor of Intern-4.4(d)-8.5(i)-1.8(c)-4.4(i)-1.8(ne)-4.4()TJT*0 Tc0 Tw()TjT*0.0012 Tc0.0018 Tw[(J)-7.2(o)-4.8(sep(n

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John C. Steinmann, DO
Associate Professor of Surgery/Orthopedics

Craig Stephen Stern, PharmD, MBA
Assistant Professor of Pharmacy Practice

Gloria J. Stevens, MD
Assistant Professor of Family
Medicine/Dermatology

Kristine Stille, PharmD
Assistant Professor of Pharmacy Practice

William C. Stonecipher, DO
Associate Professor of Family Medicine

John Strathakis, DO
Assistant Professor of Family Medicine/
Dermatology

Howard N. Straub, DO
Professor of Surgery/Ophthalmology

Josef Strazynski, DO
Associate Professor of Family Medicine

Gregory D. Strebel, DO
Assistant Professor of Family Medicine

Angela Y. Su, PharmD
Assistant Professor of Pharmacy Practice

Jocelyn L. Sumcad, MD
Assistant Professor of Physician Assistant
Education

Gretchen Swanson, DPT
Adjunct Associate Professor of Physical Therapy
Education

Jamie L. Switzer, DO
Assistant Professor of Family Medicine

Brian M. Swope, DO
Assistant Professor of Pediatrics

Khanh Ta-Le, PharmD
Assistant Professor of Pharmacy Practice

Joanne A. Tabata, PharmD
Assistant Professor of Pharmacy Practice

Parvis Taherpour, MD
Assistant Professor of Family Medicine

Benjamin C. Tam, MD
Assistant Professor of Surgery/Orthopedics

Andrew Tan, PharmD
Assistant Professor of Pharmacy Practice

Phil Tang, PharmD
Assistant Professor of Pharmacy Practice

Bruce L.M. Tannenbaum, MD
Professor of Family Medicine/Psychiatry

Mark A. Tapscott, DO
Assistant Professor of Surgery/Proctology

Collin Teguh, DO
Assistant Professor of Family Medicine

Edward Tessier, BA
Adjunct Instructor of Health Professions Education

Stephen W. Thacker, DO
Associate Professor of Family Medicine

Jack (John) L. Thomas, DO
Assistant Professor of Family Medicine

Larry L. Thomas, MD
Assistant Professor of Family Medicine/
Emergency Medicine

Julie G. Thompson-Dobkin, DO
Assistant Professor of Internal Medicine/
Neurology

Nguyen Thong, MD
Assistant Professor of Internal Medicine

Rama K.P. Thumati, MD
Assistant Professor of Internal Medicine/
Cardiology

Brian L. Tiep, MD
Assistant Professor of Family Medicine/ Pulmonary
Rehabilitation

Jeffrey Tipton, DO, MPH
Assistant Professor of Family Medicine/Public
Health

Jamie Tobitt, PharmD
Assistant Professor of Pharmacy Practice

Shohreh Sherrie Todd, RPh
Assistant Professor of Pharmacy Practice

Eric M. Toder, DO
Assistant Professor of Family Medicine

Gilbert J. Toffol, DO
Assistant Professor of Internal Medicine/Neurology

Ernest Victor Tom, PharmD
Assistant Professor of Pharmacy Practice

Helen Tonnu, PharmD
Assistant Professor of Pharmacy Practice

Michael E.L. Toole, PharmD
Assistant Professor of Pharmacy Practice

Cynthia J. Toy, PharmD
Assistant Professor of Pharmacy Practice

Stanley M. Toy Jr, MD
Assistant Professor of Physician Assistant
Education

Bao Cong Tran, MD
Assistant Professor of Internal Medicine

Doug Dung Anh Tran, MD
Associate Professor of Surgery/
Otorhinolaryngology

Ellen T. Tran, PharmD
Assistant Professor of Pharmacy Practice

Tanya Tuyen Tran, PharmD
Assistant Professor of Pharmacy Practice

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Ing r4oc0.0321 Tw[(6ilb)-5.9

Alfred L. Turner, DO
Assistant Professor of Family Medicine/

Erna L. Wells, MPA, RN, CCM
Professor of Physician Assistant Education

Randall M. West, DO
Assistant Professor of Family Medicine

H. Eric Westman, DO
Associate Professor of Surgery/
Otorhinolaryngology

Frederick E. White, DO
Assistant Professor of Internal Medicine/
Radiology

Peter J. White, MD
Assistant Professor of Surgery/Anesthesiology

Janette M. Wilcox, DO
Assistant Professor of Family Medicine

Jeffrey C. Young, DO
Assistant Professor of Family Medicine

David Yousef, PharmD
Assistant Professor of Pharmacy Practice

John Yuen, PharmD
Assistant Professor of Pharmacy Practice

Ray M. Yutani, DO, PharmD, MS
Assistant Professor of Pharmacy Practice

Mehrnaz Zahiri, PharmD
Assistant Professor of Pharmacy Practice

Joseph A. Zammuto, DO
Assistant Professor of Family Medicine

Stephen W. Zecher, MPT
Adjunct Assistant Professor of Physical Therapy
Education

Robert Zelman, DO
Assistant Professor of Internal Medicine/
Cardiology

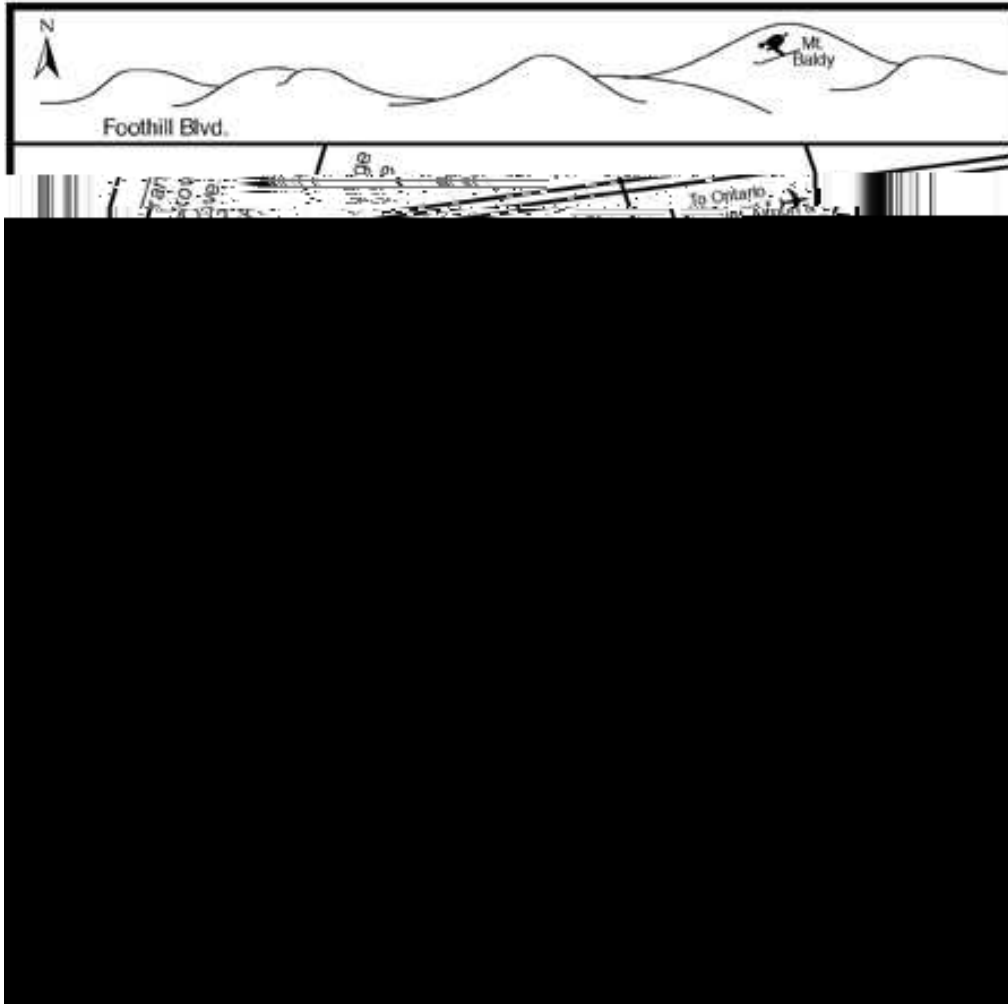
Nicole Zimmerman, PhD
Instructor of Health Professions Education

Sheldon S. Zinberg, MD
Professor of Internal Medicine

Phillip C. Zinni III, DO
Assistant Professor of Family Medicine

Robert D. Zipser, MD
Associate Professor of Internal Medicine/
Gastroenterology

John P. Zopfi, DO
Assistant Professor of Surgery/Trauma Surgery



1. ALUMNI CENTER
2. UNIVERSITY PARK
3. BOOTH CENTER
4. BUSINESS CENTER
5. CENTENNIAL PARK

Page 152, paragraph 1: For “November 1, 2004” read “November 1, 2003.”

Page 169, PA 6040 Senior Seminar III should read 2 credit hours instead of 3 credit hours.

Page 60: Add the following elective course after DO 5002

DO 5003 ISAC Facilitation (4 credit hours, Cr/NCr)

Prerequisites: Completion of DO 5002 with a final percentage score of 80% or higher and permission of course director. Continuation of Anatomy 5002, Intensive Summer Anatomy Course. Students enrolled in this elective course will be assisting the other first year medical students in the dissection of cadavers and otherwise aid studies in the regular Medical Gross Anatomy course. Other types of teaching assistance, including prosecting difficult-to-identify structures, may also be required.

Page 61: **DO 5030 Gross Anatomy** should read 9.5 credit hours.

Page 126, paragraph 2: Delete the sentence “In addition to maintaining a minimum 2.7 GPA, no more than 24 units can be with a C or C+ grade.”

Page 128-9, Professional Performance, section b: Replace this paragraph with the following revised statement.

“b. Attendance: Students are expected to attend and be on time for all scheduled activities. In the event of an absence or tardiness, it is the student’s professional responsibility to notify the department secretary, who will inform the appropriate faculty. If an absence, lateness, or early departure is anticipated, it is considered professional courtesy to 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 other major events immediately to the department secretary or Chair. Unanticipated lateness should be discussed with the course instructor as soon as possible.

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 examinations/quizzes may or may not be allowed, determined at the discretion of the course instructor.

Excessive absences, tardiness and/or early departures are considered a violation of the standards of professional conduct and are handled under the General University Academic Polices and Regulations of this catalog.”

Page 129, Promotion, section b

1. Students must attain a trimester GPA of 2.7 and maintain an overall GPA of 2.7. The trimester and overall GPA will be calculated at the end of each trimester.

COLLEGE OF PHARMACY

Master of Science in Pharmaceutical Sciences

Program Objectives

The major focus of the Master of Science in Pharmaceutical Sciences (MSPS) program is to provide students with a strong research focus, training and skills in order to prepare them for careers in academia, the pharmaceutical industry, or public/private research.

Program Overview

A minimum of 40 semester credit hours is required for completion of the MS program. This includes 20 hours of didactic study and 20 hours of research credits, leading to a thesis. The program emphasizes research in the pharmaceutical sciences.

Program Faculty

Program faculty are part of the Department of Pharmaceutical Sciences in the College of Pharmacy. Their areas of research emphasis include pharmacology, pharmaceuticals, pharmacokinetics, drug metabolism, physiology, and molecular immunology.

Application and Admissions Requirements¹

Graduates with a bachelor of science degree in pharmacy, chemistry, biology or related scientific area are eligible for admission in the program.

Minimum criteria to receive consideration for admission follow. Meeting these criteria, however, does

- Official test reports for the Test of English

Official grades are turned in to the Registrar from the Dean of Pharmacy, 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. For more information on how to access the BanWeb student records system, visit the Registrar's website at <http://www.westernu.edu/registrar>.

Western University of Health Sciences makes use of letter grades, which may include a plus/minus (+ / -) system of grading. The MS in Pharmaceutical Sciences makes use of letter grades only. A four-valued letter grade scale will be given, indicating:

Grade			Quality Points
A	-	Excellent	4
B	-	Good	3
C	-	Satisfactory	2
U	-	Unsatisfactory	0
I	-	Incomplete	0
Au	-	Audit	0
W	-	Withdrawal	0
Cr	-	Credit	0
NCr	-	Non-credit	0

Courses are rated at one semester hour for each 12 contact hours. 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

For successful completion of the MS in Pharmaceutical Sciences program, the faculty of the College of Pharmacy has established guidelines and requirements in addition to the courses and optional requirements listed above. Minimum requirements for graduation with an MS include:

- a. A minimum grade of 2.0 in each graduate course taken as part of the program.
- b. Overall 3.0 GPA of course work taken in the program
- c. Satisfactory completion and oral defense of a written thesis as well as satisfactory completion of all approved coursework.
- d. Attendance at the commencement ceremony during which time the degree will be awarded.
Requests to be excused from this requirement mu

Fall, Year 2	Elective I	4
	Graduate Seminar	2
	Research/Thesis	5
Spring, Year 2	Elective II	4
	Graduate Seminar	2
	Research./Thesis	5
	Total	44

Transfer Credit

A maximum of 10 graduate credits in which the student has earned an “A” from an equivalent program from another university will be honored towards the MS in Pharmaceutical Sciences for students transferring into Western U. The Department must approve all transfer credit, and the decision of the department is final.

Thesis

The thesis will be based on a research project that the student will undertake during the MS program. The faculty advisor will help the student select a topic and mentor the student in his/her progress.

MS candidates are required to present a written report of the thesis and present it to the thesis advisory committee for approval. The thesis advisory committee consists of three faculty members (the faculty advisor plus two other faculty of the Department of Pharmaceutical Sciences at the Western University College of Pharmacy). In addition, students will be required to defend their thesis via an oral presentation for the content at the end of their program. The oral defense may also include questions based on the required course work completed by the student. The defense committee will consist of the thesis committee and an external member from within the Western University faculty whose role will be to ensure that the defense is conducted fairly.

A fee will be charged to the student for microfilming and making copies of the thesis for committee members.

All candidates must pass a comprehensive examination covering the major and minor field, as well as the research and thesis. This usually is a two-hour oral examination. Members of the university faculty not on the thesis advisory committee may attend any oral examination as visitors. The faculty advisor will schedule the oral examination not later than the date of the deadline set by the Department Chair. Successful completion requires the unanimous support of all members of the thesis advisory committee. If a student fails the oral examination, one re-examination may be accorded the student based on its recommendation by the thesis advisory committee and approval by the Department Chair. Further re-examinations may be allowed only under exceptional circumstances and only with the approval of the Department Chair and Dean of the College of Pharmacy.

COURSE DESCRIPTIONS

PHSC 5000 Laboratory Rotations 2 credit hours (Graded)

Assigned laboratory experiences introducing students to the research techniques and protocols under the guidance of faculty members in the Department of Pharmaceutical Sciences.

PHSC 5101 Advanced Pharmaceutical Sciences I 4 credit hours (Graded)

