THE NEOMED COMPASS

Your destination for Catalog and Student Handbook content

Northeast Ohio
MEDICAL UNIVERSITY

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NEOMED COMPASS 2023-2024

DISCLAIMER

The NEOMED Compass is an official publication of Northeast Ohio Medical University and is intended to provide prospective students, current students, faculty, staff, and our broader community with general information about our institution, academic programs, course offerings and student support services. It contains policies, regulations, procedures, and fees effective June 1, 2023. The University reserves the right to make changes at any time to reflect current Board of Trustee policies, administrative regulations and procedures, amendments by state law and fee changes. Information provided in this publication is subject to change without notice and does not constitute a contract between NEOMED and a student or an applicant for admission. The institution is not responsible for any misrepresentation or provisions that may arise because of errors in preparation.

Use this publication as a resource and guide to questions regarding enrollment, academic and professional expectations, and support services here at NEOMED. Because the University is constantly working to improve and clarify its policies and procedures, these policies and procedures are subject to change during an academic year. It is the responsibility of the student to seek out clarification of policies, and the most up-to-date information about these policies that may be found online at Policy Portal | NEOMED.

CONTACT INFORMATION

Northeast Ohio Medical University
Office of the Registrar
4209 St. Rt. 44
P.O. Box 95
Rootstown, OH 44272
www.neomed.edu

Administrative offices are typically open weekdays from 8:00 a.m. – 5:00 p.m. Visitors are strongly encouraged to make appointments before visiting the campus to ensure the availability of the person they would like to see.

ABOUT THE UNIVERSITY

Northeast Ohio Medical University is a dynamic public institution of higher learning that trains physicians, pharmacists, researchers, and other health professionals. Established in 1973, NEOMED harnesses diversity, innovation, and collaboration to create transformative leaders and improve health through education, discovery, and service.

NEOMED has always believed that knowledge is power. As shown through its flame that rises above the pages of a book ~ the University's health sciences kindle thought leadership and provide students with exceptional experiences from which they evolve into health professionals. Those students emerge as leaders who move on to do amazing things, treating, and teaching others from diverse communities all over the world, and giving them compassionate care and information, so patients can live healthier lives.

The University is comprised of three colleges: Medicine, Pharmacy and Graduate Studies and collaborates with dozens of clinical, pharmacy, education, and research partners. The University's total enrollment consists of more than 1,000 future medical professionals.

NEOMED is in Rootstown, Ohio, a rural community located among one of the nation's best regions of highly ranked hospitals — most of which are part of NEOMED's network. The University is less than a 30-minute drive from Akron, Kent, and Youngstown and less than an hour from Cleveland and western Pennsylvania. The University's grounds and facilities are conveniently arranged, beautifully maintained, and effectively designed to meet the academic, personal, and extracurricular needs and interests of our students. Many students live in The Village at NEOMED, fully furnished upscale private apartment suites located on the campus. Others live in apartments located within a short drive from the University.

NOTICE OF NON-DISCRIMINATION

Northeast Ohio Medical University does not discriminate on the basis of age, color, disability, gender identity or expression, genetic information, national origin, race, religion, sex, sexual orientation, transgender status, status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, or veteran status. The following individuals have been designated to handle inquiries regarding the University's non-discrimination policies:

For discrimination concerns, including Title IX concerns, contact:

Molly O'Malley
Associate Director of Diversity, Equity, and Inclusion/Title IX Officer
Office of Human Resources and Diversity
Northeast Ohio Medical University
4209 St. Rt. 44, Rootstown, OH 44272
Telephone: 330.325.6733

OUR MISSION, VISION, AND VALUES

Mission

NEOMED harnesses diversity, innovation, and collaboration to create transformative leaders and improve health through education, discovery, and service.

Vision

To be the model of excellence in innovative education and impactful research to create transformational health care leaders of tomorrow.

Values

NEOMED incorporates the following values in all that we do:
Leadership | **E**xcellence | **A**dvocacy | **D**iversity | **E**quity | **R**espect

ACCREDITATION – UNIVERSITY

NEOMED is accredited by the Higher Learning Commission (HLC), one of the six regional agencies that accredit U.S. colleges and universities at the institutional level. The HLC evaluates the University as a whole to assure ongoing academic quality using five broad criteria including how the institution: 1) achieves its mission, 2) acts with integrity in ethical and responsible conduct of its activities, 3) provides quality education, wherever and however its offerings are delivered, 4) evaluates it's learning environments and support services for effective student learning, and 5) plans and uses its processes, structures and resources for institutional effectiveness.

NEOMED's most recent HLC comprehensive evaluation took place in September 2022. The next HLC comprehensive evaluation will be conducted in 2032. The official HLC Statement of Accreditation Status is available on the university website under the HLC Mark of Affiliation. Questions or concerns regarding the University's accreditation should be directed to the Higher Learning Commission.
Higher Learning Commission
230 South LaSalle St., Suite 7-500
Chicago, IL 60604
800.621.7440

For information about degree/program-specific accreditation, please refer to each college's section of the Compass.

Ohio Resident Priority and Citizenship Status

NEOMED is a publicly chartered and funded university in the state of Ohio. Because of this public support, our charter mandates giving admission preference to residents of the state of Ohio, as defined by the Ohio Department of Higher Education. Approximately 15% of our incoming students are non-Ohio residents.

U.S. citizens, U.S. Permanent Residents, and students eligible for a J1 Visa may apply for admission to the University at the time of publication; candidates must have such status upon application. J1 Visa holders may apply for admission in the College of Pharmacy and the College of Graduate Studies. Admission to the College of Medicine is not available to international students.

International students with F1 Visa status may, however, apply to the M.P.H. program through one of our consortium universities (Cleveland State University, Ohio University or Youngstown State University).

Admitted students interested in pursuing Ohio Residency status for tuition purposes are encouraged to read the conditions of eligibility, documentation expectations and application deadline information available on our website.

HISTORY – UNIVERSITY

In 1972, multiple constituents, including three state-supported universities in Northeastern Ohio (The University of Akron, Kent State University and Youngstown State University), responded to a challenge offered by the Ohio General Assembly to develop a plan for medical education for this area that could address the need for primary care physicians, and one which would use existing facilities of the three universities and of the area community hospitals to the greatest extent possible.

The Northeastern Medical Education Development Center of Ohio, Inc. (MEDCO), was incorporated under Ohio Law on Aug. 18, 1972, to "develop a plan for expanding medical education opportunities in Northeastern Ohio, including the establishment of a medical school." The directors of MEDCO engaged Stanley W. Olson, M.D., to direct the planning effort. He and a group of experts in medical education prepared a document, "The MEDCO Plan for Medical Education - 1973," which was accepted by the MEDCO directors and forwarded to the Governor of Ohio, the Ohio General Assembly and the Ohio Department of Higher Education (formally known as the Ohio Board of Regents) on Dec. 26, 1972.

In August 1973, the Ohio General Assembly passed legislation establishing the Northeastern Ohio Universities College of Medicine (NEOUCOM). On Nov. 26 of that year, the Board of Trustees of NEOUCOM was officially installed. The Board of Trustees invited Dr. Olson to become the chief executive officer of the College. The official "founding" date of the University is November 23, 1973.

Early in 1974, the site at Rootstown was chosen for the Basic Medical Sciences and Administrative Campus of the College. In 1975, 42 members were selected for the charter class of the six-year B.S./M.D. curriculum, and Phase I studies commenced at the consortium universities. In 1976, the College of Medicine was awarded a Letter of Reasonable Assurance from the Liaison Committee on Medical Education, and, in 1977, provisional accreditation was granted. In September of that year, charter class members began their freshman year of medical school on the Rootstown campus.

Meanwhile, hospitals in the area signed association agreements with the College of Medicine. Teaching hospitals that associated early with the College to function as major teaching hospitals were Akron General Medical Center, Children's Hospital Medical Center of Akron and Summa Health System, Akron; St. Elizabeth Health Center and Western Reserve Care System, both of Youngstown; and Aultman Hospital and Timken Mercy Medical Center of Canton. Hospitals that signed as limited teaching hospitals were Fallsview Psychiatric Hospital, Cuyahoga Falls; Robinson Memorial Hospital, Ravenna; Woodside Receiving Hospital, Youngstown; Barberton Citizens Hospital, Barberton; Trumbull Memorial Hospital, Warren; Hillside Hospital, Warren; Edwin Shaw Rehabilitation Center, Akron; and Lodi Community Hospital, Massillon Psychiatric Hospital, Salem Community Hospital, and Wadsworth-Rittman Hospital. In 1994, Barberton Citizens Hospital was reclassified as a major teaching hospital because of its increased role in undergraduate and graduate family medicine education. Ambulatory care centers have been completed at the major teaching hospitals in Akron, Canton, and Youngstown.

Full-time basic medical science and community health sciences faculty were recruited to work at the Rootstown campus. A large faculty of full-time, part-time, and volunteer clinicians at the associated hospitals and in private offices were recruited to provide the curriculum of the clinical years.

The mission of the Northeast Ohio Medical University (NEOMED) Foundation is to strengthen the financial capacity of Northeast Ohio Medical University and to broaden access to high quality medical, pharmacy and graduate education. The Foundation works with the University as it endeavors to meet the health care workforce needs of Ohio and our nation, engage in groundbreaking health care research, and serve the community. Founded in 1978, the NEOMED Foundation accomplishes its mission through advocacy, fundraising, community outreach, investment management and stewardship of resources.

Full accreditation was accorded the medical portion of the College's six-year combined B.S./M.D. degree program on June 30, 1981, retroactive to March 5, 1981 (the actual date of the LCME site visit). The College's Charter Class of 42 students graduated on May 30, 1981.

PROGRAM EXPANSION
In November 2005, the Ohio Department of Higher Education approved a Doctor of Pharmacy degree program at NEOUCOM, and the College of Pharmacy was ratified in December 2005 by the NEOUCOM Board of Trustees. The pharmacy program was likewise created to meet important regional needs: to address the shortages in the pharmacy workforce and the lack of pharmacy education in Northeast Ohio.

In August 2007, the College of Pharmacy welcomed its first class of 75 students with preferential admissions agreements with four of Northeast Ohio's public universities, The University of Akron, Kent State University, Cleveland State University and Youngstown State University. Recognizing the culture of collaboration at NEOUCOM, the design of the new college incorporated interprofessional education in its model, building a greater awareness and understanding of each profession and a deeper understanding of working together for the outcome of better patient care.

In July 2008, Governor Ted Strickland, the Ohio Department of Higher Education Chancellor Eric D. Fingerhut and the Ohio General Assembly signed House Bill 562 into law as part of a state initiative to enhance the quality and affordability of postsecondary education. Through this initiative, NEOUCOM welcomed Cleveland State University as its fourth university partner in the College of Medicine's combined B.S./M.D. program.

In 2009, the College of Graduate Studies was established. The University received degree-granting authority for a Master of Public Health degree and a Master of Science and Doctor of Philosophy in integrated pharmaceutical medicine. The Bioethics Certificate program was also housed in the College of Graduate Studies.

In 2009, the Ohio Department of Higher Education called for an expansion of the College of Medicine program to include students from Cleveland State University.

April 29, 2011 was another historic day for the University, as Governor John Kasich publicly signed House Bill 139 as approved by the Ohio General Assembly to officially change the name of the Northeastern Ohio Universities College of Medicine (NEOUCOM) to Northeast Ohio Medical University (NEOMED). The approval and signing of this bill not only changed our name but also positioned NEOMED as an academic health center and as a free-standing public university, one of 14 public universities in Ohio.

In spring 2012, the Ohio Department of Higher Education approved the Master of Science/Residency Program in health-system pharmacy administration. This program is operated by the College of Pharmacy and housed under the College of Graduate Studies. In the same year, the College of Pharmacy also established a Pharmacy Residency Program within the Department of Pharmacy Practice. The program consists of a community pharmacy post-graduate year 1 (PGY1) residency with NEOMED and a federally qualified health center, a PGY1 community pharmacy residency program with Cleveland Clinic, and a post-graduate year 2 (PGY2) residency program with University Hospitals Geauga Medical Center.

In spring 2017, the Ohio Department of Higher Education approved the Master of Arts in Medical Ethics and Humanities offering students two tracks, in either medical humanities or ethics as applied to clinical settings. This program is operated in partnership with Kent State University and the University of Akron.

In winter 2018, the name of the Bioethics Certificate was changed to align with the associated master's degree in medical Ethics and Humanities.

In March 2019, the Ohio Department of Higher Education approved the Master's in Modern Anatomical Sciences and the Master of Science in Modern Anatomical Sciences programs. The two program tracks help to fulfill the needs of students by offering a 1-year accelerated Master of Modern Anatomical Sciences and a 2-year M.S. in Modern Anatomical Sciences. These programs are designed to train the next generation of medical science educators through offerings in foundational and advanced human anatomy, microanatomy, and neuroanatomy using both traditional dissection methodologies and modern imaging modalities.

In March 2020 NEOMED was able to quickly shift from in-person to hybrid model so that student learning would not be disrupted during the COVID-19 pandemic. Furthermore, the University safely remained open using a hybrid model of learning, teaching, and working remotely.

The University continued to grow and innovate during this time. Among many new programs introduced by the University, NEOvations Bench to Bedside was launched to help students learn the process of bringing innovative medical solutions from conception to commercialization by working with an area of professionals, including investors, attorneys, physicians, and medical entrepreneurs.

New degree programs were launched to expand NEOMED's footprint on the health professions. In December of 2020, the Ohio Department of Higher Education approved the Master of Medical Science in Anesthesia program. The MMSc-A program is designed to provide students with the didactic, clinical, and simulation education required to deliver safe, patient-centered anesthetic care as a Certified Anesthesiologist Assistant (CAA). The program welcomed its first class in January 2022.

In Feb of 2021, the Ohio Department of Higher Education approved the Master of Leadership in Health Systems Science. The MLHSS program is designed to develop professionalism and leadership skills while advancing knowledge of health systems science. Students in this program learn to analyze the way care is delivered within a health care organization to improve patient care. The program welcomed its first class of in August of 2021 to teach students how to analyze the way care is delivered within a health care organization to improve patient care and maximize health.

NEOMED Health Care, which offers primary care services to students, employees, and the general public, was launched in early 2022.

In Nov of 2022, the Ohio Department of Higher Education approved the Master of Global Health and Innovation. The GLBH program trains future transformative leaders in global and underserved health. This program is available at the master or graduate-certificate level. It is for independent critical thinkers driven to improve health systems, whether here or abroad. The certificate program welcomed its first class in August 2022. The master's program will welcome its first class in August 2023.

CAMPUS

The 112-acre Rootstown campus houses the University's administrative offices, the departments of anatomy and neurobiology, integrative medical sciences, and pharmaceutical sciences, and the clinical departments of family and community medicine, internal medicine, pharmacy practice, and psychiatry. State-of-the-art facilities range from the Dr. Chatrchai and Eleanor Watanakunakorn Medical Research Building, housing research laboratories and classrooms for collaborative research projects among clinical and basic sciences faculty, to the Aneal Mohan Kohli Academic and Information Technology Center, which has more than 5,000 volumes and 3,000 E-books. Through Ohio LINK, patrons have access to more than 100,000 e-books and 24 million electronic articles. Recent renovations to the lecture halls and the addition of the pharmacy labs and multi-disciplinary labs have enhanced the educational setting for students.

The William G. Wasson, M.D., Center for Clinical Skills Training, Assessment and Scholarship is a unique simulation facility that provides students a safe experiential education environment to learn, practice and be assessed on important clinical, communication and team skills. Standardized or simulated patients (SPs), individuals trained to role-play a variety of patient cases, are recruited, and trained to teach and evaluate health professions' students' clinical skills. Skills taught and assessed may include but are not limited to medical interviewing, health assessment, physical exam, verbal and nonverbal communication, medication therapy management, differential diagnosis, and interprofessional team-based collaborative care and leadership. In addition to SPs, the Center also provides a variety of task trainers and manikins as education tools for students to safely learn and practice procedural and clinical skills and bridge medical knowledge's application to medical practice.

In 2009, The Best Practices in Schizophrenia Treatment (BeST) Center was established at NEOMED with a $5 million grant from The Margaret Clark Morgan Foundation of Hudson, Ohio. The Center's mission is to ensure that people with schizophrenia and related disorders maximize their ability to achieve recovery by receiving early intervention treatments shown to be best practices. To do so, the Center works with clinical partners from Summit County, Ohio and the surrounding areas.

In 2013, the University opened the Research and Graduate Education Building, a four-story, 80,000 square-foot facility that includes state-of-the art open biomedical laboratories that support collaborative research along with sophisticated core facilities. In addition, there are faculty offices, areas for students and technicians and seminar, small group conference and teaching rooms.

The University also opened its first on-campus residential housing in 2013. "The Village at NEOMED" is located on the Northwest corner of the NEOMED campus. The 270,000 square-foot luxury residential housing village includes private parking and paved walkways for easy access to existing campus facilities. More information is available online at http://www.thevillageatneomed.com/.

In 2014, the University opened its Health, Wellness and Medical Education Complex, the "NEW Center" a 177,338 square-foot addition that houses numerous community-centered services including a fitness center, pools, therapy services, conference services, classroom and lecture hall space, a coffee shop, eateries, a retail pharmacy (Rootstown Community Pharmacy), a dentist (Yunbelievable Smiles) and even primary care offices (Summa). The complex is located on the east side of campus along State Route 44.

In late 2020, a $24 million, 87,000 square-foot medical office building and academic learning center will be the new face of Northeast Ohio Medical University and Bio-Med Science Academy, a STEM+M high school on campus. The facility houses NEOMED Health Care and its centers — Student Health; Integrated Primary & Mental Health Care; and Substance Use Disorder Treatment; the Student-Run Free Clinic at NEOMED;

and Summa Health Rootstown Medical Center. The Wasson Center for Clinical Skills Training, Assessment, and Scholarship, which is a patient simulation center that trains health sciences students and professionals from throughout Northeast Ohio, is also located in the medical office building.

MASCOT

In 2013, the University unveiled "Nate" the Walking Whale as its first ever mascot. The Walking Whale is better known as *Ambulocetus natans*, an early cetacean that could walk as well as swim. It is the only species classified under the genus *Ambulocetus* and is a transitional fossil that shows how whales evolved from land-living mammals. NEOMED scientist Dr. Hans Thewissen discovered it in Pakistan in 1993. The mascot represents the great scientific discoveries made at the University in the fields of medicine and pharmacy, helping NEOMED stand out as a center of academic innovation and discovery. The walking whale also represents NEOMED's impact on not only our own community, but also the world community. While walking whales no longer exist, they have evolved into some of the most elegant and majestic creatures that this world has seen. In addition, no matter what trials, tribulations or successes have arisen, the walking whale serves as a reminder that there are always great things lying ahead.

THE NEOMED NETWORK

Consists of clinical, research and educational institutions, as well as other public, civic, and private organizations that collaborate with the University and/or align with core components of its mission. Among them are many top-ranked health systems.

PARTNER UNIVERSITIES

NEOMED's College of Medicine is the only medical college in the country that has Baccalaureate and Post-Baccalaureate partnerships that are either active or in development with six state universities and two private colleges.

Baldwin Wallace University
www.bw.edu
Admission Office: 440.826.2222

Central State University
www.centralstate.edu
Admission Office: 937.376.6348

Cleveland State University
www.csuohio.edu
Admission Office: 216.687.5411 or 888.CSU.OHIO

Stark State College
www.starkstate.edu
Admissions Office: 800.797.8275

Hiram College
www.hiram.edu
Admission Office: 800.362.5280

Kent State University
www.kent.edu
Admission Office: 330.672.2444 or 800.988.KENT

The University of Akron
www.uakron.edu
Admission Office: 330.972.7100 or 800.655.4884

Youngstown State University
www.ysu.edu
Admission Office: 330.941.2000 or 877.468.6978

ASSOCIATED HOSPITALS, HEALTH DEPARTMENTS, AND PHARMACIES

The clinical teaching facilities of the University include more than 26 associated hospitals, a range of private and corporate pharmacies and six health departments.

Clinical Teaching Sites for the College of Medicine

The College of Medicine partners with a variety of health care systems, hospitals, outpatient providers and other agencies to provide NEOMED students with a rich and varied clinical experience. Our clinical faculty numbers more than 2,000 health professionals in a wide variety of specialties and subspecialties.

Clerkship Affiliates

Akron Children's Hospital Akron Campus
Akron Children's Hospital Beeghly Campus
Aultman Alliance Community Hospital
Aultman Hospital
Cleveland Clinic Akron General
Cleveland Clinic Mercy Hospital
Heartland Behavioral Health
Louis Stokes Cleveland VA Medical Center
Mercy Health, St. Elizabeth Youngtown Hospital Mercy
Health, St. Elizabeth Boardman Hospital
Mercy Health, St. Vincent Medical Center
MetroHealth Medical Center

Mount Carmel Health System
Northcoast Behavioral Healthcare Hospital
OhioHealth Riverside Methodist Hospital
Salem Regional Medical Center
Southwest General Health Center
St. Vincent Charity Medical Center
Summa Health System Akron Campus
Summa Health System Barberton Campus
Summa Health System St. Thomas Campus
Trumbull Regional Medical Center
University Hospitals Elyria Medical Center University
Hospitals Portage Medical Center
University Hospitals St. John Medical Center
Western Reserve Hospital

Health Departments/Agencies

Canton City Health Department
Mahoning County District Board of Health
Portage County Combined Health District
Stark County Health Department
Summit County Health Department
County of Summit Alcohol, Drug Addiction and Mental Health Services (ADM) Board

Clinical Teaching Sites for the Master of Medical Science in Anesthesia

The College of Graduate Studies Anesthesiologist Assistant program partners with a variety of health care systems, hospitals, and other agencies to provide clinical setting experiences for students.

University Hospitals, Cleveland – Cleveland, OH
Mercy Medical Center – Cleveland Clinic – Canton, OH
St. Elizabeth Hospital, Youngstown – Mercy Health – Youngstown, OH
Ohio Specialty Surgical Suites – North Canton, OH
The Ohio State University Wexner Medical Center – Columbus, OH
University of Cincinnati Medical Center – Cincinnati, OH 45219
University of Toledo Medical Center – Toledo, OH
Southwest General Hospital – Middleburg Heights, OH
Christ Hospital – Cincinnati, OH
Centura Penrose Hospital – Colorado Springs, CO
Parkview Regional Medical Center – Fort Wayne, IN
Mercy Hospital, St. Louis – St. Louis, MO
St. Luke's Hospital – Kansas City, MO
Eastern Carolina University Health Medical Center – Greenville, NC
Driscoll Children's Hospital – Corpus Christi, TX
The Children's Hospital of San Antonio – San Antonio, TX
Baptist Orthopedic Hospital – San Antonio, TX
University of Vermont Medical Center – Burlington, VT
Aurora Sinai Medical Center – Milwaukee, WI

Clinical Teaching Sites for Pharmacy

The College of Pharmacy is pleased to partner with many nationally recognized pharmacy chains, locally owned pharmacies, hospitals, health centers, associations, and other locations to provide pharmacy practice opportunities and training to its students. Faculty numbers include more than 500 pharmacy preceptors.

Absolute Pharmacy, Inc.
Acme Pharmacies
Ahuja Medical Center
AIDS Healthcare Foundation
Akron Children's Hospital
Akron Children's Hospital – Beeghly Campus
Allen's PharmaServ, Inc.
Amazon Pharmacies
American Pharmacists Association

American Society of Health System Pharmacists
Ameriwell Pharmacy
Ashtabula County Medical Center
Aultman Alliance Community Hospital
Aultman Hospital
Aultman Orrville Hospital
Axess Pointe Community Health Centers
Beachwood Family Health Center Pharmacy

Beacon Charitable Pharmacy
Becton, Dickinson and Company
Bedford Medical Center
Bioscrip Infusion
Brewster Family Pharmacy
Brunswick Family Health Center
Buckley's Pharmacy
Buderer Drug Company
Camden-Clark Memorial Hospital
Care Alliance Health Center
Center for Families and Children
Champion Discount Pharmacy

Chemawa Health Center
Church Square Pharmacy
Cleveland Clinic Akron General
Cleveland Department of Public Health
Compounding Pharmacy of Green
Costco
Crile Pharmacy
CVS
CVS Omnicare Akron
Davies Drug
Dearborn Heights Pharmacy
Diplomat Pharmacy
Discount Drug Mart
East Village Pharmacy
Easterday Pharmacy
Eli-Lilly & Company
Elixir Rx Solutions
Envision Rx Options
Euclid Hospital
ExactCare Pharmacy
Fairview Health Center Pharmacy
Fairview Hospital
Federal Correctional Institute in Elkton
Geauga Medical Center
Genesis Health System
Generations Behavioral Hospital
Genoa Qol Healthcare
Giant Eagle
Good Samaritan Medical Center
Grace Hospital
Great Lakes Pharmacy
Hart Pharmacy
Hattie Larlham
HealthPro Pharmacy
Heartland Behavioral Healthcare Hospital
Heritage Square Pharmacy
Highland Pharmacy
Hillcrest Hospital
Holzer Health System
Home Delivery Pharmacy
Hometown Pharmacy
Hospice of the Western Reserve
Independence Family Health Center Pharmacy
Independence, Inc.
Infusion Pharmacy at Home
Jacobs Health Center Pharmacy
Kent State University Health Services
Klein's Pharmacy
Kmart
Kroger
Lake Health-Tripoint
Lee Memorial Hospital
Louis Stokes VAMC Cleveland VA Medical Center
Lutheran Hospital
Marc Glassman, Inc.
Marietta Memorial Hospital
Marion General Hospital
Marymount Family Pharmacy

Marymount Hospital
MedCentral Health System
Medi-Wise Pharmacy
Medical Mutual
Medicine Center Pharmacy (New Philadelphia)
Medina Family Pharmacy
Medina General Hospital
Memorial Health System
Menorah Park Pharmacy
Mercy Health Select
Mercy Medical Center
MetroHealth Medical Center
Nationwide Children's Hospital
Northeast Ohio Neighborhood Hough Health Center
New Choice Pharmacy
Newton Falls Family Pharmacy
North Coast Cancer Care Pharmacy
Northcoast Behavioral Healthcare
Ohio HealthCare Corporation
Ohio Pharmacists Association
Ohio Veterans Home (Sandusky)
Orchard Specialty Pharmacy Services
Pharmacy Care
Pharmacy Innovations
PharmCare Compounding Pharmacy
PharMerica
Portage Children's Services Center
Preferred Excellent Care Home Infusion Pharmacy
Professional Compounding Centers of America
Quality Compounding Specialty Rx
Rainbow Babies and Children's Hospital
Rakesh Ranjan and Associates
Richmond Medical Center
Rite Aid Pharmacy
Riverside Methodist Hospital
Ronci Family Discount Drug
Rootstown Community Pharmacy
Rx Institutional Services
Salem Regional Medical Center
Sand Run Pharmacy
Sanford Health
Scriptshop Pharmacy
Select Specialty Hospital
Sharon Regional Health System
Signature Health
Skilled Care Pharmacy
SOFIE - Zevacor
Solon Family Health Center Pharmacy
South Pointe Hospital
Southwest Community Pharmacy
Southwest General Health System

St. Elizabeth Boardman Health Center
St. Elizabeth Health Center
St. John Medical Center
St. Joseph Health Center
St. Vincent Charity Hospital
Stephanie Tubbs Jones Center Pharmacy
Steward Trumbull Memorial Hospital
Strongsville Family Health Center Pharmacy
Summa Akron City Hospital
Summa Barberton Hospital
Summa Rehab Hospital
Summa St. Thomas Hospital
SummaCare, Inc.
Surgical Center Pharmacy
Taussig Cancer Center Pharmacy
The Cleveland Clinic Foundation
The Free Medical Clinic of Greater Cleveland
The Medicine Shoppe
ThornCherry Pharmacy
Twinsburg Family Health Center Pharmacy
Union Hospital
University Hospitals Health System
UH Health System Specialty Pharmacy
University of Washington Medical Center
Vibra Hospital of Mahoning Valley
Walgreen
Wal-Mart
Western Reserve Hospital
Willoughby Hills Family Health Center Pharmacy
Wyandot Memorial Hospital

ACADEMIC CALENDAR & HOLIDAYS

NEOMED recognizes various holidays within the academic calendar during which the Rootstown campus is either closed and/or classes are cancelled. Refer to the [academic calendar online](#) for the exact date each holiday will be recognized. Student time off may vary by cohort during the clinical years. These holidays include Memorial Day, Juneteenth National Independence Day, Independence Day, Labor Day, Veterans Day Observance, Thanksgiving Day, Columbus Day (first floater; used at a different time in the academic calendar), President's Day (second floater; used at a different time in the academic calendar), Christmas Day, New Year's Day, and Martin Luther King Jr., Day.

COLLEGES AND PROGRAMS

COLLEGE OF GRADUATE STUDIES

The College of Graduate Studies was founded in 2009 and offers graduate programs in basic and translational biomedicine, public health, medical ethics and the humanities, foundations in medicine, leadership in health system sciences, medical science in anesthesia, as well as certificates in health research, public health, public health administration, public health research and medical ethics and humanities. The College of Graduate Studies provides support to students who are pursuing graduate-level degrees at NEOMED and in partnership with other Ohio universities. For more detailed information, please refer to the College of Graduate Studies section of the Compass and the College of Graduate Studies [website](#).

COLLEGE OF MEDICINE

The College of Medicine is in its fifth decade of developing physicians from and for Ohio. And while many of our students focus on primary care in underserved areas, making great use of the College's partnerships which offer teaching hospitals and facilities with more than 30 regionally located health systems and major universities, others find themselves equally prepared for specialty areas and are in demand by the world's best health systems. For more detailed information, please refer to the College of Medicine section of the Compass and the College of Medicine [website](#).

COLLEGE OF PHARMACY

The College of Pharmacy, founded in 2005, offers the only four-year Doctor of Pharmacy degree (Pharm.D.) program in eastern Ohio. The College is dedicated to interprofessional healthcare education and research - pharmacy and medicine students learning together. It graduates pharmacy professionals who proactively integrate into the healthcare team to collaboratively advance and deliver optimal patient care. The College also provides pharmacy residency education and teaching certificate programs. For more detailed information, please refer to the College of Pharmacy section of this publication and the College of Pharmacy [website](#).

ADMINISTRATION & ACADEMIC DEPARTMENTS

BOARD OF TRUSTEES (2023-24)

UNIVERSITY ADMINISTRATION

President……………………………………………...………..John T. Langell, M.D., Ph.D., M.P.H., M.B.A., FACS
Provost and Senior Vice President for Academic Affairs……..C. Forrest Faisson, M.D., Sc.D.(Hon), FAAP
Vice President, Advancement & President, NEOMED Foundation …………………..Doreen K. Riley, M.S.
Vice President, Communications and Chief Marketing Officer………………Roderick L. Ingram Sr., M.B.A.
Vice President, Government and External Affairs …………………………...……… John J. Stilliana, M.A.
Vice President, Human Resources and Diversity…………………………………….…..Andre L. Burton, J.D.
Vice President, Operations and Finance …………………………………….……Mary Taylor, M.Tax., CPA
Vice President, Research …………………………………………………………… Rebecca Z. German, Ph.D.
Vice President, Strategy and Transformation……………………………….Lacey A. Madison, M.B.A., M.Ed.
Interim Inaugural Dean, Bitonte College of Dentistry …………………………...……..M. Frank Beck, D.D.S
Dean, College of Graduate Studies…………………………………………………… Julie M. Aultman, Ph.D.
Dean, College of Medicine………………………………………….Marc D. Basson, M.D., Ph.D., M.B.A.
Dean, College of Pharmacy……………………………………….Richard J. Kasmer, Pharm.D., J.D.
General Counsel and Chief Technology Officer……………………………… Maria R. Schimer, M.P.H., J.D.

COLLEGE OF DENTISTRY ADMINISTRATION

Dean, ……………………………………………………………………...………..M. Frank Beck, D.D.S
Associate Dean, Education and Academic Affairs …………………………Kristin Z. Victoroff, D.D.S, Ph.D.

COLLEGE OF GRADUATE STUDIES ADMINISTRATION

Dean…………………………………………………………………………..…Julie M. Aultman, Ph.D.
Vice Dean……………………………………………………….……..Scott Wisneski, Pharm.D., M.B.A., R.PH.

Program Directors
Global Health and Innovation ……………………………………………………..Bernhard Fassl, M.D.
Basic and Translational Biomedicine ………………………………………………...…………Priya Raman, Ph.D.
Basic and Translational Biomedicine ………………………………………...………..Matthew Smith, M.S., Ph.D.
Master of Leadership in Health Systems Science …………………..………Vivian von Gruenigen, M.D., CPE, M.S.
Master of Medical Science in Anesthesia………………………………………………...Nathaniel Flath, CAA
Medical Ethics and Humanities Programs …………………………………...….……Julie M. Aultman, Ph.D.
Master of Foundations in Medicine……………………………………...…………………Erin Franks, Ph.D.
Public Health …………………………………………………...……..……….Amy Lee, M.D., M.P.H., M.B.A.

COLLEGE OF MEDICINE ADMINISTRATION

Dean …………………………………………………….………….......…… Marc D. Basson, M.D., Ph.D., M.B.A.
Vice Dean and Senior Associate Dean of Academic Affairs…..………………….….. Eugene M. Mowad, M.D.
Senior Associate Dean for Medical Education……………………………………...............Cynthia Ledford, M.D.
Associate Dean for Clinical Affairs ……………………………………………............Giselle Hamad, M.D.
Associate Dean for Curriculum Integration ……………………………………............ Sonja Harris-Haywood, M.D.
Associate Dean for Experiential Education …………………………........................ Susan Nofziger, M.D.
Associate Dean of Quality Initiatives……………………………………...Sebastián R. Díaz, Ph.D, J.D.
Assistant Dean of Curriculum and Outcome Measures …………………..……….………Janet L. Holliday, Ph.D.
Associate Dean for Admission and Student Affairs……………………………….………Douglas Moses, M.D.
Assistant Dean of Diversity……………………………………………………………………………*vacant*
Assistant Dean of Student Affairs……………………………………………….………Corrie Stofcho, M.D.
Department Chairs
Anatomy/Neurobiology …………………………………..……...……………… J. G. M. 'Hans' Thewissen, Ph.D.
Emergency Medicine ……………………………………………………...…….………Nicholas J. Jouriles, M.D.
Family and Community Medicine ……………………………………………..………….………John M. Boltri, M.D.
Integrative Medical Sciences …………………………………………….……………William M. Chilian, Ph.D.
Internal Medicine ……………………………………………………….…………Mehool Patel, M.D.
Obstetrics and Gynecology …………………………………………..Prabhcharan Gill, M.D. *(Interim)*
Orthopedic Surgery ……………………………………………………………...*vacant*
Pathology …………………………………………………………Jennifer Baccon, M.D., Ph.D.
Pediatrics …………………………………………………………...…………Shefali Mahesh, M.D.
Psychiatry …………………………………………………………..Randon S. Welton, M.D.
Radiology …………………………………………………………..……William F. Demas, M.D.
Surgery …………………………………………………...………….…………Drazen Petrinec, M.D. *(Interim)*
Urology ……………………………………...………..…………………………..………*vacant*

COLLEGE OF PHARMACY ADMINISTRATION

Interim Dean and Senior Associate Dean, Education and IPE…………...…Katherine M. Tromp, Pharm.D.
Senior Associate Dean, Program Quality and Student Success ….…Seth P. Brownlee, Pharm.D., BCCCP

Department Chairs
Chair and Professor, Pharmacy Practice …………………..…..……Mate Soric, Pharm.D., BCPS, FCCP
Chair and Associate Professor, Pharmaceutical Sciences …..………………………...Moses Oyewumi, Ph.D.

COLLEGE OF MEDICINE DEPARTMENTS

The College of Medicine is comprised of 13 academic departments with five departments residing on the NEOMED campus and nine clinical departments with department chairs who are located at our affiliate hospitals.

CAMPUS BASED DEPARTMENTS

ANATOMY AND NEUROBIOLOGY

The Department of Anatomy and Neurobiology contributes to medical, pharmacy and graduate education in anatomy and neuroscience. Departmental research is focused within two focus areas – musculoskeletal biology and auditory neuroscience. The Body Donor Program and Gross Anatomy Laboratory support NEOMED and other regional institutions with instruction in gross anatomy and neurobiology.

Research in the department is focused in the areas of auditory neuroscience and skeletal biology. In each focus area, faculty emphasize a multidisciplinary, collaborative approach to research and training at the graduate and postdoctoral levels.

Departmental faculty have primary teaching responsibilities in courses offered during the first year of medical and pharmacy professional education, and they also contribute to teaching throughout the medical, pharmacy and graduate school curriculum. Departmental faculty are active in service to NEOMED and beyond, contributing to biomedical and scientific education in Northeastern Ohio, and consulting on scientific issues at the national and international levels.

FAMILY AND COMMUNITY MEDICINE

The Department of Family and Community Medicine teaches in virtually every aspect of the curriculum at NEOMED. From the introductory psychosocial clinical medicine courses, the required clerkships in the M3 year, to electives and research opportunities in the M4 year, we are integral to the education of our students throughout their academic careers. We are the academic home to six family medicine residency programs in four different cities, as well as the Northeast Ohio Network® (NEON®), our practice-based research network. A leader in faculty development, our Fellowship in Academic Medicine (FAME) boasts more than 200 graduates since it began in 1990.

INTEGRATIVE MEDICAL SCIENCES

The Department of Integrative Medical Sciences (IMS) provides scholarly teaching to medical and graduate students; provides service to the institution and to the scientific community; and accomplishes innovative scientific research to better the health of our society.

The IMS Department at NEOMED is an interdisciplinary department comprised of investigators with a range of interests and disciplines, but with common intersections among their respective areas of research. Two research focus areas reside in IMS: metabolic disease and cardiovascular disease.

The faculty of IMS represent several disciplines, e.g., physiology, pharmacology, biochemistry, molecular biology and virology, and are actively combining their efforts to provide interdisciplinary approaches to understanding basic mechanisms underlying normal physiological function and the basis of disease.

INTERNAL MEDICINE

The Department of Internal Medicine faculty consists of practicing health care professionals from Northeast Ohio Medical University's affiliated hospitals throughout Northeast Ohio. Our faculty members volunteer their time to train our students. These volunteer faculty members model the University's core values of leadership, excellence, advocacy, diversity, equity and respect in their daily practice and their teaching and mentoring of medical students. The department's success relies on the strengthening of our affiliations with our community partners in health care delivery and our ability to work cooperatively and collaboratively with researchers and educators throughout the entire medical school and university.

PSYCHIATRY

NEOMED's Department of Psychiatry trains undergraduate medical students, partners with Summa Health System and Akron General Cleveland Clinic Health System to offer a general psychiatry residency program and has an affiliation with a child and adolescent psychiatry fellowship based at Akron Children's Hospital. The department is also home to three coordinating centers of excellence, the Best Practices in Schizophrenia Treatment (BeST) Center, the Criminal Justice Coordinating Center of Excellence (CJ CCoE) and the Ohio Program for Campus Safety & Mental Health (OPCSMH).

College of Medicine Hospital-Based Departments

The clinical departments within the College of Medicine include the following disciplines:

College of Medicine Hospital-Based Departments	
Emergency Medicine	Psychiatry
Obstetrics and Gynecology	Radiology
Orthopedic Surgery	Surgery
Pathology	Urology
Pediatrics	

Volunteer faculty include those based at our Rootstown campus and many clinical faculty at our affiliate health care systems throughout northern and central Ohio. These healthcare professionals model the University's core values of competence, communication, caring, character, curiosity, and community in their daily practice. They fulfill the University mission of teaching, patient care, and scholarly activity. The clinical departments emphasize a strong foundation in primary care and provide rich diversity among the various medical and surgical subspecialties. While the clinical faculty are deeply involved in both leadership and day-to-day teaching of the required clerkships during the M3 year and core and elective rotations in the M4 year, their activities span the entire curriculum, offering essential clinical perspectives throughout the M1 and M2 years. They also teach and assess clinical skills longitudinally throughout the entire medical school experience. Our clinical faculty are leaders in undergraduate medical education as well as instrumental in the wide variety of residency and fellowship programs affiliated with NEOMED. This involvement along the continuum of medical education strengthens opportunities for mentorship and networking for students as they seek residencies among our affiliate healthcare systems and beyond.

COLLEGE OF PHARMACY DEPARTMENTS

PHARMACEUTICAL SCIENCES

The Department of Pharmaceutical Sciences is driven by its commitment to educational excellence and advanced research, and ultimately aims to address the current healthcare issues facing society, while enhancing the knowledge of our students through classroom experiences, discoveries, and innovations.

Department research focuses on the investigation of mechanisms causing chronic illness and developing novel therapeutics and drug delivery systems. A few of these include personalized pharmacotherapy, drug design, advanced drug delivery, Parkinson's disease, traumatic brain injury and vision-related neurodegeneration; working in collaboration with our colleagues in the College of Graduate Studies and the College of Medicine.

PHARMACY PRACTICE

The mission of the Department of Pharmacy Practice is to advance the practice of pharmacy through interprofessional education of exceptional, well-rounded pharmacists who will deliver optimal patient care. Faculty in the Department of Pharmacy Practice include Rootstown-based faculty members and many faculty members in positions shared between NEOMED and community pharmacies, health-system pharmacies, physician practices and other settings across Northeast Ohio. They are actively involved in didactic teaching, experiential teaching, assessments, service to NEOMED, professional organizations, and scholarship.

ACADEMIC AFFAIRS

The Division of Academic Affairs is led by the Provost and Senior Vice President for Academic Affairs, the chief academic officer of the University reporting to the President and is responsible for ensuring the academic quality and management of all programs and services within the educational enterprise of the University through the establishment and coordination of policies and priorities. The Division of Academic Affairs supports all aspects of enrollment, Student Services, credentialing, curriculum, and instruction at the University, including the oversight and implementation of current and future programs. The division is comprised of the following areas: Admission and Financial Aid, Academic Affairs and Student Services, Academic Services, Faculty Development, Library, Office of Institutional Research, and the Office of the Provost.

THE OFFICE OF THE PROVOST

The Office of the Provost is responsible for the administration, coordination, and development of university-level academic functions, including continued development of an interprofessional, student-centered environment. The office provides oversight for resources related to academic programs and the shared services that support students, the curriculum, and the faculty. The office administers academic and faculty affairs and serves as the office of record for academic faculty files; develops academic strategic initiatives and academic/education policy in compliance with the Ohio Department of Higher Education. The office also includes Faculty Development staff to support the professional needs of university faculty members and works with Institutional Research to monitor and address accreditation requirements for the University and its educational programs.

ACADEMIC SCHEDULING & TESTING CENTER

The Office of Academic Services coordinates the details of routine educational operations, specifically student testing, management of online testing software, exam score calculation, and instructional space oversight. The functions that support these services include evaluation and scheduling of academic space; test administration; management and proctoring; and curricular, clerkship processes. Other responsibilities include administration of scores, exam logistics, exam report generation and analysis, and distribution of the results of student performance on examinations, along with responding to issues that require data, support, and solutions.

ACCESSIBILITY SERVICES

Accessibility Services, as part of the Learning Center, works to coordinate accessibility requests from students and present them, confidentially, to the University Student Accessibility Services Committee (USASC) for approval. The office staff then facilitates communication to students, faculty, and staff to ensure the approved accommodations are provided to support student needs. Students may also consult Accessibility Services for assistance with applying for accommodation for high stakes and licensure exams as they progress through their career at NEOMED.

Additional information related to the policy and procedures related to Accessibility Services at NEOMED can be found in the Resources and Services section of this document.

ADMISSIONS

The Office of Admissions educates students, parents, college advisors and stakeholders about the University's academic programs. Using evidence-based strategies designed to matriculate students who will thrive at NEOMED, Admissions partners with the colleges to facilitate the selection of students by the designated faculty-led committees into the M.D. program, the Pharm.D. program and selected graduate programs.

FACULTY DEVELOPMENT

The Office of Faculty Enrichment and Engagement serves as NEOMED's central office providing professional development programs that support faculty success at NEOMED. The office is focused on building supportive faculty partnerships, delivering meaningful programming, and initiating a model of mentoring, development, and engagement opportunities for faculty who provide NEOMED students with an exceptional educational experience.

FINANCIAL AID

The Financial Aid team is responsible for processing financial aid applications, applicant verification and the awarding of federal, state, and institutional aid. In addition, extensive counseling and programming is available in areas of financial planning, including debt management. Individual financial aid advising is available to students on topics such as aid eligibility, student budgeting, student loan terms, entrance and exit counseling, establishing, and maintaining good credit, financial independence, student loan debt management and loan repayment strategies.

Please see the Financial Aid section of this publication for more information on this topic.

INSTITUTIONAL RESEARCH

The Office of Institutional Research (IR) serves University constituents through four primary functions: institutional accreditation, external reporting processes, survey administration including course and faculty evaluations, and departmental and program reviews. Through these functions, IR provides information about the University for decision-making, accreditation compliance, and continuous quality improvement.

LEARNING CENTER

To achieve academic success in graduate and/or professional school, students must adapt academic strategies and self-management skills that differ from what was necessary for undergraduate success. The Learning Center assists students through the identification and evolution of current academic practice into a more efficient and effective study process. This program promotes students' academic success through various services, including:
- Academic strategy and learning skills consultations
- Individualized study plans for course or licensure exam preparation
- Online academic resources – both general and course-specific
- Peer tutoring – large and small group sessions
- Workshops – topics determined by student needs and requests
- Accommodations requests to the University Student Accessibility Services Committee
- English as a Second Language (ESL) support
- Identification of university, community, and online academic resources

OFFICE OF THE REGISTRAR

The Office of the Registrar team aspires to be professional leaders by modeling a collaborative, supportive, and innovative work environment in our NEOMED community.

Mission Statement- The Office of the Registrar serves the university with academic and professional integrity. We provide invaluable guidance on academic policies and procedures, model good stewardship of technological resources, participate in the continual improvement of student records management, fulfill data requests, and collaborate with community stakeholders for curriculum organization. It is our mission to uphold a reputation of accuracy, confidentiality, and timeliness, all in support of student and alumni success.

The University Registrar serves as the primary custodian of student academic records and is the certifying officer for the University. The University Registrar and student records team are responsible for student grades, student education records and transcripts; enrollment/graduation verification; student addresses; course scheduling and student registration; Ohio residency determinations; degree verifications; student letters of good standing; and academic promotion.

Educational records retained by the University Registrar for students include admission, academic and financial aid records. The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, governs access to student records by the students and others.

STUDENT SERVICES

"Keeping Students at the Center of our Work" NEOMED Student Services exists to support the academic and personal success of students through learning support and tutoring via the Learning Center, student organizations, campus wide events, student advocacy, credentialing compliance, leadership and service, student conduct, orientations, and student involvement. An expert staff of Student Services professionals works to promote student-centered learning and support, to provide an exceptional student experience, and to embrace a philosophy of student engagement and study/life balance in the campus community. The Senior Executive Director of Academic Affairs and Student Services provides leadership and coordination for these collaborative and holistic student services.

Student Services advances student learning and contributes to a more powerful educational experience by:

- Linking student learning opportunities, services, and programs so that they can be accessed easily and build on one another, resulting in a robust learning environment.
- Creating and promoting innovative student life programs and experiences.
- Promoting an inclusive, socially just and culturally competent community.
- Helping students understand themselves and how they relate to others, developing values, attitudes, and behaviors by students for their education and lifelong learning.
- Serving as a resource for students and faculty in improving student development and learning.
- Enforcing high standards of student behavior and the expectation that students be responsible for their own personal, professional, and academic growth and development; and
- Assisting with academic performance, CAPP, academic advising, student governance, student wellness, student development and leadership, student health records such as insurance and immunizations, mistreatment and harassment, and general questions or concerns about the learning environment. Listed below are the services Student Services provides.

STUDENT ADVOCACY

The Senior Executive Director of Academic Affairs and Student Services, in collaboration with the Assistant Dean of Students for the College of Medicine, the Assistant Dean for Student Success for the College of Pharmacy and the College of Graduate Studies staff, work as a team to provide leadership and coordination for all efforts pertaining to student affairs and services and serve as the students' chief representatives to the faculty and administration, and as the faculty advisers to elected student committees. Advocating for students entails maintaining a student-centered approach to decision-making, creating procedures and policies that provide consistent and equitable treatment of students and ensuring student rights, including freedom of expression, are protected while holding students responsible for actions that may be inconsistent with the professional expectations and policies of the institution. The staff are available to students to discuss concerns, complaints, allegations of hazing, bias or mistreatment, and to provide support, information, referral and advocacy.

STUDENT CREDENTIALING

Student Credentialing services are provided by NEOMED Student Services and include the management of student health insurance, credentialing requirements and compliance, drug testing, criminal background checks, and various immunization clinics. The staff ensures that the credentialing requirements identified by each of the colleges are communicated to and are met by NEOMED students in a timely fashion to ensure their progression and participation in all academic programs and experiential activities. Credentials may include immunizations, certifications and licensures, and training. Students should carefully review the section in the COMPASS regarding "Credentialing Requirements"

and ensure that all credentialing requirements are met by the stated deadlines to remain in good standing in the program.

Immunization requirements are based on the recommendations of the Centers for Disease Control (CDC), the Association of American Medical Colleges (AAMC), and our consortium hospitals and experiential sites. *No student will be permitted to continue in the curriculum without meeting these requirements prior to matriculation.* Each student is responsible for payment for all the required immunizations or titers unless specifically identified by NEOMED as a student-fee-covered credential.

Students must successfully upload all documentation to support each credential requirement into the third-party administrative portal called **myCB (Castlebranch)** where it will be verified and confirmed as completed. Additional instructions regarding **myCB** are available online.

Be sure to understand the mandatory requirements for medical insurance and the optional dental and vision coverage available as well. Information is available online regarding health insurance requirements.

STUDENT DEVELOPMENT AND LEADERSHIP

It is vital that NEOMED students have advanced opportunities to develop into citizen leaders with a global perspective on healthcare issues. Therefore, NEOMED Student Services' goal is to meet the diverse needs of NEOMED students by creating and communicating a welcoming environment that accepts differences, promotes tolerance and respect for others, and creates opportunities for students to learn from each other. Students develop through their participation in campus community-building activities, leadership development, student organization involvement and community service opportunities.

Student Services coordinates many university events that bring the university community together, celebrate our traditions, promote student involvement, and educate students outside of the classroom. Student Services also supports the efforts of peer-elected councils and committees and more than 90 student organizations. Such NEOMED leadership roles and opportunities represent the vast personal, social, professional and career interests of our diverse student body.

The staff also manages the online (Navigate NEOMED) and in-person Orientations for incoming and returning students to ensure that all students navigate NEOMED successfully, adapt well to their new learning environment, understand the expectations of the NEOMED community, connect with their peers and faculty to ensure support and collaboration, and fulfil various expectations and requirements for each class including credentialing requirements, trainings, and certifications in order to be successful at NEOMED.

STUDENT ORGANIZATIONS

Students elect representatives to serve on the NEOMED Student Council (NSC) which oversees funding for all student organizations and provides advocacy and support for student concerns and needs. These 90-plus student organizations range in type from specialty interest groups to religiously affiliated groups, to activist and educational groups. All student organizations are required to complete at least one service project annually, so there are many opportunities to make a positive difference in the community. In addition, all registered NEOMED student organizations provide support for professional development and presentations, guest lectures and educational activities, social and recreational activities, and a myriad of career-minded development programs for their student members.

Students also may serve as a leader on many other University committees such as the Student Curriculum Council, Diversity Council and Student Conduct Council. Overall, the University continues to educate students on leadership development and the importance of having a role on the NEOMED Rootstown campus and in the community.

All active student organizations can be reviewed here in CampusGroups.

UNIVERSITY LIBRARY (NEOMED LIBRARY)

The NEOMED Library is an active partner in the education, research and information needs of the students, faculty and staff of the Colleges. The library provides direct access to a collection of more than 190,000 e-books, 30,000 e-journals, 30 million articles, and 3,700 print volumes housed in a 30,000-square foot facility that is open 24 hours per day, 7 days per week for NEOMED keycard holders. The

Aneal Mohan Kohli Academic and Information Technology Center (the Kohli Center) includes a large, quiet study area with 52 individual study carrels; wireless access; 20 public computer stations; 12 group study rooms; informal seating areas for 300 people and the Read Distance Education Center (RDEC). The RDEC is a multimedia classroom with 40 computer workstations; 2 smartboards; an instructor's computer; remote classroom and videoconferencing capabilities. All library computer workstations have Microsoft Office products, full internet, and e-mail access.

The library group-study rooms offer a variety of learning and discovery tools. All group study rooms are equipped with LCD screens and PC's. Two group study rooms are outfitted with white board tables that are conducive to brainstorming sessions. Another group room is outfitted with the BIODIGITAL Human, a 3D platform that simplifies the understanding of anatomy and disease. Dissection of the BIODIGITAL Human is done using a touch screen.

There are opportunities for faculty, preceptors, staff, and students to learn effective and efficient use of library collections and other educational resources through 1-on-1 consultations, library workshops and course-integrated library instruction. Additional library services include reference and research assistance, document delivery, interlibrary loan, and course reserves. Access to library resources is available onsite and remotely through our website (https://www.neomed.edu/library/).

The library is a member of the Ohio Library and Information Network (OhioLINK), a consortium of 121-member libraries. Through the OhioLINK online catalog, NEOMED students, faculty, staff and associated hospital clientele have access to the statewide collection of more than 46 million print items that can be requested from partner libraries throughout the state, essentially allowing NEOMED students to request any available print publication. Through OhioLINK, students can also utilize SearchOhio for resources.

There are photocopiers, scanners, and printers available for student use. Students use their email credentials for printing and copying. Faxing is available Monday through Friday from 7:30 a.m. to 4:00 p.m. The cost is $1.00 per page for sending.

Nearly all digital collections provided by the library are available for unlimited, 24/7 access, and most print books in the library may be checked out for an initial period of 21 days. Items may be renewed if there are no holds on the item. Students can renew items online or by calling ext. 6600. Reserve items check out for a period of three hours and cannot be renewed. To help provide equal access to everyone, overdue fines are charged and may vary by material type. There is a collection of board review books. The books may be checked out for 21 days and renewed if there are no holds on them.

The reference librarian and library support staff will help students find relevant resources for their information needs. Literature search assistance is available and one-to-one database instruction can be provided upon request. Students may request instruction on various library resources. Librarians and library staff provide instruction for individuals, in small groups or within the curriculum. Training sessions for advanced searching techniques within electronic databases or other resources can also be provided.

Group study rooms are available for student use. Groups have priority over individuals for use of these rooms. The study rooms are available on a first-come, first-served basis. These rooms cannot be reserved by students.

Library and 24/7 Study Area - "Standards of Use"
- Please keep the Quiet area QUIET, no talking.
- Items left UNATTENDED will be moved to the library circulation desk or the security office.
- Café trays are NOT permitted in the library.
- When you leave, remove all trash, and CLEAN all spills.
- Supplies must REMAIN in the study rooms.
- ALL windows must remain uncovered.
- Study room furnishings must REMAIN in the study rooms.
- Report damage to the rooms or furnishings to the library staff at: library@neomed.edu.
- Violation of these guidelines may be referred to the Office of Student Services as a Professionalism Concern Note (PCN).

<u>Affiliate – Hospital Library Guidelines</u>
The following guidelines refer to proper behavior in the University's consortium libraries. Because these libraries are used not only by students, but also by faculty, staff, and the general public, it is imperative that everyone follows a few simple guidelines to ensure equal and enjoyable access to library materials. The lists found below are not all inclusive. Please see individual library policy for additional rules and regulations that may apply.

General library rules:
- No food or drinks in the libraries (see library policy for exceptions, such as the use of beverages with lids).
- No viewing of materials that others might find offensive, and no downloading of these materials for public display (i.e., wallpaper, screen savers, etc.).
- No moving of hardware or changing computer configurations so that certain individuals have primary use of computer programs or others are locked out.
- No saving personal files on the hard drive (i.e., games, music files, etc.).
- Students must wear hospital appropriate attire, their white coats and ID badges while in the hospital libraries.
- Please print responsibly (i.e., do not use printers for multiple copy duplication) and use hospital copiers for hospital-associated duplication only.
- Points of etiquette that facilitate use of library resources:
  - Try to use the library at the hospital in which you are doing a clinical rotation. For example, do not make a special trip to use the computers at AGMC when you are doing a rotation at Summa.
  - Do not use library study carrels as lockers for storing bags, coats, etc. while you leave the library to take care of other business.
  - Limit your recreational use of the library (e.g., emailing, surfing the net, etc.) to those hours when the library is not busy.
  - Please return all borrowed materials in a timely manner.
- Observation of these guidelines will help ensure that everyone is able to take advantage of library resources. Library staff and administrators want to help you, and they welcome any suggestions you might have to improve their facilities. Please see your NSC representative, clinical dean, or preceptors if you have any questions or concerns about library use.

For a complete description of library services, current awareness information and library resources and guides, please visit our website at www.neomed.edu/library.

WRITING CENTER

The Writing Center is a university facing initiative that is available to all students and faculty at NEOMED. The Writing Center involves both a physical and online space for students and faculty to engage in participative, one-on-one assistance and/or dynamic group sessions at every stage of the writing process for any classroom assignment, thesis, dissertation, grant or other scholarly writing activities. English as a Second Language (ESL) support services are also provided by this office. Student appointments can be made via Campus Group links that are within the Writing Center Specialist's email signature and posted in the Writing Center's Canvas site. The Writing Center is located within suite 202 of the Aneal Mohan Kohli Academic and Information Technology Center (the Kohli Center; Library).

DIVERSITY, EQUITY, AND INCLUSION

Importance of Diversity to our Mission
Northeast Ohio Medical University is committed to meeting the diverse needs of its students, faculty and staff and the surrounding communities in which we serve. Diversity is integral to the mission, vision, and values of NEOMED. Embracing and fostering diversity enhances the quality of education for all students and creates an academic environment that allows our faculty and staff to flourish. Our differences bring value to our educational environment.

NEOMED is proud of our definition of diversity that includes but is not limited to race, color, religion, national origin, sex, age, veteran status, disability, sexual orientation, rural geographic background, gender identity/expression, socioeconomic status, and first generation to attend an institution of higher learning. Diversity encompasses the representation, inclusion, and engagement of these populations. Ideally, the

students, faculty, staff, and administration of the institution will be representative of the diverse populations in which the institution exists to serve.

NEOMED is committed to the implementation of recruitment efforts and resources that are in alignment with our goal to recruit individuals from groups historically underrepresented in medicine, pharmacy, and other healthcare fields into our student body, as well as, into faculty and staff positions. Underrepresented in medicine and pharmacy as defined by NEOMED consists of African American, Hispanic, Native American, including and not limited to, Alaskan Native, Native Hawaiian, Rural Geographical Background, Socio-Economically Disadvantage, and First Generation (Students). Given the importance of diversity to our mission, vision, and values it is our desire to see the students, faculty and staff reflect the cultural, socioeconomic, and ethnic diversity of the communities that we serve.

NEOMED recognizes that it is not only important to create a diverse student population, workforce and future healthcare practitioners who reflect the composition of the communities in which it serves, but it is imperative that we continue to build a sense of community that is equitable and inclusive. NEOMED will continue to value, respect, and provide opportunities to all those who are engaged in the mission of the University.

THE OFFICE OF THE VICE PRESIDENT FOR HUMAN RESOURCES & DIVERSITY

The Vice President for Human Resources & Diversity and the Assistant Director of Diversity, Equity, and Inclusion, along with the NEOMED Diversity Council, are responsible for implementing practices, processes, support services, and programmatic and educational initiatives that support diversity and create a welcoming and inclusive environment at NEOMED. The Assistant Director leads the charge advocating for students and building bridges of understanding between individuals and groups to develop a more culturally competent and globally aware campus community.

DIVERSITY, EQUITY, AND INCLUSION LEADERSHIP – DIVERSITY COUNCIL

The NEOMED Diversity Council ensures the University is dedicated to increasing and sustaining a diverse learning and work environment that is grounded in respect and inclusion. The Council functions as a catalyst for the identification and development of initiatives for improvements in diversity at every level of the University. The Council also serves as a forum for diversity-related concerns from the University's work force and education community.

The NEOMED Diversity Council leads many activities, some of which include developing a campus-wide plan for diversity, enhancing organizational competency of diversity, building a welcoming and affirming environment for all people and providing a forum to address diversity issues within the NEOMED community.

GLOBAL ENGAGEMENT AND INNOVATION

The Office of Global Engagement was created as the unit that facilitates and leads the internationalization efforts at NEOMED while further promoting campus diversity. This office provides immigration guidance and support for all NEOMED students, faculty and staff who are here on a non-immigrant visa (J1, H1B, etc.). The office also supports the creation and promotion of international programs for our students to engage in study abroad opportunities and provides pre-departure orientation to students who are planning to engage in an international experience.

Since its creation, the office has secured designation for NEOMED to be a sponsor for the Exchange Visitor Program from the U.S. Department of State and is in the process of gaining certification for some of NEOMED's academic programs to foster international students from the U.S. Department of Homeland Security.

ACADEMIC POLICIES

Students are expected to become familiar with the academic policies, curriculum requirements and associated deadlines as posted in this publication and supported by the University's online policy portal. Advisors will aid students in understanding the academic program requirements as well as interpretation of policies whenever necessary; however, it is ultimately the student's responsibility to be cognizant of and comply with all University policies and procedures and to meet all stated requirements for the degree. It is also the student's responsibility to monitor their NEOMED email, the University website and intranet, and their Learning Management System (Canvas) accounts frequently; these communication venues have replaced mass mailing as the University's most effective and efficient ways to disseminate important information to the campus community. Failure to monitor University communications effectively does not relinquish or otherwise lessen students' responsibility to meet their academic, professional, or financial obligations to the University.

ACADEMIC INTERVENTION

To support students with proactive and efficient academic intervention to improve student performance and retention, NEOMED utilizes an Academic Intervention Policy. This policy encompasses both required and recommended outreach initiatives for all students at the University. Any College of Medicine and College of Pharmacy student who fails a course during the academic year is required to meet with a Learning Center advisor to establish an individualized approach for recommended course-specific learning and test-taking strategies as well as time management skills. A referral to individual or small group peer tutoring and/or faculty for course content deficits may also occur. In addition, any student who experiences marginal performance, which is defined as passing but scoring within 3-5% of the lowest passing score, is recommended to schedule an advising appointment with a Learning Center advisor as soon as possible after receiving their grade.

Additional details related to what is required of students and the timeframes for compliance can be located within the Academic Intervention Policy.

ACADEMIC LOAD FOR STUDENT ENROLLMENT

All professional degree programs require students to follow an established curriculum for each year of the program. Reduced enrollment is not permitted unless the student has received special approval to enroll in a modified curriculum (see Committee on Academic Program and Professionalism). CAPP and/or College Dean may permit or require students to follow a modified curriculum.

These standards are measured by semester credits for Professional Student Enrollment as follows:

"Full-Time" students are registered in nine (9) or more credits.
"Three-Quarter Time" students are registered in at less than nine (9) semester credits,
 and more than six (6) credits.
"Half-Time" students are registered in at least four and a half (4.5) semester credits,
 and up to six (6) credits.
"Less than Half-Time" students are registered in less than four and a half (4.5) credits.

Enrollment in graduate degree programs requires students to be enrolled in at least one academic term every academic year (Fall or Spring) to be considered an active, degree-seeking student. The Office of the Registrar determines student enrollment based on the number of credit hours attempted. Graduate students may not enroll for more than eighteen (18) credits per semester or twelve (12) credits in Summer, including audited courses, without program advisor and the College approval.

These standards are measured by semester credits for Graduate students as follows:

"Full-Time" students are registered in eight (8) or more credits.
"Three-Quarter Time" students are registered in at least six (6) credits.
"Half-Time" students are registered in at least four (4) credits.
"Less than Half-Time" students are registered in less than four (4) credits.

The number of credit hours attempted each semester, or each summer term is mutually determined by the student and the advisor and reflects faculty and student effort and the extent to which university resources are utilized. Course loads for full-time students can vary.

While graduate programs will monitor the enrollment of all students, it is the responsibility of each student to ensure that the enrollment provisions of the [Student Enrollment Policy](), as well as any requirements of individual graduate programs, are met.

ACADEMIC MINIMUMS FOR CONTINUED ENROLLMENT, PROMOTION AND GRADUATION

Professional Programs

For new students, successful completion of all pre-matriculation and matriculation requirements for the professional degree programs are mandatory. All continuing students are required to achieve a passing grade in all required courses. Successful completion of the yearly comprehensive examinations for pharmacy students are required for class promotion. After successful completion of M1 and M2 COM students must pass United States Medical Licensing Examinations (USMLE) Step 1, to begin the M3 clerkships. Following successful completion of all M3 clerkship and course requirements students must take and achieve passing scores on USMLE Step 2, as specified in the [USLME Deadlines policy]().

Graduate Programs

The COGS and each of the graduate program directors share responsibility for monitoring graduate student academic performance and degree completion. Each semester the Dean of the COGS will review the academic standing of all students in the college in consultation with the program directors.

The minimum academic standards for students enrolled in the COGS graduate programs are as follows:
(1) Grading - Grades used by the COGS include A, B, C, F, Pass, and Fail

    (a)   A graduate student who receives two course grades of a C or lower is subject to referral to the COGS Committee on Academic and Professional Progress (COGS-CAPP).

(2) Good Standing
    (a)   To be considered in good standing within the COGS, a student must maintain a graduate grade point average (GPA) of 3.00 or better in all graduate credit courses and must maintain reasonable progress (defined below) toward meeting graduate program progression requirements.

(3) Reasonable Progress
Students are required to make reasonable progress toward their degree or certificate as set by the parameters for graduation by each program. It is the student's responsibility to ensure reasonable progress is made toward the completion of individual programs of study. Examples of reasonable progress include:
(a) Maintaining status as a degree-seeking student by enrolling in coursework required by the program.
(b) Maintaining enrollment standards as outlined in the [Student Enrollment policy]()
(c) Taking an approved leave of absence.
(d) Maintaining a GPA at or above 3.00.

A student who does not maintain reasonable progress toward a degree or who does not fulfill other graduate program requirements, including those regarding professional standards and misconduct, may be denied further registration in that program by the COGS. The Dean of the COGS will make recommendations to the COGS-CAPP if necessary and will direct the Office of the Registrar to place a hold on registration.

(4) Probation
    (a) Review of a student's performance and progress may result in a recommendation for probation. Probation is a predetermined period in which students must correct their academic performance. If academic performance is not corrected, dismissal from the COGS may follow. Probation may be recommended for a student who has failed to meet program expectations. Recommendations for probation must be transmitted to the COGS-CAPP from the Dean of the COGS, along with a written explanation of the recommendation. Recommendations must include expectations for future performance and a timetable for the correction of deficiencies (not to exceed 3 semesters, inclusive of summer). The final

decision to place a student on probation rests with the COGS-CAPP. The Chair of the COGS-CAPP will provide the student with written communication regarding the decision and expectations for future performance. If the COGS-CAPP determines that probation is appropriate, the Office of the Registrar will be notified by the Dean of the COGS, and the student will be placed immediately on probation.

(5) Removal from Probation
Students on probation will be reviewed by the program director and Dean of the COGS at least once each semester. That review will be transmitted to COGS-CAPP and may result in a recommendation of:
(a) return the student to good academic standing,
(b) continued probation, or
(c) dismissal from the program.

To return to good academic standing, the student must have corrected the deficiency that caused the probation decision, as well as continued to meet other program and university requirements. Coursework used in raising the student's GPA must be a part of normal degree requirements.

(6) Dismissal from COGS
A student who is on probation and does not raise the graduate GPA to 3.00 or better by the end of their probationary period may be dismissed from the COGS. At the end of two consecutive semesters or terms on probation, the student is automatically dismissed from the University unless good standing is achieved. If there are extenuating circumstances, the COGS-CAPP will recommend a course of action.

(7) Dismissal Appeal
A student who is dismissed has the right to appeal the decision. Appeals must follow the process outlined in the University's administrative policy and procedures as outlined in this publication.

ACADEMIC RECORDS & REQUESTS

Students and former students can find instructions for requesting academic records on our website. The Office of the Registrar will process requests for academic records in the order they are received. Federal regulations mandate a signed request to authorize the release of student academic records in most instances. Consequently, phone requests for transcripts or other materials are not acceptable. Additional information regarding student record confidentiality and access rights is outlined in greater detail on the FERPA webpage.

MEDICAL STUDENT PERFORMANCE EVALUATION

The Medical Student Performance Evaluation (MSPE), often referred to as the "Dean's Letter," is a university-initiated document designed to assist medical students in obtaining admission to postgraduate programs, specifically internships and residencies. Specific to the College of Medicine, the MSPE is an institutional assessment composed on behalf of the medical school faculty and is a key part of a student's residency application. The MSPE describes, in sequential manner, a student's performance, as compared to that of his/her peers, through three full years of medical school. The MSPE includes an assessment of both the student's academic performance and professional attributes. The MSPE is compiled upon successful completion of all core clinical clerkships in the M3 year. Data utilized in the creation of the MSPE include academic progress, notable accomplishments, assessment of professionalism, and clerkship/rotation assessments. Student Affairs staff assist in the creation, distribution and maintenance of this document according to guidelines set forth by the Association of American Medical Colleges (AAMC) and the College of Medicine's MSPE Policy. The release date for the MSPE is October 1 of the M4 year. It is important to note that the transmission of the MSPE to residency programs (even after graduation) must be directly from the institution to the residency program through ERAS. If a student is applying to residency positions outside of ERAS, the MSPE must still be transmitted directly from the institution to the program. Fellowship applications can use the secure link via MIDUS for secure MSPE sharing.

TRANSCRIPTS

An academic transcript is an official and complete summary of a student's academic work in chronological order by level and enrollment date. In addition to course enrollment, academic unit and earned final grade data, transcripts typically include official academic actions or changes, such as academic program, transfer and/or proficiency credit, special academic status, withdrawals, dismissal, and degrees earned.

A transcript is deemed official when it bears the facsimile or original signature of the University Registrar and the seal of the Institution. Students may obtain transcripts by request. Instructions for requesting a transcript can be found on our [website](#). The Office of the Registrar maintains all permanent academic records including transcripts.

RECORDS HOLD & RESTRICTING ENROLLMENT

The University maintains the right to withhold the release of academic and enrollment information and restricts enrollment for cause. Academic and enrollment information includes grade reports, transcripts, diplomas, certifications, or other information about a given student. Enrollment restrictions include cancelling a student's existing course registration and/or preventing future registrations. Cause includes, but is not limited to, unmet financial obligations, loan default and violations of non-academic regulations such as neglecting to provide Admissions with final official transcripts for matriculation. Transcripts will not be withheld for any employment-related requests.

Types of holds you may see on your Banner Self-Service account could include:

AR – Accounts Receivable Hold
AT – Archived Transcript
CP – CAPP Attendee
CR – Credentialing/Immunizations
F1 – FERPA Category 1
F2 – FERPA Category 2
F3 – FERPA Category 3

F4 – FERPA Category 4
FA – Financial Aid Hold
LC – Learning Center See Advisor
PP – Enrolled in Payment Plan
RH – Registrar's Hold
RM – Remediation Pending Hold
VL – Village Hold, payment due

    (1)   **AR** - Accounts Receivable Hold
        (a)   An accounts receivable hold is placed on a student's account if there is a balance due with the Accounting Office for any of the following items:
            (i) Tuition;
            (ii) Fees;
            (iii) Health, dental/vision, life or disability insurance;
            (iv) Parking fines;
            (v) Library fines; and
            (vi) Other fees assessed by departments. This includes costs for items owned by a department which are loaned to a student and not returned.
        (b)   An accounts receivable hold may be placed on a student's account if the student's College loans have gone into repayment (i.e., student went on a leave of absence and in the meantime the loan went into repayment) and the student was delinquent or defaulted on the loans.
        (c)   The Accounting Office issues the accounts receivable hold and all questions about the hold should be referred to the Accounting Office.
        (d)   When an accounts receivable hold is placed on a student's account, the Office of the Registrar staff will hold the following items until the hold is removed:
            (i)Enrollment verifications, including letters of good standing:
            (ii) Transcripts; and
            (iii) Grades, unless the student receives a less-than-satisfactory grade, which requires CAPP interaction.
        (e)   No student may be registered for courses in a future term or graduate from the University with an outstanding accounts-receivable hold on his/her record.
    (2)   **CR** – Credentialing/Immunization Hold
        (a)   This hold is placed on a student's record if any of the following are outstanding or past the required deadline;
            (i)   Carrying personal health insurance and disability insurance coverage

        (ii)   Compliance with the immunization due dates; or

        (iii)   Receipt of Criminal Background Check results

        (iv)   Completion of required CITI Training courses

(3) **FA** - Financial Aid Hold

    (a)   This hold is placed on the account of a former student, including alumni and individuals who have withdrawn or been dismissed from the Colleges, when the Office of the Registrar is notified that the individual has defaulted on a student loan borrowed for attendance at the Colleges.

    (b)   The Office of the Registrar issues a Financial Aid hold and all questions about this hold should be referred to the Director of Financial Aid.

    (c)   When a Financial Aid Hold is placed on an individual's account, the Office of the Registrar staff will hold the following items until the hold is removed:

        (i) Enrollment verification, including letters of good standing:

        (ii) Transcripts.

(4) **RH** - Registrar's Hold

    (a)   This hold is placed on a student's account when a student fails to comply with the following matriculation or registration requirements:

        (i) Completion of Canvas Orientation requirements

        (ii) Receipt of official transcripts from previous universities

    (b)   The University Registrar issues a Registrar Hold and all questions about this hold should be referred to the University Registrar.

    (c)   When a Registrar Hold is placed on a student's account the Office of the Registrar will hold the following items until the hold is removed:

        (i)   Enrollment verifications, including letters of good standing:

        (ii)   Transcripts; and

        (iii)   Grades unless the student receives a less-than-satisfactory grade, which requires CAPP interaction.

        (iv)   Registration in future or current terms may be impacted.

        (v)   Degree Conferral

STUDENT CHANGE OF NAME, ADDRESS OR STATUS

To ensure that the University maintains accurate student records, current students who change their personal information (name, marital status, permanent or local address, permanent or local telephone number, emergency contact, citizenship status) must notify the Office of the Registrar of this change in writing. Many of these items can also be updated in Banner Self-Service by the student.

Two forms of official documentation are needed to make an official name change to a current or former student record. Acceptable documentation includes a marriage license or court ordered document and one of the following: state ID/driver's license, original social security card, or U.S. Passport. The official documentation can be provided to the Office of the Registrar. In the case of a name change following graduation and a request for a new diploma is desired, a request for a replacement diploma can be made via the NEOMED Parchment Portal.

STUDENT RECORD CONFIDENTIALITY, ACCESS, AND DISCLOSURE (FERPA)

NEOMED takes student record confidentiality very seriously and fully complies with the Family Educational Rights and Privacy Act (FERPA), as amended. FERPA is the federal law that governs the release of, and access to, student education records. Each student's education records are kept by the Office of the Registrar in the Office of Academic Affairs except for health records (e.g., immunizations, student insurance, etc.) which are kept separate and are overseen by the Office of Student Services. Access to student education records, both by the student and others, is governed by guidelines developed to be consistent with FERPA, as amended. Please refer to the Student Record Confidentiality, Access, and Disclosure policy for details.

Verification of Student Enrollment, Graduation

The Office of the Registrar has authorized the National Student Clearinghouse to provide enrollment and degree verifications regarding enrollment dates and date of graduation. There is no cost to the student for this service. Requests for enrollment verification are usually for one of the following reasons:

- Deferment from undergraduate school loans;
- Scholarship application;
- Health insurance;
- Auto insurance "Good Student" discounts;

- Military or veteran requirements; and
- Purchasing property or automobiles
- Elective applications
- Jury Duty
- Research Opportunities

Students and Alumni

NEOMED is now live with Myhub, a free, secure, and portable online application provided by the National Student Clearinghouse. Myhub provides students and alumni with access to their verified education record from NEOMED and all other colleges and universities that participate in Myhub where they also have an academic record.

ADVANCED STANDING (PROFESSIONAL PROGRAMS)

Advanced Standing is a term used to identify a transfer student into one of our professional degree programs. For additional details, please refer to the Advanced Standing (Transfer) Admission section for each professional program.

ANNUAL ENROLLMENT TASKS

All Programs
Professional programs and Graduate programs are predominantly cohort based and NEOMED requires students within these programs to confirm their intent to continue with their studies by engaging in a Canvas Learning Management System course with required tasks to complete for new matriculating students or students continuing to progress. This confirmation process occurs annually during the Spring/Summer prior to the start of each academic year.

ADVISING

Professional Programs
Upon matriculation, College of Pharmacy students are assigned to a Professional Development Advising Team (PDAT) that includes a PDAT advisor, two peer advisors and a small group of peers. PDAT advisors are practicing pharmacists who provide leadership and direction to student advisees with primary responsibilities in areas of career advising and orientation to the practice of pharmacy. Upon matriculation, College of Medicine students are assigned a Peer Advisor, who is responsible for aiding in acclimation to medical school. M2 and M3 students also have access to peer advising for assistance with resourcing identification, M3/M4 scheduling, and specialty exploration. Academic advising associated with learning strategies and study plans are coordinated through the services of the Learning Center and their staff of advisors.

Graduate Programs
Students in the graduate degree programs work with the Program Directors upon matriculation. Program Directors provide advice and guidance regarding academic program requirements, student career aspirations, University policies and procedures and other campus life events. Refer to your individual advising program materials for additional information.

Dual Enrolled students in a certificate or COGS degree and a Professional degree should remain in contact with all advising directors.

CLASS STANDING

The University does not calculate an official class standing. For the Medical Student Performance Evaluation (MSPE) and pharmacy residency recommendation letters only, the top 25% of medical and pharmacy students are identified based on their academic performance through the end of the third year. Students in the top 10% of the class receive a numerical class standing, e.g., 4th out of 120. Students who are not in the top quartile will have no mention of class standing in their MSPE or recommendation letters.

Only grades from courses taken at NEOMED are used in calculations. If a student remediates any course or clerkship/rotation, the original grade is used, not the remediated grade. If a student repeats some segment of the curriculum (year, clerkship/rotation, etc.), both the original and repeated grades are used in the calculations.

COMMENCEMENT CEREMONY AND GRADUATION (DEGREE CONFERRAL)

Degrees are awarded by the Board of Trustees of the Northeast Ohio Medical University upon approval by the Deans of the respective colleges with completion of all academic and non-academic requirements and responsibilities confirmed by the University Registrar. Students completing degree requirements after December 31, and prior to commencement, will be conferred during commencement in May. All students intending to graduate in a given academic year must complete an application for graduation by designated deadlines of the academic year in which they expect to graduate. Students who apply to graduate but are unsuccessful in fulfilling their requirements will be required to submit a new graduation application for the next available graduation date.

"Commencement" refers to the annual celebratory event, officiated by the President of the University, where students who have completed their degree requirements share in the excitement and importance of their academic accomplishments with peers, family, friends, and members of the campus community. "Graduation" is synonymous with degree conferral and involves a multi-step process that consists of students applying for graduation, University personnel reviewing and confirming that all degree requirements have been satisfied, securing graduation approval through internal governance structures (e.g., endorsement of faculty, college dean, and Board of Trustees), and the posting of a degree conferral date to the student's official record. In most instances, the date of the commencement ceremony will be the same as the students' graduation/degree conferral date.

Under special circumstances, students completing degree requirements early may petition to graduate (e.g., have their degree awarded) earlier if an early award of the degree is needed. The petition, in the form of an email request to the Office of the Registrar at registrar@neomed.edu would indicate the reason(s) for the early award. This email request would be reviewed in consultation with the student's College Dean and a graduation application would be made available. A diploma will be issued to the student no earlier than the time of certification that all degree requirements have been met. The degree completion date will be listed on the diploma and all licensure and verification applications as the actual date of completion, rather than the date of the commencement ceremony.

COMMENCEMENT PARTICIPATION REQUIREMENT & ELIGIBILITY

Participation in the commencement ceremony is mandatory for all students who have successfully completed their degree requirements. Students may petition their College Dean for an exception to this practice. Students who have not satisfactorily completed all degree requirements by the annual commencement date may participate in the ceremony only if they are expected to complete their requirements in the immediate subsequent summer semester (e.g., before August 31) and their participation is approved by the respective College Dean. Students who complete their degree requirements after August 31 will participate in the next available commencement ceremony.

Diplomas

Digital and Printed Diplomas
A digital diploma is a true and official diploma issued by the Registrar's Office through Parchment, NEOMED's third party diploma provider. Students graduating will receive a digital and a printed diploma. The digital diplomas come with Parchment's Blue-Ribbon seal and are secure. A digital diploma will be delivered to the graduate's NEOMED email address once the degree has been conferred*. A digital diploma will always be accessible through the alum's Parchment Credential Profile. It can be downloaded and shared again and again — at no cost. More information can be found on the Parchment site. Official hard-copy printed diplomas will be mailed to all graduates once degrees are conferred*.

Please note, degree conferral requires the following: full graduation clearance from all university offices, all final grades to be posted, no holds on the student's account, and a completed degree audit. This process can take up to 30 days from the end of the semester although we work to confer degrees as quickly as possible.

Certified Diplomas

A certified diploma is a true and official copy of the graduate's diploma issued by the Registrar's Office.

Graduates Prior to the Class of 2020

Requests should be made by using the [Student Records Request Form](#) and emailing the completed form to [registrar@neomed.edu](#). No verbal requests via phone will be accepted.

Replacement Diploma

In the event of a name change, or if an original diploma has been lost or destroyed, a replacement diploma may be ordered. There is a $50 fee for the replacement.

For graduates who seek to replace their diploma, the new diploma will bear the current name of the University and signatures of the current administration. Replacement diplomas will bear the alum's name that is on file at the time of his/her graduation, unless the request is accompanied by documentation certifying a legal name change (a marriage certificate or certified copy of a court order plus one of the following: a state ID/driver's license, original social security card, or U.S. Passport).

Request a Replacement Diploma with a NEOMED Login

Login to [Banner Self-Service](#). Click on the 'Student Information Menu' followed by the 'Student Records Menu' and then 'Place Order for a Replacement Diploma'. You will be directed to the order screen to make your request(s).

Request a Replacement Diploma without a NEOMED Login

The first time you enter into the [Parchment](#), you will need to set up an account, following this initial set up, you will have a login to place any future orders.

COMPLAINTS RELATED TO ACCREDITATION STANDARDS, POLICIES OR PROCEDURES

College of Graduate Studies –Complaints

The NEOMED College of Graduate Studies is committed to a policy of fair treatment of its students in their relationships with students, faculty, staff, and administrators. Students are encouraged to seek an informal resolution of the matter directly with the individual when possible. Students may also seek resolution from their student representatives or the Office of Student Services. When a resolution is not feasible, procedures have been established to assist the student informally or formally in registering a complaint.

All degrees offered through the College of Graduate Studies are accredited by the Higher Learning Commission (HLC). Information about the complaint process, what complaints the HLC will not review, and instructions on how to submit a complaint can be found on the [HLC website](#).

Higher Learning Commission

For information about the HLC complaint process, what complaints the HLC will not review, and instructions on how to submit a complaint can be found on the [HLC website](#). **Before submitting a complaint to the HLC, a student must have exhausted all administrative processes within the University.** This means the student must have already followed the University's processes through all possible levels of appeal. The student must submit proof of completion of all processes with their written complaint to HLC.

Council on Education for Public Health-CEPH

The Master of Public Health degree is accredited by the Council on Education for Public Health (CEPH), in addition to the HLC. **Before submitting a complaint to the CEPH, a student must have exhausted all administrative processes within the University.** This means the student must have already followed the University's processes through all possible levels of appeal. The student must submit proof of completion of all processes with their written complaint to CEPH.

The complaint must relate to violation of accreditation standards. Completion of the complaint form requires the student to identify which specific standard(s) they believe the unit has violated. CEPH is not

a mediator of disputes and is unlikely to get involved in disputes related to grades or other issues that can be resolved on an individual basis.

Anonymous complaints pertaining to accreditation matters are retained and, depending on the circumstances and the nature and severity of the complaint, as determined by the CEPH Executive Director and/or the CEPH Executive Committee, may be forwarded to the dean, program director or program leader for a response.

CEPH's Accreditation Procedures provide more information about the formal complaint process.

College of Medicine - LCME Standards and Medical Student Complaints

The NEOMED College of Medicine is committed to a policy of fair treatment of its students in their relationships with students, faculty, staff, and administrators. Students are encouraged to seek an informal resolution of the matter directly with the individual when possible. Students may also seek resolution from their student representatives or the Office of Student Services. When a resolution is not feasible, procedures have been established to assist the student informally or formally in registering a complaint.

Medical education programs leading to the MD degree in the United States and Canada are accredited by the Liaison Committee on Medical Education (LCME). The LCME's scope is limited to complete and independent medical education programs whose students are geographically located in the United States or Canada for their education and that are operated by universities or medical schools chartered in the United States or Canada.

Procedures for Complaints and Third-Party Comments to the LCME;
(Process Applies to Complaints, Third-Party Comments, and Information from Public Sources)

The LCME will consider complaints about program quality, third-party comments, and information from public sources (hereinafter, "Complaints or Comments"), which, if substantiated, may constitute noncompliance with one or more accreditation standards or unsatisfactory performance in one or more elements. The LCME will not intervene on behalf of an individual complainant regarding, for example, matters of admission, appointment, promotion, or dismissal of faculty or students.

Submitting Complaints or Comments
Details regarding the process for submitting complaints can be found on the LCME's website at http://lcme.org/contact/complaints. Complaints and comments must be made in writing and may come from any source. Anonymous submissions will not be considered. To be reviewed, a complaint/comment must be accompanied by a signed consent form where the complainant and any corroborators authorize the release of the written complaint and corroborating materials to the dean of the medical school, members, and staff of the LCME, their respective attorneys, and appropriate outside parties. For information pertaining to LCME procedures that will be followed to investigate the complaint, please consult the LCME, *Rules of Procedure* located on the LCME website Publication page.

The written submission should contain as much information and detail as possible about the circumstances that form the basis of the complaint. If possible, the complainant should cite the relevant accreditation standards or elements relating to the complaint. If the complaint indicates circumstances which, if substantiated, would indicate areas of noncompliance with accreditation standards/unsatisfactory performance in accreditation elements, the LCME Secretariat will, if needed, contact the author to obtain additional documentation or corroboration. If the complainant does not comply with the request for additional information or does not provide a signed consent form, the file will be closed, and no further action will be taken.

The LCME shall attempt to maintain the confidentiality of complaints/comments and any corroborating material. However, any information about a program or school may be released to the dean of the medical school, members, and staff of the LCME, their respective attorneys, and other persons authorized by the dean, required by law or necessity, at the discretion of the LCME, to fully investigate the complaint.

Investigating Complaints or Comments
The LCME Secretariat will make an initial determination of whether the complaint or comment contains issues relating to the program's compliance with accreditation standards and/or performance in accreditation elements.

If the LCME Secretariat determines that the complaint/comment does raise such issues, the Secretariat will provide the dean with the complaint and corroborating information and describe the information that the dean should provide in response.

Review of Complaints or Comments
An ad hoc Subcommittee on Complaints appointed by the LCME Secretariat will review complaints/comments together with corroborating materials and the response from the dean. The subcommittee will present a report of its findings and recommendations related to the program's performance in relevant accreditation elements and compliance with relevant accreditation standards to the LCME for discussion at one of its regularly scheduled meetings. The LCME will make a final determination, including any change in the program's performance in elements, compliance with standards, and accreditation status and specify the nature and timing of any required follow-up. It will also direct the Secretariat to notify the dean of its decision.

Response to Complaints
The complainant will be notified whether an investigation will be undertaken or not. The complainant will not be informed of the result of any such investigation.

College of Pharmacy - ACPE Standards and Pharmacy Student Complaints

The NEOMED College of Pharmacy is committed to a policy of fair treatment of its students in their relationships with students, faculty, staff, and administrators. Students are encouraged to seek an informal resolution of the matter directly with the individual when possible. Students may also seek resolution from their student representatives or the Office of Student Services. When a resolution is not feasible, procedures have been established to assist the student informally or formally in registering a complaint.

The Accreditation Council for Pharmacy Education (ACPE) accredits Doctor of Pharmacy programs offered by colleges and schools of pharmacy in the United States and selected non-U.S. sites. For a Doctor of Pharmacy program offered by a new college or school of pharmacy, ACPE accreditation generally involves three steps: pre-candidate status, candidate status, and full accreditation status. The NEOMED College of Pharmacy Doctor of Pharmacy program was granted Full accreditation status by the ACPE Board of Directors at its June 2011 meeting.

ACPE has an obligation to assure itself that any institution which seeks or holds an accreditation status for its professional program conducts its affairs with honesty and frankness. Complaints from other institutions, students, faculty, or the public against a college or school of pharmacy as related to ACPE standards, policies or procedures or continuing education provider will be submitted in writing.

How to File an ACPE-related Complaint:
Complaints related to the NEOMED College of Pharmacy adherence to the standards, policies, or procedures of ACPE must be in writing, provide a detailed description of the complaint and its relation to ACPE standards and/or the ACPE policies and procedures, and must provide direct contact information of the complainant(s). Complaints may either be sent directly to the Senior Executive Director of Academic Affairs and Student Services or to the ACPE office.

Complaints submitted to the Senior Executive Director of Academic Affairs and Student Services:
The student will have the right to meet with the Senior Executive Director to discuss the complaint within 15 working days. The Senior Executive Director will consider the complaint, may discuss it with the appropriate individual(s) or office(s) and may request a meeting with the student. The Senior Executive Director will respond to the student in writing within 20 working days of receipt of the complaint or the personal meeting, whichever comes later.

The Office of Student Services and the pharmacy Office of the Dean will maintain a file of all pharmacy accreditation standards complaints for review by ACPE. The file will include (a) the initial complaint and responses and (b) documentation of procedures used to ensure due process rights of the complainant.

Complaints submitted directly to ACPE: Complaints must be received within 180 days from the date the complainant knew or should have known of the occurrence of facts related to the complaint. These may be submitted by email at csinfo@acpe-accredit.org for professional degree programs or ceinfo@acpe-accredit.org for continuing education providers. Refer to the ACPE website for further details on directly submitted complaints (https://www.acpe-accredit.org/complaints).

COURSE REGISTRATION

NEOMED's Office of the Registrar registers all students for courses, but it is the student's responsibility to confirm registration is correct in Banner Self-Service before the first day of class.

Professional Programs
Professional degree students do not engage in traditional course registration during the didactic portion of their curriculum (M1, M2, P1, P2, P3), but instead are automatically registered in their required courses by the Office of the Registrar. Students entering curriculum years with electives (P2, P3) or that are primarily clinical in content (M3, P4, M4), engage in scheduling processes that permit them to submit preferences, rather than a simple first-come/first-served assignment process.

Graduate Programs
Upon admission to the College of Graduate Studies, a program plan will be developed with the student and Program Director. Instructions for changing or modifying your program plan will be shared with students. The Office of the Registrar administratively registers students for coursework prior to the start of the term. For financial aid purposes, courses will be registered at least 15 days before the start of the term. College of Graduate Studies students may request changes to their schedule through the designated drop/add period. Specific dates and deadlines for each semester are published on the University's Academic Calendar. Please also see the section on "Course Drop and Withdraw" for further information. Additional details regarding the registration/enrollment process for all students are posted to the Office of the Registrar website.

COURSE DROP AND WITHDRAWALS (COLLEGE OF GRADUATE STUDIES)

Students who choose to drop/withdraw from single or multiple courses, but not withdraw completely from the University or their College, must adhere to the following procedures:

Course Drop (During Add/Drop Period)
Students may add/drop NEOMED courses within each term's timelines, which can be found on the Academic Master Calendar. A student who drops a course within the add/drop period will have no record of the course on their transcript. Tuition refunds, if applicable, will be awarded in accordance with university policy as outlined in the University Tuition Refund Policy section of this publication. Students enrolled in cross-registered courses must adhere to the add/drop procedures of their home and host institution.

Course Withdrawal After Add/Drop Period)
Students who withdraw from a course after the add/drop period may do so up until the last day of instruction or before the final exam, whichever is earlier. A student who chooses to withdraw from a course must contact their program coordinator for a course withdrawal form to complete and submit a signed copy to the Office of the Registrar for processing. Students who officially withdraw from courses will receive a withdrawal notation (W grade) on their transcript. Non-attendance does not constitute an official withdrawal from a course. A grade of "F" may be assigned when a student fails to complete a course or withdraw. Tuition refunds, if applicable, will be awarded in accordance with university policy as outlined in the University Tuition Refund Policy section of this publication.

Dropping or withdrawing from courses may affect student financial aid. Students are strongly encouraged to consult the Office of Financial Aid and their program director prior to withdrawing from classes.

COURSE EVALUATION PROCEDURE

Students are given an opportunity to evaluate the course in which they are enrolled as well as the instructors teaching the course. Completing these evaluations is considered a professional obligation for students. The feedback gathered provides valuable information on what worked well in the course and where improvements can be made.

Reminder Emails

An initial invitation email, containing a link to the evaluation, arrives in students' inboxes. Periodic reminder emails are sent to those students who have not yet submitted their feedback. The reminder emails stop arriving when the feedback has been submitted, or once the due date for responding has passed.

Confidentiality

Confidential is not the same as anonymous. Because one's response to the survey is linked to one's email address, feedback is technically not anonymous. However, the Office of Institutional Research does not share identifiable student feedback data with anyone outside the office. Final evaluation reports are in aggregate form, so from the perspective of those receiving the reports, the responses to evaluations are essentially anonymous. The only reason the Office of IR and Assessment would break confidentiality is if a statement of imminent threat or harm were made.

Inappropriate Behavior, Mistreatment or Bias

NEOMED provides a variety of venues for students to report inappropriate behavior. One venue is the online Learning Environment Concern form. A link to this form can be found on the end page of each course evaluation, which is reached upon submitting one's evaluation response. This link can also be found on the [Student Services Forms](#) webpage.

*Information reported on this form is not just confidential, it is **completely anonymous**. There is no way to tell who the sender is, except if the person self-identifies him/herself.*

Any information submitted via the Learning Environment Concern form will be sent to the appropriate dean's office and to the Senior Executive Director of Academic Affairs and Student Services. It is the student's prerogative to pursue the matter further with administrators.

DISMISSAL

The University reserves the right, at its sole discretion, to dismiss any student at any time prior to graduation, in the event of a breach of professional behavior or misconduct, a breach of any policy or directive set forth in this publication, or failure to satisfy any requirement for graduation or achieve academic minimums for continued enrollment, provided adherence to all procedures for review or action.

Students may not withdraw from the University to avoid dismissal or suspension once their academic performance and/or behaviors warrant such action by the Committee on Academic and Professional Progress (CAPP) or similar body, unless explicitly allowed by their respective college.

EXAMINATION GUIDELINES AND PROCEDURES

Examination schedules are published in the day-by-day course schedules and syllabi, which are available on the Canvas Learning Management system. Examinations may include, but are not limited to, written, oral, practical or laboratory evaluations, quizzes, and medical students' NBME subject examinations.

When entering the testing room, students must show a photo ID to the proctor.

Unless specified by the course director, students are not permitted to use written notes or calculators during an examination. If calculators are permitted, they will be provided by Academic Services. Watches with communication or computer memory capability, electronic paging devices, recording, filming, or communication devices, radios, cellular telephones and other mechanical or electronic devices are prohibited in the testing room. If a student brought these or other materials to his/her seat, he/she must place them in a designated area until they finish the examination While no books, papers or personal items will be permitted in the examination room, except those materials specified by the course director prior to the examination, there are times when students have class immediately before or after an exam and may have these items with them. On these occasions, students carrying books and coats and other

unauthorized materials to the test sites will be instructed to place them in the hallway outside the testing room. The materials may not be retrieved until the examination has been completed. NEOMED is not responsible for belongings left unattended during an examination.

Students are required to take examinations on the scheduled day and time. For critical emergencies (e.g., family emergencies or serious personal illness) the student is to notify the affected course director of the reason for the absence prior to the absence or as soon as possible. An Absence Notification Form must be completed online. If the circumstance involves illness, documentation from the student's treating physician is required. If circumstances involve an emergency other than illness, other appropriate documentation is required.

The course director will determine if the absence will be approved and excused. The course director will then notify Academic Services if the student's request for permission to miss and reschedule the examination is approved.

Permitting an examination on an alternate date or time is at the course director's discretion for extenuating circumstances and must take into account the availability of Academic Services staff in administering the examination.

Any student who does not request permission in advance to be absent from a scheduled quiz or examination, or who does not provide the required documentation of the illness or emergency after the fact, may be denied the opportunity to make up the missed examination. The student may be assessed for any additional cost involved in rescheduling an examination.

NATIONAL BOARD OF MEDICAL EXAMINERS (NBME) SUBJECT AND CUSTOMIZED EXAMINATIONS – COLLEGE OF MEDICINE

As part of their assessment in some courses, medical students take NBME customized and subject examinations produced and graded by the NBME. Scores for these examinations are, for some courses, combined with other class assessments to produce a final grade; the weighting of these examinations is at the discretion of the course director.

Medical students take an NBME subject examination at the end of the clinical clerkships during the M3 year. Passing this test is required to pass the clerkships. Results of the subject examinations are posted in OASIS within three days of receiving the scores from the NBME; scores and the related grade are documented on the clerkship Student Performance Evaluation Form. Failure of NBME subject examinations may result in referral to CAPP.

In the event of a failed clinical subject examination in the M3 year, in accordance with CAPP guidelines, the student will be scheduled to retake the NBME subject examination on a predetermined date. Remediation examinations will be scheduled at NEOMED by College of Medicine and Academic Services administrators. If a student wishes to retake the exam at a Prometric site, he/she will be responsible for the additional cost of test administration at Prometric. Examination retakes are not permitted during another clerkship. NBME policy requires that all subject examinations be administered on the scheduled test date. If a student is not able to take the NBME subject examination at the scheduled time due to illness or critical emergency, College of Medicine personnel will work with Academic Services and the NBME to reschedule the examination. The student will be held accountable for any additional cost involved in the request for a new examination.

Students who successfully complete all other requirements of their clerkship but fail the first attempt of any clinical subject exam in M3 will be assigned a temporary clerkship grade of "Extended Time" (EX). If the student successfully passes the subject exam on the first retake, the temporary grade of "Extended Time" will be replaced with a grade of "pass" on the student's transcript. Regardless of the student's score on the second attempt, the highest clerkship grade that the student can receive is "Pass". If the student fails to successfully pass the retake exam on the first attempt, the "Extended Time" transcription will be replaced with a permanent grade of "Fail". Students must retake and successfully complete any clerkship subject examination no later than Sept 15 annually following the M3 academic year, according to the exam retake schedule availability set with the College of Medicine and Academic Services or they will be assigned a permanent grade of "Fail".

ONLINE AND WRITTEN EXAMINATION GUIDELINES

As described to students during orientation, all students have subscribed to the guidelines of the *Expectations of Student Conduct and Professional Commitment* and should maintain the highest level of academic integrity, including during examinations.

Examinations will start and end at the specified times. Sign-in will begin 20 minutes before the posted time of the examination. Seats will be assigned randomly for all examinations. Talking in the examination room is prohibited. Food and drink are not permitted when taking exams in the multidisciplinary labs (MDL), or when taking an NBME subject exam or customized assessment in any room. Students with a health issue who are impacted by this policy must contact the University Student Accessibility Services Committee and receive approval for accommodation prior to the examination. In general, requests for accommodation take a minimum of two (2) weeks to process. Requests for accommodation that occur outside of the NEOMED Rootstown Campus may take up to six (6) weeks to process. Students are encouraged to submit their request at the beginning of the academic year. All requests, if appropriate, must be reviewed on an annual basis by the Committee.

A colored numbered sheet will be provided for each examination. This sheet is provided to allow students to record their responses to test items during the exam, and to use as scrap paper. The colored page must be turned in when the examination/review process is completed. Students are not permitted to make any notations on their colored sheet, other than their exam code number, before the exam starts. The back of the numbered colored sheet will be used as scrap paper. Additional scrap paper will be available in the testing room.

For online examinations, students should arrive in ample time to get their laptop set up. Students who arrive late for any examination, online or otherwise, will not be given extra testing time for the time lost during their absence. All online examinations will be taken on NEOMED computers. Internet cords will be provided.

All examinations are scored, and all grades are determined with student anonymity. An identification number is required for online and computer-scored examinations. Each student is randomly assigned a three-digit exam code number that will be used on hand scored parts of examinations and on the colored sheet. It is the student's responsibility to know his/her three-digit exam code number and online exam identification number(s). The key to the three-digit code number assigned to each student is known only by Academic Services.

Students who must leave the testing room during the examination will be escorted one at a time for the full duration of their absence. No extra testing time will be allowed for the time lost during the absence. Students will be asked to empty their pockets when taking a restroom break.

For paper/pencil exams, legible writing and correct spelling are expected. Illegible writing may result in failure to receive credit for an answer. Answers must be written with #2 pencils on bubble sheets for computer scoring. Students are expected to bring their own supplies to the examination.
When a paper and pencil examination is given, it is the student's responsibility to record answers carefully and correctly on the computer answer sheet. This includes making heavy black marks that fill the circle completely, clearly erasing any answer that is to be changed, making no stray marks on the answer sheet, and answering each numbered item in the corresponding numbered answer space. Examination scores are based on the recorded answers on the computer answer sheet.

For online examinations, scores are based on the recorded answers in the online examination. For online examinations, students are responsible for verifying that they have answered all the questions and that they have uploaded the examination before they leave the testing room.

Shortly after the end of an examination, electronic posting may take place for a period of time, so students can review the exam and provide test item feedback to the course director. Students may challenge the correctness of the key or model response in an appropriate and constructive fashion. Forms for this purpose will be provided in the room where examinations are posted. These forms are forwarded to the appropriate course director to help in analyzing test data. Students may also be able to provide comments to course directors about questions during the exam, if this feature is enabled. Short answer, calculations, practical exams and essay items may have model responses provided.

Colored sheets and scrap paper will be collected at the time the students leave the examination room. Any violation of this policy will be considered an infringement of a student's subscription to the honor code and
treated accordingly.

Individual examination results and/or student grades will be made available to students as quickly as possible. Students will be notified by email when scores/grades are available in Banner. If students feel their examination was scored incorrectly, they should discuss their concerns with the course director. Academic advisors will have access to all scores and grades. A student will be notified if he or she is required to meet with the Committee on Academic and Professional Progress (CAPP).

PROCTORING
To ensure the integrity of the examinations and the validity of the reported scores, all examinations are proctored. All examination sessions are video recorded, and the recording may be used to identify inappropriate behavior.

Failure to abide by proper testing procedures will result in the completion of a testing irregularity report. Examples of irregular behavior include, but are not limited to:
(a) Unauthorized use of books, papers, calculators, cell phones or other electronic devices
(b) Failure to stop working when time is called at the end of the examination
(c) Copying answers
(d) Making written notes before the start of an examination

Proctors will actively monitor the students to ensure that:
- Examinees do not talk or communicate with one another once they enter the testing room.
- Examinees do not make any notations on their colored sheet, other than their exam code number, before the exam starts.
- Examinees have nothing on their desks or laps but laptop or test booklets, answer sheets, erasers and pencils. No one is making written notes of the contents of a test or removing pages from a test booklet.
- Examinees are not using any kind of written or electronic materials.
- Examinees are not looking at other students' examinations papers or computers.
- For paper exams, all examinees stop recording test answers at the end of the test session. Examinees are not to be given extra time to transfer answers to the answer sheet after time is called.

USMLE REQUIREMENT (COLLEGE OF MEDICINE)
The National Board of Medical Examiners has established a three-step examination process for medical licensure in the United States. The *United States Medical Licensing Examination (USMLE)* provides a common assessment system for applicants for medical licensure. NEOMED medical students are required to obtain passing scores on USMLE Step 1 and Step 2 CK (Clinical Knowledge) to be eligible for graduation. Individuals must have passed Step 1 and Step 2 CK to be eligible to take Step 3. Step 3 is usually taken after one year of residency training. All three steps must be taken within a seven-year period for licensure eligibility. General guidelines and processes for USMLE registrations are available at www.usmle.org. NEOMED specific policies and expectations regarding both the scheduling and passing of the USMLE are outlined in the Academic Minimums for Continued Enrollment, Promotion and Graduation section of this publication and in the USMLE Deadlines Policy.

EXCEPTIONS TO ACADEMIC POLICY
The Compass publication serves as the primary authority for academic requirements and associated policies. All students are expected to follow the requirements outlined in this document in the pursuit of their degrees. On occasion, however, extraordinary circumstances may warrant departures from the stated requirements. Students who believe their situation warrants a deviation from academic policy may petition for an exception to policy by filing an appeal with the Dean of the College to which the requirement belongs. The form, and more information, is available through the Office of the Registrar. There are, however, several academic requirements and procedures for which exceptions are never made (e.g., successful completion of course requirements, passing USMLE Step 1 and 2, or minimum GPA to graduate, etc.).

GRADES (SYMBOLS, DESCRIPTORS, AND POLICIES)

Grade Symbol	Grade Name	Descriptor	College of Medicine	College of Pharmacy	College of Graduate Studies
A	Superior	Superior competency	Not Used	Not Used	Yes
AU	Audit	Non-credit; taking course for experience only	Not Used	Not Used	Yes
B	Satisfactory	Complete competency	Not Used	Not Used	Yes
C	Fair	Minimal competency	Not Used	Not Used	Yes
EX	Extended Time	Temporary grade assigned when a scheduled NBME subject exam retest is pending completion as approved.	Yes M3 only	Not Used	Not Used
F	Failure	Failure	Yes	Yes	Yes
H	Honors	Mastery of the course objectives of a given course; Highest standard of performance. Superior competency	Yes	Yes	No
HP	High Pass	Grade category in COM third year clerkships assigned when performance surpasses the criteria for a "Pass", but does not meet the criteria for "Honors"	Yes	Not Used	Not Used
I	Incomplete	Temporary grade signifying student was unable to complete the course requirements in standard timeframe for approved reasons	Yes	Yes	Yes
IP	In-Progress	Temporary grade used only in instances when students are not afforded the opportunity to complete the course in the scheduled timeframe due to institutional circumstances	Yes	Yes	Yes
P	Pass	Satisfactory achievement of course objectives; Complete competency	Yes	Yes	Yes
F/P	Successful Remediation	Satisfactory achievement of course objectives after remediation	Yes	Yes	Not Used
F/Z	Passed Re-remediation	Satisfactory achievement of course objectives after Re-remediation	Yes	Yes	Not Used
F/F	Fail	Unsatisfactory attempt of a remediation	Yes	Yes	Not Used
F/X	Fail - Final	Unsuccessful re-remediation attempt (rare)	Yes	Yes	Not Used
T	Transfer Credit	Credit awarded for course work earned at another accredited institution	Yes	Yes	Yes
W	Withdrawn	Withdrawn; student stopped attending course or program and officially notified the University or due to CAPP mandated leave	Yes	Yes	Yes
NC	No Credit	For approved non-credit clinical experiences.	Yes	Yes	Yes
NG	No Grade Reported	Placeholder for when a final grade is not received	Yes	Yes	Yes

Audit (AU)

Students in the College of Graduate Studies may take a course in an audit capacity if granted permission by the course director and dean. Students must be officially registered for a course to participate, even in an audit capacity, and tuition is charged at the same rate as a credit bearing experience. Audit is a permanent grade type that is recorded on the student's academic transcript that earns no credit, cannot be applied toward graduation requirements, and has no bearing on the student's GPA.

Clerkship Grades

Please refer to the College of Medicine grade categories for clerkships in the M3 year that have a NBME subject exam and a clinical performance grade in the policy for [Grade Categories for COM Clerkships](#).

Final (Permanent) Grade – Definition

A final grade is the cumulative assessment of a single course that is provided by the faculty, course director, etc. at the end of the course offering. Final grades are posted to the student record/official transcript by academic year and term.

Incomplete (I)

Faculty have the option of assigning an interim grade of incomplete (I) when a student is unable to complete a course or clerkship/elective in the normal time period due to extenuating circumstances beyond the student's control that were not initiated by the University. At the time an "I" is assigned, the course instructor/preceptor will inform the student in writing of the requirements and the deadline for completion. The instructor is required to document this agreement formally on a Request for Incomplete Grade Form and submit it to the Office of the Registrar for processing no later than the first business day following the last scheduled day of the course. Processing details and the maximum time allowed for the completion of a course beyond the original course completion date is outlined below. Students who fail to complete the course in the scheduled time period will receive a failing grade.

All Degree Programs

The maximum time allowed for the completion of a course is one semester beyond the original course completion date; however, faculty are encouraged to assign a shorter completion deadline.

- o Summer semester Incompletes, due no later than end of Fall semester
- o Fall semester Incompletes, due no later than end of Spring semester
- o Spring/Maymester semester Incompletes, due no later than end of Summer semester

After the agreed upon work is completed and graded, the instructor must complete a "Grade Change" form and submit it to the Office of the Registrar for processing, no later than 3 days after completion.

*Extenuating Circumstances may allow for an updated Incomplete form to be submitted with a modified date of completion. Modified Incomplete forms must be submitted before the original completion date on the original Incomplete form submitted. If the modified date is past the semester as outlined above, an exception to academic policy form must be submitted and signed by the Dean of the College. **No exceptions are permitted after Sept 15 annually for state reporting compliance.***

If a student withdraws prior to the completion date, the student will receive a W grade. If a student attends CAPP, the CAPP committee should address the Incomplete in the decision-making process.

In-Progress (IP)

Faculty should assign an interim/temporary grade of in-progress (IP) when a student is unable to complete a course in the normal time period of a single semester due to extenuating circumstances within the scope of institutional responsibility (e.g., absence of faculty due to illness, death or discharge, class cancellations, etc.) The maximum time allowed for the completion of an in-progress course is one semester beyond the original course completion date; however, faculty are encouraged to assign a shorter completion deadline. After the agreed upon work is completed, the instructor must complete a "change of grade" form and submit it to the Office of the Registrar for processing within 3 days. If a grade change form is not received within the prescribed timeframe, the incomplete will be changed to a failing grade.

*Extenuating Circumstances may allow for an updated In Progress form to be submitted with a modified date of completion. Modified In Progress forms must be submitted before the original completion date on the original In Progress form submitted. If the modified date is past the semester as outlined above, an exception to academic policy form must be submitted and signed by the Dean of the College. **No exceptions are permitted after Sept 15 annually for state reporting compliance.**

If a student withdraws prior to the completion date, the student will receive a W grade. If a student attends CAPP, the CAPP committee should address the Incomplete in the decision-making process.

No Credit (NC)

Historically, non-credit grade type used in instances when a course spans more than one semester, has multiple semester registrations, final grade is cumulative, but total credit value is awarded in final semester only. All semester registrations preceding final grade entry use the NC grade. Currently, the NC grade is used when no credit will be awarded for an approved clinical experience.

No-Grade (NG)

The NG grade is used as a placeholder for when a final grade is not received.

Transfer Credit (T)

Credit awarded by NEOMED for course work earned at another accredited university is recorded on the transcript with a "T" grade, which has no impact on the student's grade point average. The determination of course equivalencies or summative credit, and applicability toward NEOMED degree requirements differs among colleges/programs as identified below.

Professional Programs
Students admitted to the College of Medicine or College of Pharmacy as a transfer (advanced standing) student will have their educational records from previously attended, accredited schools of medicine/pharmacy evaluated by the appropriate college Admissions Committee for professional competencies, appropriate placement in the NEOMED curriculum and applicability toward degree requirements at NEOMED. Transfer credit may only be applied to year one and two of the medicine curriculum and years one through three of the pharmacy curricula. Generally, summative transfer credit amounts and/or an advanced standing class level notation is posted to the transcript rather than individual course equivalencies. For the medical degree, a minimum of two years of consecutive full-time study must be completed at NEOMED and must include the M3 clerkship year. For the pharmacy degree, a minimum of one year must be completed at NEOMED and must include the P4 year of APPE's. Students interested in advanced standing/transfer admission should be especially aware of these requirements.

Graduate Programs
If graduate credit earned at another accredited institution or nationally recognized professional organization constitutes a logical part of the student's program, transfer of credit may be allowed when recommended by the student's advisor and program director, and when approved by the Dean of the College of Graduate Studies. Such transfer of credit cannot exceed six semester hours for programs requiring fewer than 40 semester credits. A maximum of 9 semester credits may be accepted in transfer for programs requiring 40 or more semester credits. No grade below B may be transferred. Credit awarded by NEOMED for course work earned at another accredited university is recorded on the transcript with a "T" grade, which has no impact on the student's grade point average. All requests for transfer credit, with accompanying official transcripts, must be submitted to the program director no later than a full semester prior to the student's expected graduation date. Additionally, transfer credit may not be utilized toward fulfillment of certificate program requirements.

Dual-Degree Institutional Transfer Credit

Refer to [Shared Credit Limits statement](#) outlined later in this publication. Program specific limitations for shared institutional credit are incorporated under each degree program by college when applicable.

Transfer Credit Appeal Policy

Students who disagree with the College's decision relative to accepting and/or applying transfer credit may appeal the decision to the College's designated appeals officer. Appeals may be filed by submitting a Transfer Credit Appeal Form within ninety (90) days of receipt of the decision of transfer credit acceptance and/or applicability. Refer to the University Transfer Credit Appeal Policy for more details on this process.

GRADE ASSIGNMENT

The assignment of a specific course or clerkship/rotation final grade is the responsibility of the course director, clerkship director, clinical curriculum director, experiential education director, preceptor or instructor in accordance with the guidelines of the respective College.

Typically, multiple assessments are given to provide students with frequent feedback on their academic performance. The criteria for final grade assignments vary by course. Course syllabi outline the plan for student assessment and include the weights assigned to each examination or curricular assignment as a component of the final grade.

Grades are assigned at the end of each course. The final grades are based on composite scores that incorporate the scores on examinations and any other assessments that may include both written and practical/laboratory parts. Attendance may also be considered in determining the grade. (See specific Attendance Requirements in each course syllabus.)

Written examinations are submitted by the course directors for a technical review to Academic Services. The examinations are coded and graded anonymously. Students can view, from a secure site, individual score reports on Banner Self-Service for all computer scored examinations. Course directors determine the final grades in their courses based on the final composite scores from all assessments.

Faculty reserve the right to determine if a student is eligible to remediate a failed course, if they are not eligible, a faculty member should refer the student to CAPP. A student's ability to continue in the academic program fall under the CAPP committee which can provide a warning to students who are not making satisfactory progress.

GRADE DISTRIBUTION

Final grades are posted in Banner Self-Service. Students can review examination scores, course summaries and evaluation forms on Banner Self-Service/CANVAS. Grades will not be disclosed over the telephone or via email.

Evaluations and grades of student performance on clinical rotations may be the result of input from many individuals at the discretion of the course director. The grading process for clinical experiences, therefore, can take up to 42 days to complete.

GRADE DISPUTE POLICY

COLLEGE OF GRADUATE STUDIES

The College of Graduate Studies recognizes that at times students may believe that a grade has been unfairly assigned and wants to appeal the grade. Students who wish to appeal a grade received in a module or course must follow the steps outlined in the Grade Dispute Policy. This policy applies only to module and course grades and does not apply to individual exams, which once the final grade is posted cannot be disputed.

Grade disputes should only be made when a student contends that a final module/course grade assigned by the course director is arbitrary or capricious. "Arbitrary or capricious" implies that:

- The student has been assigned a grade on the basis of something other than his/her performance in the course;
- The grade calculation process and/or criteria was not included in the syllabus, was not followed, or the grade was calculated in error; or
- Standards used in the determination of the student's grade are more exacting or demanding than those applied to other students in the course; or

- The final grade is based upon standards that are significant, unannounced and unreasonable departures from those articulated in the course description/syllabus distributed at the beginning of the course.

A grade dispute must be for legitimate disagreement and is not appropriate for use because a student disagrees with the faculty member's judgment about the quality of the student's work.

The College recognizes that at times students may believe that a grade has been unfairly assigned and wants to appeal the grade. Students who wish to appeal a grade received in a module or course must follow the steps outlined in the Grade Dispute Policy . This policy applies only to module and course grades and does not apply to individual exams, which once the final grade is posted cannot be disputed.

If a student wishes to dispute a module or course grade, the student must first submit a Grade Dispute Form and required supporting documentation to program director within 10 working days of the grade assignment. The program directors have the right to judge the quality of academic work for their program courses as they see fit. If the program director disagrees with the student's case for changing the grade, the student may bring the grade dispute issue forward to the Vice Dean of the College of Graduate Studies or his/her designee. This information must be submitted to the Vice Dean of the College of Graduate Studies or his/her designee within 10 working days of the program director decision. The Vice Dean of the College of Graduate Studies or designee will evaluate the grade dispute within 10 days.

COLLEGE OF MEDICINE

The College of Medicine has established a Grade Dispute Policy by which medical students can dispute a final grade.

The scope of this policy applies to all students enrolled in the College of Medicine and taking a course for credit and a grade is assigned, whether an exclusive College of Medicine course or an interprofessional/interdisciplinary course.

COLLEGE OF PHARMACY

The assignment of a final course grade is the responsibility of the course director or advanced pharmacy practice experience (APPE) preceptor in accordance with the guidelines approved by the College of Pharmacy Curriculum Committee. For APPEs, the experiential director reviews the grade submissions from the preceptors to assure consistency.

Grade disputes should only be made when a student contends that a final course grade assigned by the course director or APPE faculty preceptor is arbitrary or capricious. "Arbitrary or capricious" implies that:

- The student has been assigned a grade on the basis of something other than their performance in the course.
- The grade calculation process and/or criteria was not included in the syllabus, was not followed, or was calculated in error; or
- Standards used in the determination of the student's grade are more exacting or demanding than those applied to other students in the course; or
- The final grade is based upon standards that are significant, unannounced and unreasonable departures from those articulated in the course description/ syllabus distributed at the beginning of the course.

A grade dispute must be for legitimate disagreement and is not appropriate for use simply because a student disagrees with the faculty member's judgment about the quality of the student's work.

Examples of legitimate disagreement could include, but are not limited to, the following:
- Students are not informed of the basis for grade calculation in the syllabus, on Canvas or prior to the assignment.
- The student's final grade was not calculated in accordance with the stated policy in the syllabus, on Canvas or as provided prior to an assignment.
- There is significant and unwarranted deviation from grading procedures and course syllabi set at the beginning of the course, or a final grade was assigned arbitrarily and capriciously based on whim or impulse.
- There is an error in the computation of the final grade that was not corrected.

This policy applies only to final course grades and does not apply to individual exams, which once the final grade is posted cannot be disputed.

If a student disputes their final course grade, the student must submit a completed [Grade Dispute Form](#) and required attachments to the course director within 10 working days of grade assignment. If a student disputes their final APPE grade, the student must submit a completed [Grade Dispute Form](#) to the preceptor assigning the grade and the experiential director within 10 working days of grade assignment. The preceptor and experiential director will make a joint decision about the grade dispute.

- If the student's request for a change of grade is supported, the course or experiential director must submit Grade Change Form to the Office of the Registrar. The decision of the course or preceptor and experiential director is the final, binding resolution.
- If the student's request for a change of grade is not supported, the student may bring the grade dispute issue forward to the Senior Associate Dean of Education or their designee. The Grade Dispute Form and required attachments must be submitted to the Senior Associate Dean of Education or their designee within 10 working days of the course or preceptor and experiential director's decision. The Senior Associate Dean of Education, or designee, will evaluate the grade dispute within 10 working days.

If the course or experiential director was the person assigning the grade that is the subject of dispute, the Senior Associate Dean of Education or designee will evaluate the dispute from the student regarding the assignment of the grade within 10 working days of receiving the dispute. In this case, the decision of the Senior Associate Dean of Education or designee is the final, binding resolution.

GOOD STANDING

A student is in Good Standing with the University when enrolled in a program and progressing appropriately toward completion of their curriculum. All program curriculum and academic degree and certificate requirements are established by each College for which completion progress is monitored by the Office of the Registrar. [The University's Good Standing Policy](#) should be referenced for further details regarding when a student is not in good standing at the university and for clarifications with what it means to be in good academic standing and good financial standing, which overall does not affect a student's good standing at the university, unless loss of one of these standings leads to a student dismissal by CAPP.

GUEST/NON-DEGREE STUDENTS

Professional Programs
The College of Pharmacy will consider guest/non-degree student participation in courses on a case-by-case basis; inquiries should be directed to the College Dean. Currently, the College of Medicine does not allow guest/non-degree students to participate in their courses due to the nature of their curriculum and course content.

Graduate Programs
The NEOMED College of Graduate Studies permits Guest/non-NEOMED degree seeking individuals to take graduate-level coursework on a limited basis. This allows the opportunity for those who already hold a baccalaureate (or higher) degree to enroll in coursework for professional or personal development without completing the full admission process required for degree-seeking students.
Guest/Non-NEOMED degree seeking students who are not active graduate students from one of our consortium partners for cross-registration purposes (Cleveland State University, Kent State University, Ohio University, University of Akron or Youngstown State University), must complete a [Non-Degree/Guest Student application](#), and be approved for participation in courses. These individuals will be issued accounts and access to support their course enrollments but are not otherwise eligible for NEOMED student benefits. Applications may be secured on the Office of the [Registrar's Course Registration webpage](#) under College of Graduate Studies.

Guest/Non-NEOMED degree seeking students (excluding those eligible for cross-registration) will be charged the current College of Graduate Studies per-credit-hour rate. A maximum of 12 credit hours may be taken in a non-degree seeking status; note that further limitations may be placed on coursework typically associated with certificate programs. Applicability of coursework taken in a non-degree status toward a later degree or certificate will vary by program, should a student choose to apply for degree or certificate-seeking status.

INTERRUPTIONS OF EDUCATION

All enrollment actions are handled on a case-by-case basis, and each student is reviewed individually based on the student's circumstances. The University retains the authority to make decisions regarding enrollment/withdrawal on this basis. A curriculum interruption is a temporary absence from school for extenuating personal, medical, or mandated reasons. All curricular interruptions must be reviewed and approved by the Dean of the respective college, the Senior Executive Director of Academic Affairs and Student Services, and/or the Committee on Academic and Professional Progress (CAPP).

Academic Suspension is removal from the academic program by CAPP or appropriate dean. All rights of due process in accordance with NEOMED academic and university policy will be afforded to the student. An academic suspension is permanently recorded as part of the student's record and transcript. Refer to the CAPP Standards for information regarding academic suspension.

Conduct suspension is removal from the academic program by the Student Conduct Officer or CAPP for violations of criminal or behavioral conduct. All rights of due process in accordance with NEOMED academic and university policy will be afforded to the student. Refer to the Administration of Student Conduct policy for information regarding Conduct Suspensions.

All students who have been dismissed by CAPP are considered enrolled up to the date of the dismissal decision. If the student appeals this decision, they can continue in the curriculum until the appeal has been vetted by the CAPP Executive Review Committee and a final decision is determined. If a dismissal decision is upheld, the student is responsible for all tuition and fees subject to NEOMED's refund policies. If the dismissal decision is overturned in the final CAPP meeting, the student will be permitted to continue in the curriculum, is enrolled full-time and must pay all tuition and fees incurred.

A dismissed College of Medicine student will have the opportunity to withdraw from the University, (unless the CAPP decision does not allow the option to withdraw) and must submit a letter of withdrawal within four working days of the date of the dismissal letter (this includes the date on the letter) to the Office of the Registrar. Accordingly, the student's official status indicated on the academic transcript would be denoted as a withdrawal. If a student appeals a dismissal decision and the CAPP Executive Review Committee denies an appeal, the opportunity to withdraw is revoked.

A dismissed College of Pharmacy student will not have the opportunity to withdraw from the University. The dismissal will be noted on the student transcript as such.

Refer to the [Student Conduct Policy](#) and the [Employees and Students Arrested for Offenses of Violence Policy](#) for information regarding conduct-related dismissals.

Leave of Absence

A student may request a leave of absence (LOA) for enrichment, medical, or personal hardship reasons. In certain circumstances, CAPP may also mandate a student leave the curriculum for a specified period of time because of academic or professionalism issues. A leave of absence for enrichment, medical or personal hardship is granted at the discretion of the University and is decided by the Chair of the CAPP committee of the college in which the student is enrolled in consultation with the Senior Executive Director of Academic Affairs and Student Services. Any student considering a leave of absence should meet with the Senior Executive Director of Academic Affairs and Student Services to discuss reasons, objectives, activities, timing, conditions of the leave, and the estimated return to the curriculum. In addition, students should consider the financial impact of a leave of absence and discuss these implications with a member of the Financial Aid Staff. Once a leave request is reviewed, the student will receive a written notification of the decision via electronic mail within five (5) working days of the request, and when applicable, the Office of the Registrar will prepare a "change of student status" report.

Leave of Absence Categories

- **Enrichment – Enrichment Leaves of Absence (E-LOA)** are requested by the student to petition for time away from the curriculum between academic years to pursue structured professional growth opportunities or another academic program at NEOMED (e.g., field outside of current program, research). NEOMED allows for E-Loa between the second and third or third and fourth year but does not recommend that students take a leave between the first and second year to ensure academic success and progression. The deadline for Enrichment Leaves of Absence is February 1st of the year before the enrichment leave is to occur.
  - *Process to Request:* Students requesting an enrichment leave of absence should meet with the Senior Executive Director of Academic Affairs and Student Services and submit an [Enrichment Leave of Absence Petition Form](#) and supporting documentation outlining the structured activities, timeline and rationale for how the experience(s) will improve the student's professional portfolio. The petition and supporting documentation will be reviewed by Senior Executive Director of Academic Affairs and Student Services in consultation with the CAPP Chair of the student's college for determination. When national board exams such as Step 1 or Step 2 are involved, students taking an enrichment leave will be expected to take the exams before beginning the enrichment experience.
  - *Documentation***:** Documentation should include either the completed application or the written acceptance into the requested enrichment experience, a timeline delineating the experience, scheduled dates for graduation requirements (such as Step 2), and outcomes of the enrichment (presentations, journal articles, etc.). In addition, upon petitioning to return from an E-LOA, students are expected to submit a written summary of the enrichment activities, accomplishments, and deliverables.
  - *Deadline to Request*: [Petitions must be submitted by February 1](#). Enrichment leaves can only start at the beginning of the academic year and are granted in increments of one year unless otherwise approved by CAPP. Leaves beyond one year require re-petitioning by February 1. Students who are conditionally approved for an E-LOA will be asked to provide confirmation by May 1 of their acceptance into their enrichment program and decision to take the leave or may withdraw their E-LOA and continue in the curriculum.

- **Medical – Medical Leaves of Absence (M-LOA)** are requested by a student who experiences a health condition or a condition that impacts a student's ability to participate in the curriculum. The condition may be anticipated or unanticipated but will require a leave from the curriculum.
  - *Process to Request:* Students with a medical condition or experiencing a medical emergency may request an immediate medical leave of absence by completing the [Medical/Personal Hardship Leave of Absence Form](#), meeting with the Senior Executive Director of Academic Affairs and Student Services and providing documentation regarding the hardship from a treating health care provider. Typically, these requests are for students requesting a leave of more than two weeks (one week for College of Medicine clinical years). The petition and any supporting documentation (e.g., letter from healthcare professional, excluding a family member), along with student's entire academic file, will be reviewed by the Senior Executive Director of Academic Affairs and Student Services in consultation with the CAPP Chair of that student's college for determination.
  - *Documentation:* Documentation must be provided by a treating health care professional delineating the nature of the medical issue, the expected duration of the leave, and the impact on the student's ability to perform within the curriculum. The student must identify the point at which he/she anticipates returning to the curriculum. Students whose approved return date is different from their requested return date may request to present a petition for progression review to the full CAPP committee for consideration.

- *Deadline to Request:* M-LOA petitions are submitted as the health condition arises.
- *Curricular Impact:* Students considered for an M-LOA will be expected to complete all curricular requirements upon their approved return to the program. In cases where the curriculum is sequential, a decision may be made which requires the student to return to the curriculum at the beginning of the academic year or term, depending on the program. Courses may not be waived if they are considered requirements for successful progression and degree completion.

- **Personal Hardship – A Personal Hardship Leave of Absence** can be requested by students who experience an unexpected crisis (including a crisis of a family member) that impacts that student's ability to participate in the curriculum.
  - *Process to Request:* Students requesting an immediate personal hardship leave due to extenuating and unexpected crisis should consult with the Senior Executive Director of Academic Affairs and Student Services and follow the same process as outlined above for medical leaves of absence including completing the [Medical/Personal Hardship Leave of Absence Form](#) and providing documentation regarding the hardship.
  - *Deadline to Request:* Petitions are submitted as hardship arises. If a student requests an exception to the decided curricular return point, the student may present a petition for progression exception to the full CAPP Committee for consideration.
  - *Curricular Impact:* Students considered for personal hardship leave will be expected to complete all curricular requirements upon their approved return to the program. In cases where the curriculum is sequential, a decision may be made which requires the student to return to the curriculum at the beginning of the academic year or term, depending on the program. Courses may not be waived if they are considered requirements for successful progression and degree completion.

- **CAPP Mandated** – If a student has been invited to appear before CAPP for academic or professionalism reasons, CAPP may mandate the temporary removal of a student from the curriculum and place the student on a CAPP-mandated leave of absence. CAPP will determine the effective dates of the leave. Typically, CAPP-mandated leaves require the student to return to the curriculum at the beginning of an academic year. Students returning from a CAPP-mandated leave are asked to complete the [Petition to Return Form](#) by the date stated within the CAPP decision letter, and to submit any additional documents that fulfill the CAPP decision letter requirements.

- **College Mandated** – If a student poses a serious risk to self or others and the student's presence on campus disrupts the ability of the institution to implement its programs and services, the college dean or designee, in consultation with the CARE Team, may impose an interim College Mandated Leave of Absence until such time as the student's safety can be verified, usually via a treating health care provider. Upon the return of the student to the curriculum, CAPP will decide the reentry point in consultation with the college.

Outcomes of a Leave of Absence Request decision include:

- **Granting of a Leave**: The granting of a leave of absence will be subject to conditions, including, but not limited to, timing and duration (leaves are granted for a specific period). Granting of a leave will result in an outline of activities that may be educational, professional, or health-related that must be completed while the student is on leave.
- **Denial of the Leave**

Requesting to Return to the Curriculum: If a leave is granted, the student must petition to return to the curriculum by May 1 of the next academic year unless otherwise noted in the Leave of Absence approval letter. Students must have satisfied the terms and conditions outlined for return and must provide evidence of having met any terms and conditions for the leave of absence that were specified at the time of the LOA approval, including but not limited to documentation from a treating health care provider attesting to the student's ability to return to the rigors of the curriculum, etc.). All petitions requesting to return will be reviewed by the Senior Executive Director of Academic Affairs and Student Services in consultation with the CAPP Chair and may require a meeting with the Senior Executive Director and CAPP Chair upon request.

Leave of Absence Checklist: Students who are granted a leave of absence should follow instructions of the LOA checklist provided with the LOA approval letter and must also:

- Provide an updated local and/or permanent address to the Office of the Registrar by updating Banner Self-Service
- Pay any outstanding financial obligations
- Undergo a financial aid exit interview with a financial aid officer
- Confirm that any outstanding balances on the student account have been paid in full

Should a student fail to request a return or extension by the required deadline, he or she is contacted to discuss the student's intent to return. If the failure to submit a request was an unintentional oversight, the student is given another opportunity to submit the petition to return or to extend the leave period. If the student does not respond to multiple efforts at contact by telephone, regular mail, or electronic mail, a final notification is sent to the last mailing address provided by the student, indicating that the CAPP committee will make a final determination of the student's academic standing (which may include dismissal) at its next meeting.

Leave of Absence and impact on insurance coverage:
Review the terms and conditions of the student health insurance plan with a university official to determine if it applies during the period for which leave is granted.

Medical Insurance: Students on a leave of absence who have purchased medical insurance through NEOMED will remain covered under medical insurance until the end of that policy period if paid in full prior to the leave and if the leave started 31 days after the start of the term. A LOA that begins within the first 31 days will be fully refunded and no coverage allowed. Continued insurance enrollment after this paid period is not permitted for students on a leave, and students are not eligible to re-enroll in the University's medical insurance coverage until they return to the curriculum.

Ancillary insurance (dental and vision): Ancillary insurance is terminated upon the first day of a leave of absence and coverage can only be purchased upon return to the curriculum.

Life & Disability Insurance: Students on a leave of absence remain covered by Life and Disability insurance until the end of the policy period if paid in full prior to the leave. Coverage during a leave of absence is limited to a maximum of 365 days.

Malpractice Insurance: NEOMED students on an active leave of absence are not eligible for malpractice insurance through NEOMED during the tenure of the leave. If a student intends to participate in any clinical experiences during the leave, independent malpractice insurance should be purchased for that period of coverage.

COLLEGE OF GRADUATE STUDIES

In the College of Graduate Studies, leaves of absence may not be required if the student is adhering to the enrollment policy and staying within the specified program length of study requirements. Students should discuss their options with their Program Director before requesting a leave of absence.

Students may request a Leave of Absence for academic, medical, enrichment, or personal reasons. Leaves of Absences may also be mandated by the COGS Committee on Academic and Professional

Progress (CAPP). Students requesting a Leave of Absence should meet with the Program Director and the Senior Executive Director of Academic Affairs and Student Services to discuss the reasons, objectives, activities, and conditions of the Leave and anticipated return to the program. Students should also discuss the financial implications of taking a Leave of Absence with the Office of Financial Aid. Taking a Leave of Absence or withdrawing from a course after the drop/add date may not eliminate the financial obligation of the student.

Students that take a Leave of Absence from a program who also have a position paying a stipend should discuss the impacts of the leave of absence on the stipend with the Program Director.

A [Leave of Absence Request](#) is required and is available online.

Leaves of Absence are granted at the discretion of the University and decided upon by the Dean of the College of Graduate Studies, in collaboration with the Program Director.

To be eligible for a Leave of Absence, a student must be enrolled in a graduate degree program, in good academic standing and making satisfactory progress toward the degree. Leaves of Absence will not be granted to students who are not in good academic standing.

The overall length of the program is not extended should a Leave of Absence be approved. Students are expected to meet the Academic Program Length Restrictions specified by the College of Graduate Studies, inclusive of any Leave of Absence from the program.

Students on a Leave of Absence that are not enrolled in another University program are not considered active students and therefore forfeit access to university amenities including but not limited to: pre-registration, academic resources, research resources, and the Sequoia Wellness Center. Students will have privileges returned once they have re-enrolled in their graduate programs.

A student wishing to return from an approved Leave of Absence will need to [petition to return](#) to the program. Petitions should be routed through the Program Director to the CAPP. If a student does not petition to return to the program within the agreed time frame of the leave, the student will be considered to have withdrawn from the program and will need to re-apply to the COGS.

LONGITUDINAL CLINICAL SKILLS ASSESSMENT FOR MEDICINE AND PHARMACY

The Colleges of Medicine and Pharmacy are unique among schools in their commitment to the structured and integrated longitudinal assessment of students' development of clinical skills and interprofessional competencies. As part of their required curricula, students must complete clinical skills assessments (CSAs), pharmacy skills assessments (PSAs), and team training through simulation methodology advanced by The Wasson Center for Clinical Skills, Training, Assessment, Scholarship, and Interprofessional Education Services.

College of Medicine Students
Medical students will complete a series of Clinical Skills Assessments throughout the first three years of their medical education. These assessments provide an opportunity for important feedback as well as evaluation of skills such as communication, history taking, physical exam, differential diagnosis, development of basic management plans needed to progress through the curriculum.

College of Pharmacy Students
Pharmacy students will complete progressive skills assessments throughout the curriculum. During each assessment, students are expected to perform the following when presented with a patient case: a) collect relevant information from a patient and medical chart; b) perform basic physical assessment; c) develop a written therapeutic plan; d) present the plan to a preceptor using the SBAR method; and e) counsel the patient about the plan. There will be increasing complexity in the skills assessments, requiring students to build on knowledge gained throughout the curriculum and previous skills utilized.

Ohio Residency (APPLICATION PROCESS)

The University Registrar may classify a student as an Ohio resident or non-resident at the time of registration for each semester. A student may submit a Request for Resident Classification for Tuition Purposes to the Office of the Registrar. The University Registrar will determine if the student has been classified correctly. In general, a student must demonstrate that he/she meets all the following criteria to establish Ohio residency for tuition purposes:

The student lived in Ohio for a full, 12 consecutive months immediately preceding the semester for which he/she is applying for residency. The expectation is that the student was not absent from the state any longer than Winter Break, Spring Break, and three weeks during the summer.

The student should demonstrate his/her intent to become an Ohio resident by transferring any items of registration to Ohio, such as a driver's license, automobile registration, and voter registration at the beginning of the 12-month period immediately preceding the semester for which reclassification is desired.

The student must demonstrate that during the 12-month period while establishing residency, he/she has had enough income to meet all expenses without the need of money from outside the State of Ohio. Documentation of income sources used during the 12-month period is required.

Students are expected to make full payment (including nonresident fees) by their appropriate payment due date. Payment deadlines cannot be waived or extended while a student's residency is being reviewed. Retroactive residency determinations cannot be made for tuition surcharge purposes.

Application materials and all appropriate documentation must be submitted by the published deadlines for each semester:

Fall: Apply by August 1   Spring: Apply by December 1

No applications will be accepted after the deadlines listed above.

Review of applications by the Office of the Registrar may take several weeks from the time of submission and is dependent on the total number of applications received, the extent of additional information requested and/or subsequent dialog with the student.

If the student disagrees with the classification assigned by the University Registrar after evaluation of the Request for Resident Classification for Tuition Purposes, he/she may appeal the decision by submitting a letter of appeal to the University Registrar. The University Registrar may transmit this letter to the Residency Appeals Panel that will conduct a hearing on the merits of the previously submitted Request for Resident Classification for Tuition Purposes form. The Residency Appeals Panel is comprised of representatives from the Office of Admission, Office of Financial Aid, and Student Services. The student may request in this letter to appear personally before the Panel. The decision of the Panel is final.

A student has the burden of persuasion by clear and convincing proof that she/he qualifies as a bona fide resident. The Residency Appeals Panel may require the student to submit evidence in support of the statements made on his/her Request for Resident Classification for Tuition Purposes. The panel will not be bound by the usual common law or statutory rules of evidence or by any technical or formal rules of procedure. The panel may admit any relevant evidence in support of the student's claim or in opposition to it, and may exclude evidence that is irrelevant, cumulative, or is lacking in substantial probative effect. The Residency Appeals Panel may make rules of procedure consistent with this regulation.

A student who knowingly submits a false claim or knowingly gives false evidence in support of a claim commits an offense against the Colleges and may be subject to disciplinary procedures.

PARTICIPATION IN LEARNING AND PATIENT CARE ACTIVITIES – STUDENT RESPONSIBILITIES

Under certain circumstances, students have the right to request exemption from participating in certain educational and/or patient care activities for religious/ethical reasons while continuing to meet their academic requirements. This exclusion from participation does not excuse the student from responsibility for understanding the basic science, clinical methods, the rationale for or the counseling related to these procedures.

All patients, without regard to diagnosis, disability, race, color, religion and creed, gender or gender orientation are entitled to comprehensive and individualized quality care. A student may not refuse to participate in the care or treatment of a patient based solely on the patient's diagnosis (e.g., HIV/AIDS or other sexually transmitted diseases, tuberculosis, or other contagious diseases) or behavior. Such a refusal may constitute a violation of the "Expectations for Student Conduct and Professional Commitment." Such violation may result in adverse academic action including dismissal. An exception may be made when a student has been directed, in writing, by a personal physician to avoid patients with certain diagnoses.

The University will allow students to decline participation in certain aspects of patient care that conflict with their ethical or religious beliefs if the following conditions are met.

1. The student must initiate a request for permission to decline participation in certain aspects of clinical skills training. The student must state the reason for the request, the activities and date(s) missed, and the make-up plan. The student must complete a separate absence request for each course that will be missed.
2. The absence notification forms are available online.
3. This documentation is maintained in the student's educational record.
4. If the student is in an unexpected situation and is thus unable to request to permission to decline participation prior, the student can opt out of the experience and is required to discuss the circumstances, situation and the student's rationale with the course/clerkship director/preceptor immediately following. This should be documented using an Absence Notification Form. This documentation is maintained in the student's educational record.

PROGRAM LENGTH REQUIREMENTS AND LIMITS

Professional Programs
Students are expected to complete their professional school education in four years from the time of initial matriculation. Enrollment in a single professional school, including Interruptions of Education, may not exceed six (6) academic years from initial matriculation to remain in good standing (See Good Standing Policy). Students who exceed the allowable length of study limits are referred to the CAPP. Professional degree students who also enroll in as Ph.D. program may not exceed eight (8) years from the initial date of Enrollment to complete all program requirements unless receiving prior approval from both the Dean of their graduate college and the Dean of their professional college.

Graduate Programs
Program lengths vary and are defined by the leadership of each graduate program. Students enrolled in a master's program should complete the program within six (6) years. Students enrolled in a Ph.D. program should complete the program in ten (10) years, and professional degree students who enroll in a NEOMED Ph.D. program must complete both programs within eight (8) years from their initial date of Enrollment, unless receiving prior approval from both the Dean of their graduate college and the Dean of their professional college.

Degree/Program	Length in Years for on time completion
Doctor of Philosophy (PhD)	5
w/Accelerated Track	4
Doctor of Pharmacy (PharmD)	4
Doctor of Medicine (MD)	4
w/Accelerated Family Medicine Track	3
Master of Science	2
in Global Health & Innovation	1
Master of Arts	2
Master of Medical Science	2
in Anesthesia	2.25
Master in Foundations of Medicine	1
Master of Leadership	1
Master of Public Health	2
Graduate Certificates	1

REMEDIATION AND REPEATING COURSEWORK

Course Remediation (Professional Programs only)

Students who achieve less-than-passing grades are required to successfully remediate to assure their level of mastery of the skills or knowledge covered by a given course meets a standard set by the course director. Remediation is defined as the process of allowing a student to repeat a portion of a course or repeat an assessment after the assignment of a permanent grade of "Fail". Permission to remediate a less-than-passing grade is granted by the course director as detailed in the syllabus. Failure to meet minimum standards of performance may result in direct referral to the Committee on Academic and Professional Progress (CAPP). Remediation is designed by the course director within guidelines set in advance by the appropriate college curriculum committee.

When remediation is permitted by the course director, and student will submit a remediation contract with details regarding the requirements. Remediation generally occurs within the same academic year the original grade was assigned. The timing and requirements of remediation are established by the course director and Office of Academic Services and documented on a remediation contract. The remediation contract is submitted to the Office of the Registrar for inclusion in the student's record.

The highest grade that can be earned after successful remediation is "Pass". If the remediation of a failing grade is successful, a passing grade is placed next to the failing grade on the transcript (e.g., F/P or F/Z). Students will be allowed only one attempt to remediate a less-than-passing grade for any course, unless granted an exception by the Committee on Academic and Professional Progress (CAPP).

Students with multiple course failures in a single academic term, academic year or aggregate academic performance concerns may be referred to the Committee on Academic and Professional Progress (CAPP) for review before a determination about eligibility to remediate an individual course is made.

College of Medicine

Remediation within Curriculum Change Initiative – M1 and M2

Purpose: The Northeast Ohio Medical University College of Medicine (COM) recognizes the curriculum required to successfully navigate medical school is very challenging. The COM and its faculty are dedicated to supporting student-physicians' progress through the curriculum. To this end, a process for early recognition of support and opportunities for course remediation has been developed in the courses listed.

Courses eligible for remediation:
- FMCM 71105 Population Health
- ANAT 71206 Human Architecture & Composition
- IMS 71207 Cardiac, Pulmonary and Renal Systems

- GMED 71302 Gastroenteric, Reproductive and Endocrine Systems
- ANAT 71303 Neurobiology
- IMS 71305 Flora, Pathogens & Defense
- GMED 71403 Integrated Case Exercise
- GMED 72105 Foundations of Disease and Treatment
- GMED 72205 Diagnosis and Treatment I
- GMED 72305 Diagnosis and Treatment II

Courses typically not eligible for remediation but do count towards accumulated fails are the following:
- FMCM 71104 Introduction to Clinical Skills
- FMCM 71208 Patient, Physician and Community I
- FMCM 71309 Patient, Physician and Community II
- FMCM 72106 Patient, Physician and Community III
- FMCM 72206 Patient, Physician and Community IV
- FMCM 72306 Patient, Physician and Community V

Practice and Policy:
Our goal as a Doctor of Medicine Program is to ensure that all students receive timely feedback on learning and are able to access early intervention to support the student's learning and achievement in the curriculum. The curriculum includes frequent assessment and feedback through Peer Instruction and other engaged learning activities that are intended to guide learning. Scores from PI or quizzes are posted at least weekly. A student achieving a score less than 65% or that is more than one standard deviation should reach out to the course director, Learning Center or Academic Support team for guidance and advice. Persistent subpar scores will result in a meeting with the Module Dyad Leaders and may result in formal referral to the Learning Center and/or others as needed.

Students with an overall module score of less than 70 at the end of course will be required to remediate. Remediation will result in a signed remediation contract and consultation with the Learning Center. Students who do not receive a passing score on the remediation exam will be referred to CAPP.

Clerkship Subject Exam Remediation
Students who fail a clinical subject exam in M3 will have a temporary clerkship grade of "academic incomplete" (AI) appear on their transcript, for the first failure of an NBME subject exam only. If the student successfully remediates the subject exam on the first attempt, the temporary grade of "academic incomplete" will be replaced with a grade of "pass" on the student's transcript. Regardless of the student's score on the second attempt, the highest clerkship grade that the student can receive is "Pass". If the student fails to successfully pass the retake exam, the "academic incomplete" will be replaced with a permanent grade of "Fail". The temporary grade of "academic incomplete" is only used for the first clerkship subject exam failure; in subsequent clerkships, failure of a subject exam will result in a grade of "Fail" that may be replaced by "F/P" upon successful remediation of the examination.

Remediation Prior to Clerkships or Fourth Year Rotations
M2 students must complete their entire M2 curriculum including all remediations prior to starting their M3 year. The only exception is that a student may be granted a conditional start to the Prerequisite to Clinical Curriculum (PCC) after taking a remediation exam, but before receiving the score. Students may not start their Clerkships without successfully completing all M2 course work, Comprehensive Basic Science Exam, and taking the Step 1 examination unless an alternative schedule was approved by CAPP.

M3 students must complete their entire M3 curriculum including all remediations prior to starting required clerkships or electives of their M4 year. Students are permitted to enroll in the M4 required online courses prior to completion of all M3 clerkship or course remediations, but not an elective rotation or required M4 clerkship.

College of Pharmacy - Remediation Information

Philosophy
All students who are admitted to the College of Pharmacy are expected to bring the ability to succeed in the professional pharmacy curriculum. The expectation of the faculty is to teach students in such a manner that all students will learn, comprehend the material, and achieve success in a multitude of assessments designed to demonstrate professional competency.

Background
Courses taught in the professional curriculum are expected to establish high levels of achievement in learning knowledge and practicing skills. The faculty in the College of Pharmacy is charged with providing a high-quality education that prepares entry level, practice ready pharmacists. Despite the best efforts of the faculty to create well-taught courses, student learning objectives and well-rounded assessments, some students will fail to achieve competency due to a variety of reasons and circumstances. These students will be identified due to failing marks in either individual assessments or final course grade.

As independent, adult learners, students are responsible for their success and their failure. In the event of course failure, a formal remediation process may be established. Students are required to meet with the course director to review and evaluate their performance to develop an individualized remediation plan. Remediation plans must be designed to afford the best opportunity for student learning and should not be based on convenience and personal schedules.

Decision to Remediate
Remediation is a privilege and students are not guaranteed the opportunity to remediate. Student professionalism - for example, attendance in the classroom throughout the course, or lack thereof - may be factored into the decision to offer remediation. If a student fails a course, the course director and the Senior Associate Dean / Assistant Dean of students Success will review student performance throughout the entire course to determine if the student needs to repeat the entire course, or alternatively, if the student can successfully rise to the level of expected competence through an intensive, directed review of course material (i.e., remediation). Standards set forth by CAPP will supersede the course director's intention to allow the student to remediate (i.e., a student who rises to the level of meeting with CAPP must first meet with this committee before being allowed to remediate).

Guidelines for Remediation
In the event a course is not successfully completed, the respective course director will determine the process to remediate their course. A minimum level of competence will be established.

Guidelines for Passing Remediation
A student who undertakes remediation will be expected to achieve the same high level of expectation as established in the primary course. A student may achieve no greater than a passing grade in any remediation process independent of how well they do on the remediation examination. Lastly, a student must complete all requirements for their current academic year to progress to the next academic year.

Repeat Year, Semester, Course, Clerkship or Elective (Professional Programs)

All professional degree students who are repeating any curricular year or semester are considered full-time students. They are required to be enrolled in and participate in all courses for that curricular year or semester and adhere to all the requirements of the course(s) unless granted an official, documented exception through the Committee on Academic and Professional Progress. In instances where an exception is granted, the percentage of contact/credit hours enrolled in comparison to their peer group for that same year/semester will determine their enrollment status for financial aid eligibility. All professional degree students who are repeating a clerkship or elective rotation are considered full-time students during the duration of that experience.

The enrollment status for all other students engaged in repeating course work is dependent on the number of credit hours enrolled by semester. Any student who repeats a course or courses will have grades for both the original and repeated courses appear on their academic transcript with repeat courses being noted as such.

Repeat Course (Graduate Programs only)

Students who receive a "C" or lower in a course may be required to repeat the course. Core courses may only be repeated once. Grades for both the original and repeated courses will appear on the transcript with repeat courses being noted as such. Historically, both the original and repeated grades are utilized in the calculation of the GPA, beginning academic year 2023-2024, repeated courses in COGS will use the highest attempt of the course to count in the overall GPA, excluding the lowest attempt from the overall GPA. See College of Graduate Studies Good Standing policy for academic good standing requirements.

RESIDENT STUDY REQUIREMENTS (COLLEGE OF MEDICINE)

For the medical degree, a minimum of at least two years of consecutive full-time study must be completed at Northeast Ohio Medical University and must include the junior (M3) year. Students admitted to the program by clinical advanced standing admissions, for example, particularly those admitted into the junior medical year, should be especially aware of this requirement. Transfer during the senior year cannot be permitted for clinical advanced standing students.

SEMESTER CREDIT DEFINITION

NEOMED awards semester credit based on an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates to no less than 750 minutes of formalized instruction that typically requires students to work at twice the amount of preparation/independent learning time (1,500 minutes).

NEOMED recognizes that formalized instruction may take place in a variety of delivery methods and variable lengths of time within the semester calendar definition. As such, NEOMED utilizes the following semester credit calculations based on delivery method and the expectation that the minimum amount of formalized instruction, preparation/independent learning, self-directed learning, and intended outcomes are being accomplished:

> **Lecture, Laboratories, Seminar, Small Group Discussion, Peer Instruction, Independent Study Courses and Research Courses**– 15 contact hours of formalized instruction (plus 30 preparation/independent learning/self-directed hours in any combination) equals one (1) semester credit.

> **Clerkship, IPPE, Advance Pharmacy Practice Experience (APPE), Elective Rotation, Internship, or Practicum** – 1 week (5 days) or 40-45 hours of formalized instruction and/or student independent learning/research activities in any combination equals one (1) semester credit.

SHARED CREDIT LIMITS (COLLEGE OF GRADUATE STUDIES)

A minimum of 60% of required credit hours must be unique to each degree and cannot be used for dual credit. Departments and programs may impose more stringent shared credit limits but may not exceed the University limit.

UNIVERSITY AND/OR COLLEGE WITHDRAWAL

When voluntarily withdrawing from the University and/or a college, the student must submit a letter requesting to withdraw to the University Registrar and is considered withdrawn as of the date the request is received. This request may be in the form of an e-mail sent to registrar@neomed.edu from the student's NEOMED e-mail account. Students withdrawing from NEOMED are required to follow the steps/checklist as outlined on the Withdrawal Acknowledgement letter received from the Office of the Registrar.

A withdrawal is distinctly different from a Leave of Absence as it suggests the student has no intention to return to the University. Tuition refunds are made to any student officially withdrawing from all classes, in conformity with the University Refund Policy.

A student who withdraws and who later seeks re-entry must reapply via standard admission procedures. Re-admission is not guaranteed, and information from the student file in the Office of the Registrar may be considered in the admissions process; individual colleges or programs may prohibit re-admission.

Students may not withdraw from the University to avoid dismissal or suspension once their academic performance and/or behaviors warrants such action by the Committee on Academic and Professional Progress (CAPP) or similar body, unless explicitly allowed by their respective college.

STUDENT POLICIES AND CONDUCT

Northeast Ohio Medical University (NEOMED) students are expected to read, understand, sign and abide by the "Expectations of Student Conduct and Professional Commitment" while enrolled and involved in NEOMED, its partner institutions and hospitals, and NEOMED-sponsored activities. Reports of misconduct may be filed via Behavioral Concern forms, Testing Irregularity forms, Violations of Law form or written referral. Upon receipt of allegations, the Conduct Officer will work in consultation with the student affairs delegate of the student's college to make the initial determination as to whether the matters alleged in the Complaint are best resolved through the student conduct process or by the Committee on Academic and Professional Progress (CAPP) or some other mechanism. Student conduct or professional behavior concerns should be reported by faculty, staff or students using the "Behavioral Concern form" available through NEOMED Student Services and online.

ALCOHOL AND SUBSTANCE ABUSE

NEOMED condemns the abuse of alcoholic beverages. All members of the NEOMED community are responsible for making decisions about their actions within the context of Ohio law, the University regulations, and the highest standards of professional conduct. In addition, awareness of the rights of others within our community who may choose not to use alcoholic beverages must be honored.

The University has defined guidelines that will ensure that any use of alcohol is responsible and consistent with the laws and regulations of the State of Ohio. All NEOMED students are expected to be familiar with and to respect the laws of the State and Federal government regarding the use of intoxicating and other mood- or consciousness-altering substances. Possession or use of many of these substances is illegal. A felony conviction of a student may preclude licensure to practice and could subject a student to dismissal from NEOMED and referral for prosecution if appropriate.

Both for reasons of personal well-being and because of the nature of their profession, students are expected to show restraint and responsibility in their use of consciousness-altering substances. In cases where the University becomes aware that a student has developed a problem relating to alcohol or other substance abuse, the student will be required to appear before the Student Conduct Officer to determine if it is necessary for the student to leave studies and enroll in an appropriate rehabilitation program. The normal due process and appeal procedures will apply to such a student. Failure on the part of the student to successfully complete a mandated rehabilitation program will lead to dismissal from NEOMED. The University's first concern in these matters is to aid the student in overcoming problems with substance abuse. The nature of the profession, however, requires that students who fail to overcome such problems not be allowed to continue preparation for the practice of medicine or pharmacy.

ALCOHOL USE FOR STUDENT EVENTS

As a health professions university, NEOMED is committed to educating and encouraging the members of its community to make healthy decisions regarding their behavior. NEOMED prohibits the use of alcoholic beverages at all student organization sponsored events, both on-campus and off-campus, and at all events funded by NEOMED Student Council (NSC). Exceptions to this policy may be made for the annual Aesculapius Charity Ball and the annual Commencement Ball in accordance with this policy. The approved use of alcohol at these events is a privilege, not a right. Abuse of this privilege may result in alcohol not being allowed at these approved events in the future. All student organization sponsored events and NSC funded events must abide by this policy.

Guidelines
The following steps and guidelines must be followed to allow alcohol to be served at the Aesculapius Charity Ball and the Commencement Ball. Failure to follow the procedures will not cancel the event but will cancel the privilege of using alcohol at the event.

(a) Person(s) planning the event will read the Alcohol Use guidelines thoroughly.
(b) Alcohol will be served via a cash bar. No university or student organization funds will be used to pay for alcohol.
(c) Non-alcoholic beverages will be in constant supply and easily accessible throughout the event.
(d) A variety of foods will be made available, including at least one high protein item (e.g.: cheese, meat, etc.), which slows the absorption of alcohol.
(e) Alcohol will not be mentioned in any advertisements for the event.
(f) Attendees must bring a valid photo identification card, with date of birth, to gain entry to the event.
(g) The person(s) planning the event will ensure identifications are checked at the entrance of the event. Those of legal drinking age will be given a wrist band and can only purchase alcohol at the event's cash bar.
(h) The person(s) and organization planning the event are primarily responsible for monitoring the behavior of attendees, including confronting inappropriate behavior (e.g., underage drinking, obtaining alcohol for underage drinkers, obvious intoxication, etc.). Failure to do so will lead to the loss of privileges for hosting an event with alcohol, in addition to other possible sanctions.
(i) All events will include a starting and ending time. Alcohol will cease to be served one hour prior to the end of the event. Non-alcoholic beverages, food and entertainment will be available until the end of the event.
(j) At least two members of the NEOMED faculty or staff must attend the event and be present throughout the event's entirety.
(k) Anyone in attendance at an event with alcohol has the obligation to confront inappropriate behavior, either directly or by contacting the designated faculty or staff advisors assigned to the event.
(l) The person(s) and/or organization planning the event will assume all extra costs that may be incurred by hiring additional law enforcement personnel, cleaning personnel, or for any damages that are beyond the usual expected wear and tear from an event.
(m) Alcoholic beverages may be consumed only in the areas designated for the event.
(n) Consistent with Ohio state law, no person will consume or have an open container of alcohol in a motor vehicle (moving or parked) while on the premises of the event.
(o) No person will bring his/her own alcohol to the event for any reason.
(p) Alcohol will not be served to individuals who appear to be intoxicated.
(q) The person(s) planning the event will provide designated drivers. Designated drivers:
      (i) Agree to not consume any alcohol during the event,
      (ii) Are publicly identified as designated drivers and will use their own cars,
      (iii) Will be present for the entire event, and
      (iv) Agree to drive anyone who appears to be intoxicated to the nearest appropriate location.

SMOKING/TOBACCO USE

The Tobacco-Free Policy can also be found on the Policy Portal on the NEOMED website.

Smoking or the use of other tobacco products is prohibited anywhere on the NEOMED campus. The campus-wide tobacco ban includes the inside and outside of all buildings, any parking areas, all vehicles on campus and any personal residence. On July 23, 2012, the Ohio Board of Regents Resolution Promoting Tobacco-Free Campuses created provisions for tobacco-free Ohio campuses pursuant to O.R.C. 3794. This policy applies to all individuals who are present on the NEOMED campus, including but not limited to employees, students and visitors who may be located inside or outside of any buildings, residences or parking lots located on the NEOMED campus.

Smoking refers to inhaling, exhaling, burning, or carrying any lighted cigar, cigarette, pipe, or other lighted smoking device for burning tobacco or any other plant. "Smoking" does not include the burning of incense in religious ceremony.

Consistent with this policy, University groups or members of the public that schedule indoor or outdoor spaces for approved functions on the NEOMED campus are prohibited from allowing smoking or using

tobacco at their function. People who violate the tobacco-free environment established by this policy will be referred to the following reporting authorities for further action:

1. Students will be reported to the Senior Executive Director of Academic Affairs and Student Services for handling in accordance with this policy.
2. Faculty will be reported to the Office of the Faculty Member's Dean for handling in accordance with the University Faculty Code of Professional Conduct found in Appendix C of the Faculty Bylaws.
3. Employees will be reported to Human Resources for handling in accordance with the Employee Handbook.
4. Visitors and guests will be reported to university police where they will be escorted off campus property should they continue to use tobacco on the NEOMED campus in violation of this policy.

VIOLATIONS

Students violating this policy may be referred to the Committee on Academic and Professional Progress (CAPP) for appropriate disciplinary action. Student organizations violating this policy may lose the privilege of sponsoring an event, and/or funding approval from the NEOMED Student Council. The NEOMED Student Council may refer organization violations to the Student Conduct Officer. University police may request disorderly individuals to leave the event.

ATTENDANCE REQUIREMENTS

Attendance requirements vary for different components and sessions of the curriculum. Attendance is at the discretion of each course director and attendance policies for each specific course will be included in the syllabus materials. In some course activities, participation may be a factor in determining the grade. Respect for faculty, as shown in part by punctuality and attendance, is an important component of student conduct and professional commitment.

Students unable to attend a mandatory class or session due to illness or an emergency are to contact the course director and complete a college/class-specific Absence Notification Form. Failure to notify the course director may affect the course grade. In cases where a student is unable to attend a scheduled session of a course, the student is responsible for all material covered during his/her absence.

Concerns about attendance or tardiness may be a student conduct issue, in which case students will be directed to meet with the course director and/or with the Assistant Dean of Students for the College of Medicine, or the Assistant Dean for Student Success for the College of Pharmacy and/or the Senior Executive Director of Academic Affairs and Student Services. Concerns regarding professional commitment or aggregate conduct may be referred to the Committee on Academic and Professional Progress.

Students who are ill or experience an emergency when an examination is scheduled must contact the course director in advance of missing the examination or as soon as possible. The course director will then determine if the absence will be excused and will work with Academic Services to determine when the examination must be rescheduled.

Absences for Religious Observation

Each academic semester, students are provided the opportunity to submit requests to be excused from academic requirements or examinations based on sincerely held religious beliefs. Students may be excused from class for up to three (3) consecutive days per academic semester for reasons of faith or religious or spiritual activities with alternative accommodations provided for missed academic requirements. Requests must be submitted no more than fourteen (14) calendar days after the first date of instruction of the semester using the University Student Absence Form

Review the full "Student Religious Accommodation Policy" and a list of major religious holidays or festivals on the Policy Portal.

Absences for College of Medicine Clinical Experiences

Attendance is mandatory for all clinical experiences that occur during M1- M4. Please refer to the COM's policy, Attendance at instructional sessions for additional information.

Absences in the College of Pharmacy

Students may be granted up to five (5) days of absence time, during each year of the P1-P3 years to non-campus based professional development activities that are intended to enhance the student's professional career. Student specific exceptions to this policy will be approved by the Senior Associate Dean of Education or their designee. Attendance is at the discretion of each course director and attendance policies for each specific course will be included in the syllabus materials. Unless there is an emergency situation, students should submit an absence request form and discuss an alternative plan with the course director before the absence occurs.

The decision about whether a professional development activity is eligible for approved absence is determined by the course director(s). If there is disagreement between course directors, the Senior Associate Dean of Education will make the final decision. Based on the course requirements and schedule, absences may or may not be approved. No travels plans should be made until final approval by the course director(s) has been granted for any absence. Students who obtain absence approval but do not attend the professional meeting will be deemed to be in violation of the *Expectations of Student Conduct and Professional Commitment*. Students requesting exceptions to this policy must do so through the College of Pharmacy's Senior Associate Dean of Education or their designee.

Any absences that are longer than 5 consecutive days will adhere to the Leave of Absence policy requirements.

Time Off During IPPE Rotations

For experiential rotations, time off is to be taken only with the **PRIOR** approval of the preceptor at the site. The student is required to complete the "Request Form" (available in experiential learning management system) to facilitate this approval. This is to be completed a minimum of **FIVE (5) business days** before a planned absence. Completed absence forms must be sent to the director of Experiential Education for review. Students should complete the required number of hours for the learning experience and must make up any missed experiential hours.

Time Off During P4 (APPE) Rotations

- Due to the intensity of each rotation and the need to achieve rotation objectives, it is advised that students avoid taking time away from their rotations. Students completing rotations do not follow the P1 – P3 academic calendar for NEOMED and are not allowed vacation time during their rotation schedule. However, it is recognized that students may need time off from rotations for professional or personal reasons. Students should complete the required number of hours for the learning experience and must make up any missed experiential hours. The following are the approved guidelines regarding absence from rotations:
- **Approvable absences** from rotations are those which the preceptor deems important to the professional development of the student (e.g., interviews, attendance to a professional meeting) or for a personal illness/wellness or a family related emergency. Absences related to on campus activities such as college committees are approvable at the discretion of the preceptor. Time off for personal vacations, weddings, honeymoons, family reunions, etc. should not be planned during rotations and therefore will not be approved by the preceptor.
- Students will be allowed no more than **NINE (9) days** of approved absences -- including personal illness, wellness, or emergencies -- from their assigned rotations over the entire nine-month APPE program. The nine days are not meant to be an entitlement and cannot be used or saved for an extended break from rotations including personal or family vacations. Each student is responsible for assuring that the maximum number of days away from the nine-month program is not exceeded. Exceeding the maximum

number of days can result in a student not successfully completing the requirements of the APPE program necessary for graduation.

- Students will be allowed no more than **TWO (2) days** of approved absences during any one month. Exceptions to this requirement, as in the case of interviews can occur only if approved by the preceptor and director of Experiential Education **prior to scheduling an interview.** If additional absences are allowed the preceptor may require the student to work extra time at the site or complete additional activities to ensure achievement of rotation objectives.
- Students with approved absences are still expected to complete all rotation objectives or responsibilities and must make accommodations to do so. The preceptor may require the student to make up any absence time from the rotation.
- Time off is to be taken only with the **PRIOR** approval of the preceptor at the site. The student is required to complete the "Request Form" (available in experiential learning management system) to facilitate this approval. This is to be completed a minimum of **FIVE (5) business days** before a planned absence. Completed absence forms must be sent to the director of Experiential Education for review.
- Students are granted specific holidays off from rotation (refer to the P4 APPE Academic Schedule for a list of approved student holidays). Preceptors should allow the students to be off for these approved holidays.
- In the case of personal illness or emergency the student is required to notify the preceptor or their designee as soon as possible prior to the scheduled arrival time to the site. The method of notification (e.g., email, phone call) should be predetermined by the preceptor and communicated to the student at the start of the rotation. If the student is absent for more than **TWO (2) days** from the rotation due to illness or emergency, the student must notify the director of Experiential Education. The Request Form must be completed upon the student's return to the rotation.
- Time off for religious reasons is allowed in accordance with NEOMED policy. Students requesting time off for this reason are required to receive approval from the Senior Associate Dean of Education or their designee before the start of the fall and spring semester prior to the start of the time off. The student is required to inform the preceptor of these approved absences before beginning the rotation. Students will be required to make up any missed time resulting from these types of absences at the discretion of the preceptor.
- Unexcused absences include any failure to be present on a scheduled rotation day(s), failure to notify the preceptor of an illness or emergency in a reasonable period of time, or any absence that was not approved by the preceptor. Unexcused absences will not be tolerated and may jeopardize the student's successful completion of the program. Any unexcused absence may result in failure of the rotation in which it occurred. Preceptors should immediately notify the director of Experiential Education if unexcused absences occur. The Office of Experiential Education will contact any student who has an unexcused absence.
- Requests for time off between rotations for travel to or from a distant rotation are to be arranged only within that rotation at the discretion of the preceptor. Generally, no more than **ONE (1) business day** should be taken for travel.
- Any exceptions to the above policy require approval of the director of Experiential Education in cooperation with the preceptor.

Exceptional Circumstances
The Dean of Pharmacy or their designee may approve absences for circumstances that conflict with the above stated policy but are deemed in the best interest of the student.

A formal, written request, including the rationale for the absence, must be submitted to the Dean of Pharmacy or their designee as much in advance of the anticipated absence as possible. On the rare occasion that approval is not sought in advance of the absence, a written request must be submitted within two (2) calendar days of returning to class.

No more than five (5) days will be approved for exceptional circumstances during an academic year.

ATTIRE OF STUDENTS

Students are expected to dress appropriately in all school situations. Students must always check with course directors and/or clerkship directors/preceptors in the clinical settings for specific requirements regarding appearance, since courses, clerkships/rotations, consortium hospitals and pharmacies may have different requirements.

Students should keep in mind that they represent the NEOMED student body to speakers, faculty, staff, visitors, hospital and pharmacy staff, and patients and strive to dress in a manner that reflects positively on themselves and the University.

On the Rootstown Campus

Students may dress casually. For safety reasons in laboratory activities, students must wear closed-toed shoes. Additionally, shoes and boots with heels more than 2" are not permitted in laboratory activities for safety reasons.

Strongly scented fragrances and heavy cosmetics are not permitted out of consideration to others who may be allergic or otherwise sensitive to them. Students are expected to maintain basic standards of personal hygiene.

In Clinical Settings

Whenever students interact with patients in any way, the guidelines for attire in clinical settings should be followed.

Failure to maintain the standards for attire outlined above will be dealt with in a manner similar to other issues regarding inappropriate behavior.

In the Wasson Center

For activities occurring in the Wasson Center, including simulated patient activities, the guidelines for attire in clinical settings are to be followed to maintain a safe and professional learning lab. Professional attire is expected. Students must wear close-toed shoes. Students must wear their white coats, professional college patches and ID badges.

Strongly scented fragrances and cosmetics are not permitted out of consideration to others who may be allergic or otherwise sensitive to them. Students are expected to maintain basic standards of personal hygiene. Hair longer than shoulder-length should be properly pulled back so as not to be distracting to patient care and for safety reasons. Fingernails should be properly maintained. Bracelets and earrings other than studs should be limited as it could interfere with providing optimal and safe patient care and clinical procedures.

Failure to maintain the standards for attire outlined above or specified with a course syllabus or site expectations will be dealt with in a manner similar to other issues regarding inappropriate behavior.

COMMITTEE ON ACADEMIC AND PROFESSIONAL PROGRESS (CAPP)

College of Medicine (COM) Students

The Committee on Academic and Professional Progress (CAPP) evaluates the records of students enrolled in the MD program at NEOMED based on CAPP Academic Guidelines to evaluate academic progress, professional development, and readiness for promotion in the curriculum. A CAPP hearing occurs whenever a student reaches a level of concern, e.g. failing grades, unprofessional behavior. CAPP enforces specific guidelines for academic advancement, while at the same time providing due process and an individual review of each student's situation. All CAPP meetings are private, and all material presented and discussed is confidential. Students are required to attend CAPP meetings. Each student is considered individually, on a case-by-case basis, and the student's entire record is evaluated. All committee deliberations and decisions will consider maintaining the quality of health education and the safety of the community. The CAPP Committee is considered a College of Medicine faculty committee as stipulated in the College of Medicine Faculty Bylaws, Appendix G.

Referrals to CAPP for academic action can be made to the CAPP Co-Chairs, COM Deans, Senior Executive Director of Academic Affairs and Student Services or to the University Registrar. Students may be referred to CAPP for review of their records for any of the following reasons:

- Academic performance
- Professional conduct
- Exceeding the maximum length of study (COM: six years; Combined MD plus Ph.D. program: eight years from their initial date of enrollment including leaves of absences)

Membership/Voting Status:

- At least five Faculty (all with voting rights) from the College of Medicine among whom two will be designated as Co-Chairs; one of the Co-Chairs shall be a clinical faculty member
- One Medical (M4) student (voting)
- One Medical (M3) student (non-voting)
- College of Medicine Student Affairs representative (ex officio, non-voting, student advocate)
- University Registrar (ex officio, non-voting)
- College of Medicine CAPP Administrative Liaison (ex officio, non-voting)

Quorum

Quorum will be based on the majority of the voting membership. The committee may meet by any electronic means necessary to establish a quorum and/or facilitate the meeting.

Students are required to attend a meeting of CAPP and may be accompanied by an advisor of their choosing from the NEOMED faculty, staff, or student body. Because this is an academic hearing, not a legal hearing, the student may not bring an attorney. The student may not bring a relative. Student support will be provided by the Student Affairs representative acting as a student advocate. Staff support person(s) will be provided by Academic Affairs. Other persons may be invited by the chair to provide information that may augment or clarify information presented.

Individuals found to have a conflict of interest must be recused by the CAPP Chair from participating in any discussion or vote regarding the student's promotion or standing. In the event that a quorum cannot be obtained, the Chair may appoint a delegate member selected from faculty with prior CAPP experience but who does not concurrently serve on the CAPP Executive Review Committee.

Procedures for Hearing

Students are notified in writing by Academic Affairs personnel of the requirement to attend a CAPP meeting. A link to the "Student Documentation" folder will be provided in this written communication and will include the CAPP "Student Interview Form (SIF)." The CAPP Student Interview Form must be completed and submitted in the "Student Documentation" folder by the date identified in the student letter and no later than three (3) full business days before the meeting.

At the meeting, students will be given the opportunity to speak confidentially to the reason for the CAPP referral and may be questioned by the CAPP members. CAPP members will discuss and vote in closed session with a majority vote required for action.
Information That May Be Considered:

- The CAPP Student Interview Form.
- All information that is part of the student file.
- All documentation submitted by the student by the deadline date.
- All information the student presents at the CAPP meeting.
- All public information concerning the student; and
- All other relevant information.

The Decision

The Committee will consider each case on an individual and comprehensive basis, within the context of the existing rules and legal authority of the University. The Committee will decide on the course of action that is in the best interest of the student, the University, and the community. All voting members are COM faculty and a senior student, elected by his/her peers.

Decisions of CAPP are considered faculty decisions, with notification of the decision provided to the College of Medicine Dean. A written statement of the decision will be provided electronically to students within five (5) working days. The student may opt to also meet in person or via telephone with the Student Advocate (Student Affairs representative) for an optional post CAPP decision meeting.

Confidentiality of Information

All information presented is confidential and becomes part of the students' official student record. The information presented at the meeting is for the sole purpose of aiding the committee in its deliberations and must not be discussed outside the meeting except as necessary to meet an educational or professional development purpose. Students are prohibited from using an electronic or other device to make or disseminate an audio or video recording of the CAPP meeting.

Role of the Student Advocate

The Assistant Dean of Students serves as the Student Advocate for the College of Medicine CAPP. The Student Advocate is available to assist the student with preparing for the CAPP meeting and, if requested, is available to meet in person or by phone with the student to answer questions and assist the student following official communication from the committee of the CAPP decision. The Student Advocate attends the CAPP meeting, is a non-voting member of the committee, does not question the student during the meeting, and does not take the place of the advisor whom a student may select to attend.

COM Criteria for CAPP Referral

Students may be referred to CAPP for review due to unsatisfactory performance including:
1. Course failure
   a. Single year performance, as described in the CAPP rubric below
   b. Aggregate performance
      i. Course requirements
      ii. Graduation requirements
      iii. Progression requirements
2. Failed remediation
   a. The option for repeating remediation may only be granted by CAPP.
   b. Decisions regarding repeating remediation are based on students' overall aggregate performance to that point.
3. Failed repeat for course or year
4. Failed progression or graduation requirements including but not limited to
   a. Progression requirements
      i. Comprehensive Basic Science Exam (CBSE)
      ii. USMLE Step 1
   b. Graduation requirements
      i. USMLE Step 2 Clinical Knowledge
   c. Exceeding the maximum length of study (COM: six years; combined medical degree plus Ph.D. program: eight years from their initial date of enrollment including leaves of absences) including an identified inability to complete the degree within six years before the six-year period has elapsed.
5. Unprofessional behavioral misconduct
6. Failure to comply with CAPP academic actions and requirements

Academic Action

CAPP may impose any of the following academic actions for unsatisfactory performance as defined above:
1. Permission to Remediate – may be permitted by the course director due to a single course failure and will be approved by the Dean of the college and coordinated by Academic Services staff in collaboration with the Course Director. However, aggregate issues will result in referral to CAPP.
2. Repeat course
3. Repeat year - repeating the year may also require imposing a CAPP-Mandated Leave of Absence between the time of the CAPP decision and the start of the repeat year. Students on a CAPP Mandated LOA are asked to Petition to Return by an identified date to allow CAPP to clear the student for return and ensure any and all expectations during the LOA have been met.
4. Dismissal
5. Additional academic actions that may be related to unsatisfactory academic performance or unprofessional behavior and intended to support the student's academic success.

Rubric identifying referrals to CAPP and possible action

College of Medicine	Referral to Committee on Academic and Professional Progress (CAPP) for action
M4	• Failure of any course or elective • Failure in core competency "professionalism" in any elective or course or core rotation • Professional and/or aggregate performance concerns or by faculty/COM referral • Failure of any subsequent attempt of USMLE Step 2 CK after first attempt will lead to full committee review • Failure of any remediation • Failed repeat course and/or failure of any course in repeat year • Exceeding the maximum length of study
M3	• Failure (includes designation of Extended Time) of any two courses/clerkships • Failure of any remediation • Failed repeat clerkship and/or failure of any course in repeat year • Failure in core competency "professionalism" in any course and/or clerkship • Professional and/or aggregate performance concerns (failure of 4 of more courses, including Extended Time) or by faculty/COM referral • Exceeding the maximum length of study
M2	• Failure of two or more courses in a single M2 academic year • Failure of any remediation • Failed repeat course and/or failure of any course in repeat year • Failure of CBSE Retest • Failure of any subsequent attempt of USMLE Step 1 after the first attempt will lead to a full committee review • Professional and/or aggregate performance concerns • Exceeding the maximum length of study
M1	• Failure of three or more courses in a single M1 academic year • Failure of any remediation • Failed repeat course and/or failure of any course in repeat year • Professional performance concerns in aggregate or by faculty/COM referral • Exceeding the maximum length of study

Remediation Action
As defined by the course director and/or course syllabus. This includes the expectations necessary to remediate. Academic Services, in coordination with the course director, determines the date(s) and time(s) of the remediation.

CAPP Action – potential outcomes
1. CAPP-Mandated Leave of Absence with monitoring
2. Repeat course/courses
3. Monitor professionalism and/or performance concerns
4. Repeat entire year
5. Dismissal
6. Other

When a "repeat" opportunity is recommended, the student is expected to complete the course(s) in their entirety, including completing all assignments with all the expectations of the current coursework for that course, block, or academic year. This includes any new coursework, modules, testing, and/or evaluations.

COLLEGE OF PHARMACY (COP) STUDENTS

The Committee on Academic and Professional Progress (CAPP) evaluates the records of students based on CAPP Academic Guidelines to evaluate academic performance and assess intellectual readiness and review unprofessional behavior concerns. CAPP enforces specific guidelines for academic advancement, while at the same time providing due process and an individual review of each student's situation. All CAPP meetings are private, and all material presented and discussed is confidential. Students may be required to attend CAPP meetings. Each student is considered individually, on a case-by-case basis, and the student's entire record is evaluated. All committee deliberations and decisions will consider maintaining the quality of health education and the safety of the community.

Referrals to CAPP for academic action can be made to any of the following NEOMED constituents:
- Senior Executive Director of Academic Affairs and Student Services
- Senior Associate Deans
- University Registrar
- CAPP-Pharmacy Chair

Conditions for Referral: Students may be referred to CAPP for review of their records for any of the following reasons:
- Academic performance
- Professional behavior
- Exceeding the maximum length of study (COP: six years including leaves of absences)

Membership/Voting Status
- At least five Faculty from the College of Pharmacy among whom two will be designated as Chair and Vice Chair (voting)
- One Pharmacy (P4) student (voting)
- One Pharmacy (P3) student (non-voting)
- Senior Executive Director of Academic Affairs and Student Services (ex officio, non-voting)
- Academic Affairs personnel (non-voting)
- University Registrar (ex officio, non-voting)

Quorum
Quorum will be based on the majority of the voting membership. The committee may meet by any electronic means necessary to establish a quorum and/or facilitate the meeting.

Persons Attending Meeting
Students may be required to appear in person at a meeting of CAPP (unless otherwise stated) and may be accompanied by an advisor of their choosing from the NEOMED faculty, staff or student body of the University. Because this is an academic hearing, not a legal hearing, the student may not bring an attorney. The student may not bring a relative. Staff support person(s) will be provided by the College of Pharmacy. Other persons may be invited by the chair to provide information that may augment or clarify information presented. Individuals found to have a conflict of interest may be recused from the meeting and/or the vote by the CAPP chair. No alternate or substitutes may sit in for a voting member who is unable to attend.

Procedures for Hearing
Students are notified in writing by Academic Affairs personnel of the requirement to attend a CAPP meeting in person (unless otherwise stated). A link to the "Student Documentation" folder will be provided in this written communication and will include the CAPP "Student Interview Form (SIF)." The CAPP Student Interview Form must be completed and submitted in the "Student Documentation" folder by the date identified in the student letter and no later than three (3) full business days before the meeting. At the meeting, students will be given the opportunity to speak confidentially to the reason for the CAPP referral and may be questioned by the CAPP members. CAPP members will discuss and vote in closed session with a majority vote required for action.

Information That May Be Considered
- The CAPP Student Interview Form.
- All information that is part of the student file.
- All documentation submitted by the student by the deadline date.
- All information the student presents at the CAPP meeting.
- All public information concerning the student; and
- All other relevant information.

The Decision
The Committee will consider each case on an individual and comprehensive basis, within the context of the existing rules and legal authority of the University. The Committee will decide on the course of action that is in the best interest of the student, the University and the community. All voting members are COP faculty and senior students, elected by their peers.

Decisions of CAPP, other than Leave of Absence requests, are considered a recommendation to the College of Pharmacy Dean. Decisions of CAPP, specifically related to Leaves of Absence requests, are considered a final decision. Students may request to meet in person or via telephone with the Senior Executive Director of Academic Affairs and Student Services for a post CAPP decision meeting. A written statement of the decision will be provided electronically to students within five (5) working days.

Confidentiality of Information
All information presented is confidential. The information presented at the meeting is for the sole purpose of aiding the committee in its deliberations and must not be discussed outside the meeting except as necessary to meet an educational or professional development purpose. Students are prohibited from using an electronic or other device to make or disseminate an audio or video recording of the CAPP meeting.

Role of the Student Advocate
The Senior Executive Director of Academic Affairs and Student Services serves as the Student Advocate for the College of Pharmacy CAPP. The Student Advocate is available to assist the student with preparing for the CAPP meeting and, if requested, is available to meet in person or by phone with the student to answer questions and assist the student following official communication from the committee of the CAPP decision. The Student Advocate attends the CAPP meeting, is a non-voting member of the committee, does not question the student during the meeting, and does not take the place of the advisor whom a student may select to attend.

COP STANDARDS FOR UNSATISFACTORY PERFORMANCE AND ACADEMIC ACTION
Students may be referred to CAPP for review because of unsatisfactory performance including:
1. Course failure
    a. Single year performance
    b. Aggregate performance
        i. Course requirements
        ii. Graduation requirements
        iii. Progression requirements
2. Failed remediation
    a. Option for repeating remediation may only be granted by CAPP.
    b. Decisions regarding repeating remediation are based on students' overall aggregate performance to that point.
3. Failed repeat for course or year
4. Failed progression or graduation requirements exceeding the maximum length of study (six years within a single college including leaves of absences; this may include an identified inability to complete the degree within six years before the six-year period has elapsed).
5. Unprofessional behavioral misconduct
6. Failure to comply with CAPP academic actions and requirements

Academic Action

CAPP may impose any of the following academic actions for unsatisfactory performance as defined above:

1. Remediation – may be imposed by the course director due to single course failure and will be approved by the Vice Dean of the college and coordinated by Academic Services staff in collaboration with the Course Director. However, aggregate issues will result in referral to CAPP.
2. Repeat year - repeating the year may also require imposing a CAPP-Mandated Leave of Absence (LOA) between the time of the CAPP decision and the start of the repeat year. Students on a CAPP-Mandated LOA are asked to Petition to Return by an identified date to allow CAPP to clear the student for return and ensure any and all expectations during the LOA have been met.
3. Repeat course
4. Dismissal
5. Additional academic actions that may be related to the unsatisfactory academic performance or unprofessional behavior and intended to support the student's academic success.

Rubric identifying referrals to CAPP and possible action

College of Pharmacy	*Referral to Course Director or the Senior Associate Dean of Education for remediation action*	*Referral to Committee on Academic and Professional Progress (CAPP) for action*
P4	➢ *Failure of any APPE rotation* ➢ *Note: Professional/behavioral misconduct or aggregate performance concerns may result in CAPP referral rather than remediation*	• Failure of two more APPE rotations • Failure of any remediation, including not meeting the remediation requirements outlined in the remediation plan/contract • Professional and/or aggregate performance concerns • Exceeding the maximum length of study • Any Leave of Absence (LOA) request
P3 P2 P1	➢ *Failure of a single course* ➢ Note: *Professional/behavioral misconduct or aggregate performance concerns may result in CAPP referral rather than remediation*	• Failure of two or more courses in a single academic year • Failure of 3 or more Pharmacotherapy courses (aggregate) • Failure of 4 or more courses (aggregate) • Failure of any remediation, including not meeting the remediation requirements outlined in the remediation plan/contract • Failure of repeat course and/or failure of any course in repeat year • Professional and/or aggregate performance concerns • Exceeding the maximum length of study

Remediation Action

As defined by the course director and/or course syllabus. This includes the expectations necessary to remediate. Academic Services, in coordination with the course director, determines the date(s) and time(s) of the remediation.

CAPP Action – potential outcomes
1. Dismissal
2. Repeat entire year
3. Repeat semester (partial year)
4. Repeat course/courses
5. Monitor professionalism and/or performance concerns
6. CAPP-Mandated Leave of Absence with monitoring
7. Other

When a "repeat" opportunity is recommended, the student is expected to complete the course(s) in its entirety, including completing all assignments with all the expectations of the current coursework for that course, block, or academic year. This includes any new coursework, testing, and/or evaluations. Aggregate student performance and comprehensive review of the student's file will be taken into consideration in the formation of CAPP decisions for individual students. CAPP decisions are based upon each student's individual and unique circumstances.

Remediation Definitions

Remediation is a series of planned educational interventions focused on the student who has not developed an appropriate baseline understanding and/or application of material taught in a course with the intent to raise that student's abilities to an acceptable level as determined by a separate assessment.

A course is a continuous, structured series of instruction. Completion of a course will result in a passing or failing grade being reported to the Office of the Registrar. Course expectations for determining a course grade are described in each course syllabus.

COLLEGE OF GRADUATE STUDIES (COGS) STUDENTS

The Committee on Academic and Professional Progress for the COGS (CAPP-COGS) considers the records of students enrolled in the College of Graduate Studies at NEOMED based on CAPP Academic Guidelines to evaluate academic performance and assess intellectual readiness and review professionalism and behavior concerns that affect student progress and performance. CAPP-COGS enforces specific guidelines for academic advancement, while also providing due process and an individual review of each student's situation based on CAPP Academic Guidelines. All CAPP-COGS meetings are private, and all material presented and discussed is confidential. Students are required to attend CAPP meetings. Each student is considered individually, on a case-by-case basis and the student's entire record is evaluated. A strong student support system is the underlying foundation of CAPP-COGS. All committee deliberations and decisions will be guided by the desire to maintain the quality of graduate education and the safety of the community.

Referrals to CAPP-COGS for academic action can be made to any of the following NEOMED constituents:
- Senior Executive Director of Academic Affairs and Student Services
- Dean of COGS
- Program Director(s)
- University Registrar
- CAPP-COGS Chair

Conditions for Referral: Students may be referred to CAPP for review of their records for any of the following reasons:
- Academic performance
- Responsible Conduct of Research
- Professional behavior (see NEOMED's Student Honor Code)

- Exceeding the maximum length of study (COGS Master's degree: six years, Ph.D.: five years; Combined professional degree plus Ph.D. program: eight years from their initial date of enrollment including leaves of absences)

Membership/Voting Status

The committee and committee chair will be appointed by the Dean of COGS. CAPP-COGS membership will be comprised of:
- Two (2) Graduate Studies program directors (voting)
- Two (2) additional members of the Graduate Faculty Council (GFC) (voting)
- One (1) COGS student (voting) who is enrolled through NEOMED (graduate students enrolled through partnering institutions are ineligible (e.g., Biomedical Sciences Program at Kent State University)
- Senior Executive Director of Academic Affairs and Student Services or representative (ex officio, non-voting)
- University Registrar (ex officio), non-voting
- Academic Affairs personnel (non-voting)
- One (1) program coordinator to represent the program in which the invited student is enrolled (non-voting)

Quorum
Quorum will be based on the majority of the voting membership of the CAPP-COGS Committee. The committee may meet by any electronic means necessary to establish a quorum and/or facilitate the meeting.

Conflicts of Interest
Graduate Studies program directors who are voting members of the CAPP-COGS may be involved in deliberative CAPP meeting discussions, but they must abstain from voting in the matters of students enrolled in the programs which they are responsible for directing to avoid any actual or potential conflicts of interest.

Persons Attending Meeting

Students are required to appear in person or through electronic means at a meeting of CAPP-COGS and may be accompanied by an advisor of their choosing from the NEOMED faculty, staff or student body. Because this is an academic hearing, not a legal hearing, the student may not bring an attorney, nor is the student permitted to bring a relative. Other persons may be invited by the chair to provide information that may augment or clarify information presented. Individuals found to have a conflict of interest may be recused from the meeting and/or the vote by the CAPP-COGS chair.

Procedures for Hearing
Students are notified in writing by Academic Affairs personnel of the requirement to attend a COGS-CAPP meeting in person (unless otherwise stated). A link to the "Student Documentation" folder will be provided in this written communication and will include the CAPP "Student Interview Form (SIF)." The CAPP Student Interview Form must be completed and submitted in the "Student Documentation" folder by the date identified in the student letter and no less than three (3) full business days before the meeting. At the meeting, students will be given the opportunity to speak confidentially to the reason for the referral issue and may be questioned by the CAPP-COGS members. CAPP-COGS members will discuss and vote on the case in closed session with a majority vote required for action.

Information That May Be Considered:
- All information that is part of the student file
- All documentation submitted by the student by the deadline date
- All information the student presents at the CAPP meeting
- The CAPP Student Interview Form
- All public information concerning the student; and
- All other relevant information.

The Decision

The Committee will consider each case on an individual and comprehensive basis within the context of the existing rules and legal authority of the University. The Committee will decide by majority vote on the course of action that serves the best interests of the student, the University, and the community. Decisions of CAPP-COGS and/or resulting sanctions for the College of Graduate Studies students are considered decisions with notification provided to the Dean. Academic Affairs will provide the student with a written statement of the decision within five (5) working days. Students may also request verbal communication of the decision by the Student Advocate or designee in addition to a written statement.

Confidentiality of Information

All information presented is confidential. The information presented at the meeting is for the sole purpose of aiding the committee in its deliberations and must not be discussed outside the meeting except as necessary to meet an educational or professional development purpose. Students are prohibited from using an electronic or other device to make or disseminate an audio or video recording of the CAPP-COGS meeting.

Role of the Student Advocate

The Senior Executive Director of Academic Affairs and Student Services serves as the Student Advocate for the College of Graduate Studies CAPP. The Student Advocate is available to assist the student with preparing for the CAPP meeting and, if requested, is available to meet in person or by phone with the student to answer questions and assist the student following official communication from the committee of the CAPP decision. The Student Advocate attends the CAPP meeting, is a non-voting member of the committee, does not question the student during the meeting, and does not take the place of the advisor whom a student may select to attend.

COGS STANDARDS FOR UNSATISFACTORY PERFORMANCE AND ACADEMIC ACTION

Students may be referred to CAPP-COGS for review because of unsatisfactory performance including:
1. Course failure
   a. Single year performance
   b. Aggregate performance
      i. Course requirements
      ii. Graduation requirements
      iii. Progression requirements
2. Two course grades of C or below
3. Failure to maintain a 3.0 cumulative GPA
4. Failed progression or graduation requirements including but not limited to:
   a. Exceeding the maximum length of study (Master's degree: six years; Ph.D.: five years; Combined professional degree plus Ph.D. program: eight years from their initial date of enrollment including leaves of absences) including an identified inability to complete the degree within the maximum length of study before that period has elapsed.
5. Failure to comply with CAPP-COGS academic actions and requirements

Academic Action

CAPP-COGS may impose any of the following academic actions for unsatisfactory performance as defined above.

1. CAPP-Mandated Leave of Absence
2. Retaking or enrolling in comparable courses to achieve mastery of graduate studies (note: original course grades of C or below and retaken course grade will be on student transcripts. The higher grade will be used to calculate GPA).
3. Required enrollment in additional coursework and/or training
4. Dismissal
5. Additional academic actions related to unsatisfactory academic performance or unprofessional behavior and intended to support the student's academic success.

COGS Academic Monitoring and CAPP Referrals and Action Plans

COGS Student Performance	*Academic Monitoring*	*Committee on Academic and Professional Progress (CAPP)*
One or Two course grades of "C"	• Program Director and Dean of COGS are notified of student performance. • An academic needs assessment and monitoring plan is established for student to improve performance. • The program director and/or representative from Learning Center monitor student based on needs assessment and monitoring plan	Subject to referral to CAPP for action
Three or more course grades of "C"	• If student is retained in their academic program following a CAPP meeting, academic monitoring will be done with program director and/or representative from Learning Center.	Automatic referral to CAPP for action
One course grade of "F"	• If student is retained in their academic program following a CAPP meeting, academic monitoring will be done with program director and/or representative from Learning Center.	Automatic referral to CAPP for action
Failure to maintain a cumulative 3.0 GPA	• If student is retained in their academic program following a CAPP meeting, academic monitoring will be done with program director and/or representative from Learning Center.	Automatic referral to CAPP for action
Professionalism Concerns or Behavioral Misconduct	• Professional/behavioral misconduct will be reported to Program Director, Dean of COGS, and others relevant to the type of misconduct. • A professionalism monitoring plan will be established for students committing minor professional and behavioral offenses (e.g., tardiness to class, missed assignments)	NOTE: Professional/behavioral misconduct may be an automatic referral to CAPP (e.g., scientific misconduct) Automatic referral to CAPP for aggregate performance concerns, harm to animal and/or human subjects, and safety and security concerns.

CAPP Executive Review – College of Medicine

The purpose of the College of Medicine CAPP Executive Review Committee is to review appeal petitions from students dismissed by the CAPP-Medicine Committee. The CAPP Executive Review Committee will review appeal petitions only if the student has been dismissed by a CAPP-Medicine Committee and the request for review includes new, significant, and compelling information that was not available for presentation to the CAPP-Medicine Committee initially, or the request for review includes evidence of a defect or irregularity in the CAPP-Medicine Committee's proceeding. The request for review must state the substantive new information or procedural defect alleged to have occurred when the CAPP-Medicine Committee's decision was made.

If the information the student seeks to introduce through the Executive Review process was available to or known by the student at the time of the CAPP-Medicine Committee meeting, and was not presented at that time, it cannot serve as the basis for further review.

Disagreement with the CAPP-Medicine Committee's decision will not constitute the sole reason for executive review. If a petition for executive review is submitted, the executive review will be scheduled within ten (10) working days of the deadline date for appeal.

Membership
The COM CAPP Executive Review Committee will consist of:
   a) The Vice Dean of the College of Medicine shall serve as the Chair. The Chair will vote only in the case of a tie.
   b) Four faculty members from the College of Medicine, none of whom are serving concurrently on another COM CAPP Committee.
   c) The Assistant Dean of Students who shall serve as a Student Advocate and be without vote.
   d) The University Registrar or Designee, ex officio, without vote.

Quorum
A majority of the voting members will constitute a quorum.

A student who has been dismissed because of a CAPP-Medicine decision and who desires to initiate an appeal of a decision must submit a Petition for Executive Review form and all associated documentation to the Academic Affairs personnel identified in the decision letter. Forms are provided with the CAPP-Medicine decision letter.

The Petition for Executive Review form and all associated documentation must be submitted in writing by noon on the fourth working day from the date on the CAPP-Medicine decision letter to the office indicated on the form. This date and time will be designated in the CAPP-Medicine decision letter. No additional documentation may be accepted once the appeal deadline date and time expires. Failure to submit a form and any associated documentation within this time will be considered a waiver of the right to appeal.

Failure to attend the COM Executive Review Committee meeting, without prior notification and approval, will result in the Committee convening to decide, without the opportunity for the student to speak to the Committee. If a student is dismissed by CAPP-Medicine and the student decides to submit an appeal petition, the student will continue in the curriculum, be considered enrolled full-time, and pay all tuition fees incurred until the Executive Review Committee decision is made.

The Executive Review Committee will address the petition for appeal based on the conditions stated above and decide to either support the appeal and review the entire case in order to make a decision on appropriate actions to be taken or to deny the appeal whereas the original decision of the CAPP-Medicine Committee will stand and will take effect.

Information that may be considered in the Executive Review Committee hearing may include the Petition for Executive Review form and associated documentation submitted by the appeal deadline date; the original CAPP-Medicine decision; all information that is a part of the student file; and all other relevant information. Documentation submitted by the student for the CAPP process will become part of that student's official student file. All information presented is confidential. The information presented at the meeting is for the sole purpose of aiding the committee in its deliberations and must not be discussed outside the meeting except as necessary to meet an educational or professional development purpose.

Other people who may attend the Executive Review Committee meeting include the student submitting the appeal petition. Students who appear at a meeting of the Executive Review Committee may be accompanied by a member, of their choosing, from the NEOMED or University-affiliate faculty, staff or student body who is not a relative or an attorney as this process is an academic, not a legal hearing. Other people may be invited by the Executive Review Committee chair to provide information that may augment or clarify information presented. Individuals found to have a conflict of interest must be recused from the meeting and/or the vote. No faculty alternate or substitutes may attend for a voting member who is unable to attend except for those designated as delegate members.

The Committee will consider each case on an individual basis, within the context of the existing rules, policies, and legal authority of the University. Decisions of the Executive Review Committee will be decided by majority vote. Students will receive an electronic written statement of the CAPP Executive Review decision within seven (7) working days.

Students are prohibited from using an electronic or other device to make or disseminate an audio or video recording of any CAPP meeting.

CAPP EXECUTIVE REVIEW – COLLEGE OF PHARMACY AND COLLEGE OF GRADUATE STUDIES

The purpose of the CAPP Executive Review Committee is to review appeal petitions from students dismissed by the CAPP Committees for Pharmacy and Graduate Studies and to decide if appeals will be granted or not.

CAPP Executive Review Committee will review appeal petitions only if the student has been dismissed by a CAPP Committee and the request for review includes new, significant, and compelling information that was not available for presentation to the CAPP Committee initially or the request for review includes evidence of a defect or irregularity in the CAPP Committee's proceeding. The request for review must state the substantive or procedural defect alleged to have occurred when the CAPP Committee's decision was made. If the information the student seeks to introduce through the Executive Review process was available to or known by the student at the time of the CAPP Committee meeting, and was not presented at that time, it cannot serve as the basis for further review.

Disagreement with the CAPP Committees' decision will not constitute the sole reason for executive review. If a petition for executive review is submitted, the executive review will be scheduled within ten (10) working days of the deadline date for appeal.

Membership

The CAPP Executive Review board will consist of the following members:
   a) Vice Dean or designee, College of Pharmacy; serves as Chair for COP CAPP cases; (ex officio, votes in the case of a tie for COP cases; voting member for other College CAPP cases)
   b) Vice Dean or designee, College of Graduate Studies; serves as Chair for COGS CAPP cases; (ex officio, votes in the case of a tie for COGS cases; voting member for other College CAPP cases)
   c) Two (2) CAPP Chairs of Pharmacy
   d) One (1) Chair of CAPP College of Graduate Studies
   e) Three (3) faculty from the College of Pharmacy
   f) Four (4) faculty delegates, two (2) from each College, who are invited by the respective Chair to participate when appropriate (e.g., when voting members are unavailable or College representation is needed); and
   g) The University Registrar (ex officio, without vote)

Quorum

A majority of the voting members will constitute a quorum. The committee may meet by appropriate electronic means necessary to establish a quorum and/or facilitate the meeting, with input from the Chair.

Voting

The Chair of the Executive CAPP committee for a particular session will vote only in the case of a tie. Any member who previously reviewed the case at one of the College-level CAPP meetings may not vote on the appeal petition for the same case.

A student who has been dismissed because of a CAPP decision and who desires to initiate an appeal of a decision of CAPP must submit a Petition for Executive Review form and all associated documentation to the Academic Affairs personnel identified in the decision letter. Forms are included in the CAPP decision letter.

Petitions for Executive Review forms and all associated documentation must be submitted in writing by noon on the fourth working day from the date on the CAPP decision letter to the office indicated on the form. This date and time will be designated in the CAPP decision letter. No additional documentation may be accepted once the appeal deadline date and time expires. Failure to submit a form and any associated documentation within this time will be considered a waiver of the right to appeal.

Failure to attend the Executive Review Committee meeting, without prior notification and approval, will result in the Committee convening to decide, without the opportunity for the student to speak to the Committee. If a student is dismissed by CAPP and the student decides to submit an appeal petition, the student will continue in the curriculum, be considered enrolled full-time, and pay all tuition fees incurred until the Executive Review Committee decision is made.

The Executive Review Committee will address the petition for appeal based on the conditions stated above. If the Executive Review Committee grants the appeal, the matter is remanded back to the original CAPP Committee for a decision regarding the action/sanction. The original CAPP Committee will then reconsider their initial decision with the additional new information or procedural error information in mind.

Information that may be considered in the Executive Review Committee hearing may include the Petition for Executive Review form and associated documentation submitted by the appeal deadline date; the original CAPP decision; all information that is a part of the student file; and all other relevant information. Documentation submitted by the student for the CAPP process will become part of that student's official student file.

Other people who may attend the Executive Review Committee meeting include the student submitting the appeal petition. Students who appear at a meeting of the CAPP Executive Review Committee may be accompanied by a member, of their choosing, from the NEOMED or University-affiliate faculty, staff or student body who is not a relative or an attorney as this process is an academic, not a legal hearing. Staff support will be provided by Academic Affairs personnel. Other persons may be invited by the CAPP chair to provide information that may augment or clarify information presented. Individuals found to have a conflict of interest must be recused from the meeting and/or the vote. No faculty alternate or substitutes may attend for a voting member who is unable to attend with the exception of those designated as delegate members.

The Committee will consider each case on an individual basis, within the context of the existing rules, policies and legal authority of the University. The Committee will decide by majority vote whether to grant or not grant the petition to appeal. If the petition to appeal is not granted, the action/decision of the original CAPP Committee stands and is final. There is no further recourse or alternative appeal process following a CAPP Executive Review decision. If the petition to appeal is granted, the petition to appeal is referred back to the original CAPP for review and decision. Students will receive an electronic written statement of the CAPP Executive Review decision within seven (7) working days.

All information presented is confidential. The information presented at the meeting is for the sole purpose of aiding the committee in its deliberations and must not be discussed outside the meeting except as necessary to meet an educational or professional development purpose.

Students are prohibited from using an electronic or other device to make or disseminate an audio or video recording of any CAPP meeting.

CAPP PROCEDURES

Review of student progress by the college-specific Committee on Academic and Professional Progress (CAPP) is triggered following notification of (1) an academic failure, (2) graduation requirement failure or (3) professionalism concern. Such notification may come from the Office of the Registrar, CAPP Chair or Vice Chair, Deans, the Senior Executive Director of Academic Affairs and Student Services or a designee in Academic Affairs.

(1) **Timely notice:** The student is sent a CAPP invitation letter immediately and informed of the following information:
  (a) Specific events that triggered the CAPP review
  (b) Date, time and location of the CAPP meeting to discuss the student's status
  (c) The opportunity to review his/her student file electronically
  (d) The need to confirm receipt of the invitation and to confirm attendance at the CAPP meeting through the contact identified in the student's CAPP invitation letter
  (e) The CAPP Preparation Video link to explain the CAPP process, preparation recommendations, and all outcomes as well as the availability of the Student Advocate to answer any questions to adequately prepare for the meeting
  (f) Instructions to complete and submit the CAPP Student Interview Form that becomes part of the student file
  (g) Instructions for submitting any relevant documentation to the CAPP committee which will become part of the student file
  (h) Instructions for the student to prepare a verbal explanation of his/her situation for the CAPP meeting
  (i) The opportunity to have an advisor present at the meeting, who is given an opportunity to speak on the student's behalf; the advisor must be a member of the NEOMED faculty, staff, or student body (not a family member or attorney)
  (j) If the student is active in the curriculum, the letter also reminds the student of the availability of the Center for Student Wellness and Counseling Services to provide emotional support and /or community referrals during this time of stress.

(2) **Access to evidence on which action will be based:** The invitation letter from CAPP provides the circumstances that led to the decision to review the student's performance. Students are also provided a link at least three working days prior to their CAPP meeting to the CAPP folder containing the students' official record including any evidence that will be reviewed by CAPP, academic assessments, the CAPP invitation letter, record of tutoring and advising utilization and the student's completed Student Interview Form.

(3) **Opportunity to respond:**
  (a) Any student receiving such a letter is asked to watch the CAPP Preparation Video and may also meet with the college-specific Student Advocate who can assist the student with preparing for the CAPP meeting.
  (b) The CAPP Student Interview Form completed by the student requires information regarding the student's advisor, documentation, preferred notification of the decision, and a narrative explanation regarding the reasons for the student's performance and the student's recommendations for how to resolve such issues.
  (c) Students may also submit documentation to support their presentation and request. Instructions for how to submit documentation are contained in the CAPP invitation letter.
  (d) The meeting with the CAPP Committee also provides the student with an opportunity to speak to the full committee to discuss performance issues in detail.

(4) **Opportunity to appeal an adverse decision:** The CAPP Preparation Video provides information to the student regarding all potential actions that could be taken by the committee. The student is also informed of the appeal process to be followed should the CAPP Committee recommend dismissal. CAPP decisions are conveyed to the student in the electronic formal notification of the decision sent to the student by the College. An optional meeting, in person or by phone is available with the Student Advocate as well if desired. For cases of dismissal, the timeline for appealing the decision is also included in the notification. Only dismissals can be appealed and only on the grounds noted in (5)(a).

(5) **CAPP Executive Review**
   (a) The purpose of the College of Medicine CAPP Executive Review Committee is to consider appeals from students who were recommended for dismissal by the College of Medicine CAPP Committee. Such appeals require presentation of "significant and compelling new information that was not available for presentation to the CAPP Committee, or evidence of a defect or irregularity in the CAPP proceeding."
       i. If an appeal is granted, the COM CAPP Executive Review Committee is responsible for a complete review of the case and appeal and decision regarding the outcome of the matter.
       ii. If an appeal is denied by the COM CAPP Executive Review Committee, the original decision of the CAPP-Medicine committee stands and will take effect. If the Executive Review Committee denies the appeal and upholds the original decision to dismiss, the decision becomes final and is not subject to further appeal.
   (b) The purpose of the CAPP Executive Review Committee for the Colleges of Pharmacy and Graduate Studies is solely to consider appeals from students who were recommended for dismissal by the originating respective college CAPP Committee. Such appeals require presentation of "significant and compelling new information that was not available for presentation to the CAPP Committee, or evidence of a defect or irregularity in the CAPP proceeding."
       i. If an appeal is granted, the COP & COGS CAPP Executive Review Committee will remand the case back to the originating CAPP committee for a review of the case inclusive of the new appeal information.
       ii. If an appeal is denied by the COP & COGS CAPP Executive Review Committee, the original decision of the CAPP committee stands and will take effect. If the Executive Review Committee denies the appeal and upholds the original decision to dismiss, the decision becomes final and is not subject to further appeal.
   (c) The appeal process begins when a student is informed of the CAPP decision to recommend dismissal. If the student wishes to appeal, he or she should contact their respective Student Advocate to begin the appeals process, which includes submitting a completed Petition for Executive Review Form by the fourth working day following the date of written notification of the decision to dismiss. Failure to respond by that deadline is considered a waiver of the right to appeal, and the decision becomes final.
   (d) The Petition for Executive Review form requests the student to document any procedural error(s) or new information that will form the basis of the appeal. The Executive Review Committee is obliged to conduct the appeal within ten (10) working days of receipt of the Petition for Executive Review form.
   (e) As is the case when a student is invited to meet with the CAPP Committee, the student has the right to be accompanied at the appeal hearing by an advisor of the student's choosing, who may be a member of the NEOMED faculty, staff or student body, but may not be a relative or attorney. The student has the opportunity to present and elaborate on the information outlined in the Petition for Executive Review. The Executive Review Committee will also have access to the original CAPP Committee recommendation, the official student file and any other information relevant to the appeal.
   (f) The student must be informed in writing of the Executive Review Committee's decision within seven (7) working days of the meeting.

DRUG FREE SCHOOLS AND COMMUNITIES ACT AMENDMENTS OF 1989

The NEOMED Policies on Alcohol/Drug Possession/Distribution/Use on School Property Drug-Free Schools and Communities Act Amendment of 1989 20 U.S.C. § 1213

https://www.neomed.edu/3349-07-35-drug-free-workplace/

Please carefully review the policy for more information about the components of the Drug Free Schools policy and the procedures for responding to allegations of violating the policy, including state and federal laws on drugs and alcohol, health risks, and counseling and rehabilitation.

When the University becomes aware that a student has developed a problem relating to alcohol or other substance abuse, the student will be required to appear before the Committee on Academic and Professional Progress to determine if it is necessary for the student to leave studies and participate in an appropriate rehabilitation program. Failure on the part of the student to complete a mandated rehabilitation program successfully will lead to dismissal from the Colleges. The normal CAPP due process and appeal procedures will apply.

FACULTY-STUDENT RELATIONSHIPS

A faculty member is prohibited from having supervisory responsibility during a graded experience over a student who is the faculty member's relative or a student with whom the faculty member has a close personal relationship or a heath care relationship. The Colleges must avoid a conflict of interest in securing objective assessment of performance outcomes.

Faculty is defined as instructional faculty, clinical faculty, research faculty, postdoctoral fellows, graduate student instructors and graduate student research assistants. Supervisory responsibility includes, but is not limited to, teaching, research, advising, grading, or awards. This supervision can occur on or off campus, in curricular, cocurricular or extra-curricular activities. Graded experience is defined as a course, clerkship, or elective. Relative is defined as child, stepchild, grandparent, grandchild, brother, stepbrother, sister, stepsister, mother, stepmother, father, stepfather, spouse/partner, uncle, aunt, cousin or in-laws, and other close personal relationships.

Faculty-Student Relationships Requiring Disclosure
If a student is related to a faculty member, the student must disclose the relationship to the college specific student support staff and/or a course director, as per individual course policy and follow the disclosure policy. Disclosure must be prior to the start of a graded experience. Should the student fail to disclose the relationship until the graded experience has begun and it is discovered, the student will be removed from the educational pursuit and placed under other supervision if possible. (Removal may result in failure to meet graduation requirements on-time.) Students failing to disclose the relationship prior to the start of a graded experience demonstrate a concern regarding conduct and are subject to meeting with CAPP.

Students may not receive or be referred to psychiatric/psychological counseling or care for other sensitive health services or any health service from any health service provider involved in the academic assessment or promotion of the NEOMED student receiving those services.

College of Medicine students assigned to a clinical site where a treating health care professional, with whom the student has an existing or previous relationship, will be required to report this relationship to the Senior Director of Clinical Experiential Learning and/or a course director by accessing and submitting a Conflict of Interest form and will be required to change to another site. More information is available on the COM conflict of interest policy.

Affirmative Action, Equal Employment Opportunity and Non-Discrimination/Harassment Policy

All members of the University are responsible for ensuring that our working and learning environment is free from harassment or unlawful discrimination. Supervisory personnel bear the primary responsibility for maintaining a working and learning environment free from harassment or unlawful discrimination. They should act on this responsibility whenever necessary, whether they are in receipt of complaints. The University is committed to maintaining a professional and collegial work and learning environment in which all individuals are treated with respect and dignity. Everyone has the right to work and learn in a professional atmosphere.

The University seeks to promote an environment in which all students, faculty and staff interact based on individual strengths and characteristics, without having such interactions shaped by generalizations or stereotypes based on age, race, gender, religion, sexual orientation, national origin, disability, or veteran status; and to encourage constructive thoughtful and sensitive behavior.

Harassment and unlawful discrimination are serious offenses that may be cause for disciplinary action including, as appropriate, dismissal or expulsion. The University will not tolerate harassment or unlawful discrimination on the Rootstown campus, or in any affiliated institution, program, or agency. The University will commit resources to educational and training programs designed to make members of its community aware of their responsibilities with respect to this objective.

[The affirmative action, equal employment opportunity and non-discrimination/harassment policy](#) will not be interpreted, administered, or applied to infringe upon the academic freedom of any member of the community. The frank discussion of controversial ideas, the pursuit and publication of controversial research, and the study and teaching of material with controversial content do not constitute harassment, provided these activities are conducted in an atmosphere of respect.

All members of the University will be treated equitably under this policy. All matters arising under this policy will be dealt with in a fair, unbiased, and timely manner. All parties will be advised of the provisions of this policy and of the procedures available to them. Any complainant who petitions the University to assist in the resolution of a complaint must be prepared to be identified to the respondent. All parties must be given the opportunity to present evidence in support of their positions and to defend themselves against allegations of harassment or unlawful discrimination. Efforts at informal resolution (as defined in the procedures) will be used before any formal steps are taken unless the egregiousness of the offense requires immediate formal action. Those responsible for interpreting, administering, and applying this Policy will use a Reasonable Person Standard. This policy is not to be interpreted, administered, or applied in such a way as to detract from the rights and obligations of those in supervisory roles to manage and discipline employees and students, subject to the University 's policies and procedures. This policy is not intended to interfere with social or personal relationships among members of the University. Members of the University have an obligation to participate in the procedures under this policy. Either party may object to the participation of a person in the investigation or resolution of a complaint on the grounds of a conflict of interest or reasonable apprehension of bias.

Scope of the Policy
A complaint of harassment or unlawful discrimination may be made by any member of the University against any other member of the University so long as it pertains to related activities of the University. A complaint of harassment or unlawful discrimination regarding a member of the University made by a person who is not a member of the University should be made to the supervisor of the University member whose behavior is the subject of the complaint.

When a faculty member is charged with harassment or unlawful discrimination, this policy and the procedures communicated here will be employed in lieu of the procedures outlined in Faculty Bylaws procedures for sanctions of faculty including censure and dismissal for just cause. Unless the complaint alleges harassment or unlawful discrimination, student complaints about course instructors, teaching methods, evaluations or course related matters are to be handled in accordance with the University's policies. A student may not use this policy to review the decisions or recommendations of the Committee on Academic and Professional Progress. These decisions may only be reviewed in accordance with the University policy on CAPP.

When a student is charged with harassment or unlawful discrimination, this policy and the procedures listed here will be employed in lieu of the procedures outlined in the Committee on Academic and Professional Progress.

Definitions

Abuse, Physical – Unwanted, unauthorized or offensive physical contact with another.

Complainant – Any person who seeks recourse pursuant to this policy because he/she has reasonable cause to believe he/she has experienced harassment or unlawful discrimination.

Complaint – A statement by a complainant seeking recourse pursuant to this policy for resolve of harassment or unlawful discrimination. A formal complaint is a written official complaint alleging harassment, abuse or unlawful discrimination.

Harassment - Behavior toward another person or persons that is so severe and pervasive to a reasonable person that it substantially interferes with an individual's participating in a University-related activity or creates an intimidating, hostile, or offensive academic or working environment.

Investigation Committee – The Investigation Committee will consist of three (3) or four (4) members who will investigate formal complaints to determine whether harassment or unlawful discrimination has occurred and, if so, to what extent and make a recommendation regarding sanctions, if appropriate. In each case of alleged harassment or unlawful discrimination, the Investigation Committee will be chosen by the Responsible Officer from the available pool of faculty, staff and students. The Investigation Committee will not consist of any members from the department of the Complainant or Respondent.

Reasonable Person Standard – Whether or not a reasonable person in roughly the same position as the Complainant would judge harassment or unlawful discrimination to have occurred because of a behavior or pattern of behavior.

Respondent – A person or persons against whom an allegation of harassment or unlawful discrimination has been made pursuant to this Policy.

Responsible Officer – University official who decides whether the policy has been violated and makes decisions regarding sanctions, if appropriate. The senior associate dean of the respective college has been designated the Responsible Officer. If the Responsible Officer is charged with harassment or unlawful discrimination, the matter will come under the jurisdiction of the President. If the President is charged with harassment or unlawful discrimination, the matter will come under the jurisdiction of the Board of Trustees.

University Community – All faculty, staff and students of the University, student assistants, and any researcher, instructor or student matriculated elsewhere but engaging in programs at the University, on any campus or any clinical setting.

University-Related Activity – All activities operated under the auspices of the University on the Rootstown campus or in any affiliated institution, program or agency.

Sanctions – A penalty imposed for violation of this Policy. Sanctions include but are not limited to:

1. **Faculty Sanctions** – in order of severity: reprimand, censure, censure with reduction of salary, suspension with loss of salary and dismissal.
2. **Staff Sanctions** – in order of severity: verbal reprimand, written reprimand, suspension for a number of days without pay, demotion and dismissal.
3. **Student Sanctions** – in order of severity: informal reprimand, formal reprimand, probation, suspension and expulsion.
4. The Responsible Officer may impose a sanction upon faculty and staff of up to, but no more than, a three (3) day suspension without pay, without consulting with the President. The Responsible Officer may impose a sanction upon students of involuntary probation without consulting with the dean of the respective College.

Use of Information

Allegations of harassment and unlawful discrimination often involve the collection, use and disclosure of sensitive personal information. All reasonable measures will be taken to maintain confidentiality. Information concerning a complaint may be provided to appropriate officials of the University on a need-to-know basis. Any person knowingly, willfully or negligently breaching confidentiality may be subject to sanctions or other appropriate action.

Subject to any limitations or disclosure requirements imposed by law, all information, whether oral, written or electronic, created, gathered, received or compiled through the course of a complaint is to be considered confidential by both the Complainant and Respondent, their representatives and advocates, witnesses and other officials designated by this policy. All information will be treated as "supplied in confidence for investigatory purposes." All closed investigatory files will be retained by or destroyed by the general counsel in accordance with the University Record Retention policy. The Complainant and Respondent will be informed of the final decision.

HARASSMENT AND UNLAWFUL DISCRIMINATION PROCEDURES

Informal Procedures

All members of the NEOMED community are encouraged to resolve complaints informally. Students who feel they have been harassed or discriminated against should discuss the matter with their faculty advisor, the Assistant Director, EEO and Title IX, or the Senior Executive Director of Academic Affairs and Student Services. These individuals will provide students a confidential forum for expressing concerns and exploring options for addressing them; advise students on both informal and formal procedures for addressing their concerns; and discuss the student's concerns, with the permission of the student, with the person about whom the student has an issue (e.g., faculty member, resident).

If one of the individuals identified above believes that a significantly inappropriate action has occurred, the individual has the responsibility to discuss the issue with his/her respective senior associate dean, even if the student does not wish to file a formal complaint. Students may confidentially discuss an informal complaint with the Responsible Officer.

After receiving a detailed statement of the complaint, the Responsible Officer may, with the permission of the complainant, discuss the complaint with the Respondent to seek a mutually acceptable resolution. If no resolution is reached, the Responsible Officer will explain that the complainant may file a Formal Complaint. Unless a Formal Complaint is filed, no further action will be taken by the University except as authorized by the Responsible Officer.

Formal Procedures

A complaint becomes formal when a complainant completes the Formal Harassment and Unlawful Discrimination Complaint Form and delivers it to one of the members of the NEOMED community designated to receive such Complaints. Upon receipt, all Formal Complaints are forwarded to the Responsible Officer. The Responsible Officer investigates and adjudicates the matter or convenes an Investigation Committee, if necessary.

Students must file a Formal Complaint in accordance with the above procedure within forty-five (45) calendar days of the last alleged incident of harassment or unlawful discrimination.

Investigation Process

The Investigation will be conducted by the Responsible Officer, or an Investigation Committee appointed by the Responsible Officer, if necessary. The Responsible Officer will consult the General Counsel on all matters of evidence, policy interpretation and/or procedures. The Responsible Officer may, for good cause shown, exercise discretion in delaying the investigatory phase of a Formal Complaint. The investigation process will include one or more of the following steps as appropriate:

1. Confirm name and position of the Complainant.
2. Identify the Respondent.
3. Develop a thorough understanding of the professional relationship, degree of control and amount of interaction between the Complainant and Respondent.
4. Determine the frequency/type of alleged harassment or unlawful discrimination and, if possible, the dates and locations where the alleged harassment or unlawful discrimination occurred.
5. Thoroughly ascertain all facts in connection with the alleged incident, beginning by interviewing the Complainant and the Respondent. During the first interview with the Respondent, remind the Respondent that NEOMED will not tolerate any retaliation against the Complainant for making a Formal Complaint. Questions of all parties will be asked in a nonjudgmental manner.

6. Determine whether the Complainant informed or consulted with any other parties about the alleged harassment or unlawful discrimination and what responses, if any, the Complainant received from these individuals.
7. Identify any witness(es) who may have observed the alleged harassment or unlawful discrimination. If the Complainant and the Respondent present conflicting versions of the facts, witnesses may be interviewed to obtain observations regarding how the Complainant responded to the alleged harassment or unlawful discrimination and determine what efforts, if any, at informal resolution of the matter were made between the Complainant and Respondent.
8. Determine whether the Complainant knows of or suspects that there are other individuals who have been harassed or mistreated by the Respondent.
9. The Investigation committee will send any prepared reports to the Responsible Officer for review. The Responsible Officer may impose sanctions as described in Section IV(M) of the Policy.
10. The Responsible Officer will use a preponderance of the evidence standard of proof in reaching a decision.
11. In making disciplinary decisions and recommendations, the Responsible Officer will take the following matters into consideration:
    a. The severity of the offense;
    b. Whether the offense was intentional or unintentional;
    c. Whether the offense is an isolated incident or involves repeated acts;
    d. Mitigating or aggravating circumstances affecting either party; and
    e. Whether there was an imbalance in power between the parties.

Administrative Leave
It may be necessary to place a faculty member, staff member or student on administrative leave during the investigation and resolution of a complaint. Such administrative leave will not be viewed as a disciplinary action. If the administrative leave involves a faculty member or staff member, the administrative leave will be with pay unless otherwise authorized by law.

Discipline and Sanctions
Disciplinary sanctions may include, but are not limited to, censure, reprimand, suspension, expulsion, termination or dismissal. In addition, the Respondent may be required to participate in a special education or counseling experience. When criminal conduct is suspected or has occurred, the general counsel will consult with legal authorities and refer the matter, as appropriate. If the Responsible Officer finds the allegation was frivolous, vexatious or malicious, the Responsible Officer may recommend sanctions against the complainant. Each party will be informed of the final decision. The final decision and the report of the Responsible Officer will be placed in the appropriate personnel file or student file if the Respondent is found to have violated the Policy.

Documentation of Student Complaints
NEOMED is required by The Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) to track all student Formal Complaints. The University Registrar will maintain these Formal Complaints, along with the stated outcome of such complaints as set forth below. Students should understand the University is required to share information about complaints with each University's accreditation agencies. Every effort will be made to maintain the confidentiality of individual identities regarding such Complaints.

The senior associate dean will forward documentation of Formal Complaints to the University Registrar. The University Registrar will maintain a database on Formal Complaints including the date the Formal Complaint was submitted to the Responsible Officer; the nature of the complaint; the steps taken by the University to resolve the complaint; the University's final disposition of the complaint; and any other external actions initiated by the student to resolve the complaint, if known to the University.

Confidentiality
To the extent permitted by law, all allegations of harassment or unlawful discrimination, the investigation and its outcome are considered confidential. Individuals will be made aware of the allegations, investigations, and outcome on a need-to-know basis. These persons may include, but are not limited to, the Complainant, the Respondent, any witnesses, and persons involved in the management or investigation of the complaint. Confidentiality will be maintained throughout the investigatory process to the extent practical and appropriate under the circumstances.

Role of the General Counsel
The General Counsel will represent the University and will not represent the Complainant or the Respondent. The General Counsel will assist the University in the management, investigation and resolution of all complaints and will be consulted on all matters of evidence, policy interpretation and procedure. Finally, the General Counsel will contact legal or licensing authorities outside of the University if necessary and appropriate; and will maintain a copy of all records relating to the investigation and resolution of complaints in accordance with the University's Records Retention Schedule.

SEXUAL HARASSMENT UNDER TITLE IX

The University is committed to maintaining an environment in which all students and employees can work, learn, and participate in activities free from sexual harassment, including forms of sexual misconduct. Sexual harassment committed by or against any faculty, staff, student, employee, volunteer or visitor are prohibited at the University and will be fully investigated and adjudicated in accordance with the Sexual Harassment Under Title IX policy. This policy outlines the way instances of Sexual Harassment are defined, reported, and adjudicated to ensure a safe and secure campus community.

MISSING PERSON POLICY

The Missing Person Policy is available on the NEOMED website.

NEOMED's missing person policy establishes protocol for locating a NEOMED student who is living in on-campus housing and who, based on the information available at the time, is believed to be missing. The Board of Trustees authorized the administration to establish and implement all policies to ensure compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act 20 USC §1092 (f) and to modify those policies without further ratification action required by the Board of Trustees.

LEARNING ENVIRONMENT CONCERNS

The University is committed to maintaining a professional and inclusive learning environment in which all students are treated with respect and dignity. This environment should promote interactions based on individual strengths and characteristics to encourage constructive, thoughtful, respectful, sensitive behavior, consistent with the standards of the various health professions in which our students are being trained.
Please refer to the Learning Environment Concerns policy for a complete description of the policy and protocol for reporting incidents of mistreatment, inappropriate behavior or bias in the learning environment. Or access the Learning Environment Concern form online.

STUDENT CONDUCT AND PROFESSIONAL BEHAVIOR

Students at NEOMED are expected to maintain the highest level of conduct and professionalism in their actions both in and out of the classroom, as well as in activities associated with the institution. In addition, students in professional education are expected to develop and maintain the ethical and moral values consistent with all social behavior, but especially those values that must be an integral part of the working attitude of professionals in the fields of healthcare. Further, it is implicit in the very purpose of the University that honesty and integrity be part of a student's behavior throughout his or her education, as well as after formal education is completed. Lack of professional behavior, including unethical behavior of any sort, is contrary to the fundamental principles of the profession and represents a deficiency on the part of the student in the medical and pharmacy curriculum. Such a deficiency may result in adverse action regarding the student's education, including dismissal.

Each student admitted to NEOMED is expected to possess a well-developed concept of conduct, honor and personal integrity and maintain it throughout his or her practice. This responsibility encompasses all public, academic, and professional activities of the student, particularly with the handling of privileged information derived from patients and hospital records. Each student will demonstrate behavior that, by its nature and interpretation, is considered appropriate for a professional. Such appropriate behavior includes, but is not limited to, the demonstration of good judgment, personal insight and accountability, responsibility to patients, ability to recognize personal limitations and ability to function under pressure. Students also must be aware of the social impact of their behavior as a professional student and later as health professionals. All students enrolled in the University are expected to abide by the Administration of Student Conduct policy and the Expectations of Student Conduct and Professional Commitment. Students annually renew their commitment to the principles of this code via NavigateNEOMED orientation assignments in Canvas.

Expectations of Student Conduct and Professional Commitment
(Student Honor Code)

Northeast Ohio Medical University (NEOMED) students are expected to read, understand, sign, and abide by the "Expectations of Student Conduct and Professional Commitment" while enrolled and involved in NEOMED, its partner institutions and hospitals, and NEOMED-sponsored activities. Reports of misconduct may be filed via the Behavioral Concern form, Testing Irregularity report form, Violations of Law form or written referral. Upon receipt of allegations, the Conduct Officer will work in consultation with the student affairs delegate of the student's college to make the initial determination as to whether the matters alleged in the Complaint are best resolved through the Student Conduct process or by the Committee on Academic and Professional Progress (CAPP) or some other mechanism. Student conduct or professional behavior concerns should be reported by faculty, staff or students using the "Behavioral Concern" form available online through NEOMED Student Services.

I. STUDENT CONDUCT CODE

The Student Conduct Code definitions apply to all students enrolled at NEOMED for behavior on, or affecting, the campus. All students are responsible for knowing, understanding, and abiding by all university rules and regulations outlined within the Student Conduct Code and its definitions listed here. Violations of the Student Conduct Code may result in disciplinary action and subsequent sanctions which may include, but are not limited to probation, suspension, dismissal, or other sanctions addressing the behavioral issue. The current Student Conduct Code is available in the NEOMED COMPASS.

Definitions of Student Misconduct:

A. Academic misconduct, including, but not limited to:

1. Cheating (use of unauthorized assistance, submitting substantially the same work that has been submitted for another course, use of a prohibited source, inappropriate acquisition or distribution of academic materials, engaging in any behavior specifically prohibited by a faculty member, use of third party tools including Artificial Intelligence (AI) tools for any graded assessments or activities that generate work that is not your own), including in-person and remote classroom and testing environments.

2. Plagiarism (intentional or unintentional representation of ideas or works of another author or AI tools as a student's own without properly citing the source or the use of materials prepared by another person; violations of copyright laws).

3. Falsifying or manufacturing scientific or educational data.

4. Misrepresentation of oneself or of another in an academic setting including, but not limited to, the use or possession of another's clicker, sharing of computer password, signing in for another student, or taking exams for another student.

5. Unapproved collaboration on academic work, assessments, assignments or when answering clicker questions. Photographing, sharing, or posting clicker questions, tests, quizzes, or any graded assessments is not permitted. Compiling test, quiz or clicker questions or sharing these questions with others is considered academic misconduct.

6. Disruptive or disrespectful in-person or virtual classroom behavior that interferes with or disrupts the teaching, learning, or testing processes; violates the rules of the specific in-person or virtual classroom or remote testing; or misrepresents actual attendance using disabled video. This may include unmuting yourself when your instructor has muted you, engaging in conduct or behavior toward classmates, staff, patients, or instructors that a reasonable person would consider disrespectful, or inappropriately using discussion forums or synchronous chat rooms.

B. Behavioral misconduct, including, but not limited to:
1. Willful failure to comply with directions of University officials, faculty members, law enforcement officers or emergency personnel.
2. Behavior that disrupts or obstructs teaching, research, administration, disciplinary proceedings, or other University activities.
3. Willfully, recklessly, or knowingly engaging in conduct that violates any University policy, rules, or regulation (for more information go to the NEOMED Student Handbook online).
4. Failure to immediately report any and all infractions of the law to the University, criminal charges, loss of driver's license, and the like, excluding traffic citations. This includes the failure to comply with University policies on Criminal Background Checks and Toxicology Screening.
5. Failure to report violations of the Student Conduct Code.
6. Knowingly furnishing false or misleading information to University officials including but not limited to forgery, alteration, or misuse of any University document, record, or I.D.
7. Abuse of computer facilities and resources including but not limited to unauthorized entry into a file, unauthorized transfer of a file, use of another individual's identification or password, use of computing facilities and resources to interfere with the work of another student, faculty member or University official, to send obscene or abusive messages, or to interfere with normal operation of the University computing system.
8. Unauthorized use of an electronic or other device to make or disseminate an audio or video recording of any person without their prior knowledge or consent.
9. Use of any personal electronic device during academic sessions for purposes other than current content learning. All electronic devices are to be silenced during educational sessions.
10. Disclosure of confidential or private patient information in an unethical or inappropriate manner.
11. Photography or video recording of any human donor specimens is strictly prohibited.
12. Improper use of the internet or any form of electronic media or technology, particularly using the University email system, that includes bullying toward another or posting indecent or derogatory photographs, links, or comments directed toward another, that has the effect of stripping one's dignity or causing reasonable fear of physical or emotional harm.
13. Failure to notify appropriate individuals of tardiness or absence in the case of an emergency. Absences must be cleared by the course director, site director or preceptor and do not relieve students of their responsibilities for materials covered or assignments or time missed from clinical experiences.
14. Failure to wear appropriate business professional attire in clinical settings and when indicated by the faculty. Students are encouraged to practice good hygiene, and dress neatly and professionally in classroom settings.
15. Failure to exemplify those Professional Commitments *(noted below in Section II)* to which students should aspire.

C. Criminal misconduct, including the attempt or completion of any of the following offense, irrespective of whether the matter is prosecuted:
1. Engaging in or threatening physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct which intentionally or recklessly threatens or endangers the health, welfare, or safety of any person.
2. Sexual misconduct including, but not limited to, sexual assault, stalking, dating violence, domestic violence or any other non-consensual sexual contact, unwelcome sexual advances, or requests for sexual favors.

3. Disorderly, disruptive, lewd, or indecent conduct.
4. Theft or attempted theft, or willfully, recklessly, or negligently destroying, damaging, injuring, or using property of NEOMED or another person without the consent of the owner.
5. Use, possession, manufacture, cultivation, distribution, or facilitating the distribution of marijuana or any narcotic, hallucinogenic, or other controlled substances in a manner prohibited by law. This includes, but is not limited to, the receipt of a positive result for illegal use of any of the 10-panel drugs on the mandatory Toxicology Screen *(refer to the Toxicology Policy for additional information).*
6. Use, possession, manufacture or distribution of alcoholic beverages, or public intoxication in a manner prohibited by law.
7. Unlawful or unauthorized possession of firearms, fireworks, explosives, other weapons, or dangerous chemicals or using any such item, even if lawfully possessed, in a manner that harms, threatens, or causes fear to others.
8. Commission of any felony or misdemeanor under applicable federal, state, or municipal law.

II. PROFESSIONAL COMMITMENTS TO WHICH STUDENTS SHOULD ASPIRE

NEOMED students are expected to abide by the Professional Commitments during their tenure including their undergraduate experiences at partner universities and in clinical settings.

Professionalism in the health professions requires that health care professionals serve the interests of the patient above their own. This highest level of professional behavior compels students at the Northeast Ohio Medical University to aspire to altruism, accountability, excellence, duty, service, honor, integrity, and respect for others throughout their studies, their clinical experiences, and their professional careers. Within each of the following professional expectations are examples of behaviors by which NEOMED students are expected to aspire during their professional training in the academic and clinical settings.

1. **Altruism:** the essence of professionalism that maintains that the best interest of patients, not self-interest is the rule.
   - Demonstrate humility. Each student is the sum of not only their own work, but also the teaching, lessons, encouragement and giving of others.
   - Assist other health professional students in need.
   - Contribute a positive image of the health professions.
   - Relate to others in a caring, empathic manner and strive to prevent and relieve human suffering.

2. **Accountability**: required at all levels including accountability to the individual patient for fulfilling the implied contract governing the health care professionals/patient relationship; to society for addressing public health needs; and to the profession for adhering to the highest level of ethical precepts.
   - Read, understand, and abide by the NEOMED COMPASS, particularly as it relates to expectations of student conduct, academic performance, and professional expectations.
   - Participate in and assume an appropriate and equitable share of responsibilities among peers and colleagues including group work duties.
   - Be present, punctual, and prepared in all mandatory activities at the University and at clinical sites.

3. **Excellence:** to reach excellence requires a conscientious effort to exceed ordinary expectations and to make a commitment to life-long learning.
   - Demonstrate NEOMED's Core Values in all we do including: Leadership, Excellence, Advocacy, Diversity, Equity and Respect.
   - Present oneself in a professional manner with respect to punctuality, proper preparation, accountability, communication, attire, hygiene, body language, engagement, and emotional regulation.
   - Self-assess personal challenges and developmental needs and seek support and assistance to improve future performance.

4. **Duty:** every health care professional in training or in the field accepts a commitment to service as a personal and professional goal. This requires availability and responsiveness, accepting inconvenience to meet the needs of the patient, sometimes enduring unavoidable risk to oneself when a patient's welfare is at stake, advocating for the best

possible care regardless of ability to pay and the willingness to accept active roles in professional associations, and to volunteer one's skills and expertise for the welfare of the community.

- Participate in and contribute to improving public health care within the local and global community.
- Champion the needs and health issues of those who may be unable to speak on their own behalf to improve social sustainability.
- Assume leadership opportunities within out-of-classroom organizations, professional groups, and informal groups devoted toward addressing health care.

5. **Honor and Integrity:** to regard the highest standard of behavior and to refuse to violate the personal and professional codes of the profession require honor and integrity which imply fairness, truthfulness, keeping one's word, meeting commitments, and being straightforward. Recognizing any conflicts of interest and avoiding situations that make personal gain more important than the best interest of the patient is the goal.
   - Safeguard patient confidences and privacy whether through written, verbal, electronic, or social media sharing.
   - Deal with confidential information with discretion and appropriateness.

6. **Respect for Self and Others**: respect for self and others including patients, their families, faculty and staff, and other health care professionals is the essence of humanism and is central to valuing others. Respecting others means valuing the diversity of backgrounds, opinions, and talents that individuals contribute to the community and is a fundamental requirement for valuing others.
   - Act appropriately and respectfully in all verbal and nonverbal interactions with patients, standardized patients, residents, peers, hospital personnel, faculty, and staff.
   - Respect and promote diversity and convey a sense of belonging, respect, and value for all persons.
   - Nurture and allow free and open discourse, listen to new ideas, and value diverse perspectives and talents.
   - Follow healthy life-style habits, willingly seek care, and support from others, and attend to my own physical and emotional health and well-being in order to provide care of the highest standard.

*Our thanks to the American Board of Internal Medicine for these six definitions of professionalism as developed in the Project Professionalism document which has been expanded to include all health professions and various examples of professional expectations at NEOMED.

ADMINISTRATION OF STUDENT CONDUCT POLICY

By law, the University is responsible for regulating the use of the grounds, buildings, equipment, and facilities of the University so that the University may achieve its mission. To meet these responsibilities, the University herby adopts standards of conduct for the students and provides for suspension of students from classes, expulsion from the University, and/or physical removal from university property. The University hereby authorizes University officials to enforce University policy to maintain law and order on the campus. The authority of the student conduct process has been delegated to the Conduct Officer by the President. The Administration of Student Conduct policy outlines the offenses, methods for reporting, process for investigation, informal and formal hearing procedures, possible sanctions, and appeal process for allegations of student conduct violations. We encourage students to review the Administration of Student Conduct policy carefully and to direct questions to the Conduct Officer in the Office of Student Services.

USE OF TECHNOLOGY

ACADEMIC TECHNOLOGY SERVICES

Information, support documents, training videos, and tips for best practices for Academic Technology applications can be found at: Academic Technology - Home

This office is the University's source for development of academic materials including educational multimedia production, Web course content and streaming video productions. Academic Technology oversees the Canvas Learning Management System, which includes student and faculty support. The staff also provides training and support for the instructional technologies in the classroom and the student response system (clickers).

Contact for Support
(1) Canvas Learning Management System Administration and Support: [Help Desk Client Portal](#)
(2) Student Response System – Clickers: [Help Desk Client Portal](#)
(3) Lecture hall and classroom technology: [Help Desk Client Portal](#)

INFORMATION TECHNOLOGY

The Information Technology Department (IT) provides central computing and communications services, planning, policy development and infrastructure support for the College community.

A student's primary point of contact for technology assistance is the Help Desk. Contact information:

    (1) Visit the Help Desk; located in the library
    (2) Open a ticket via the Help Desk Client Portal: [Help Desk Client Portal](#) (this link can also be found on the Student Resources page of the NEOMED website)
    (3) Call 330.325.6911

E-Mail

NEOMED provides email resources in support of its instruction, research, and service activities. Students can access their email account through the Office 365 link on the Student Resources page of the NEOMED website, or by going to https://portal.office.com to log into their account.

Because email is the official method for communicating to students, a NEOMED email address is issued to all students upon acceptance. Students are responsible for using the neomed.edu address as their email address for all official communication with NEOMED faculty, staff, and administration. It is the student's responsibility to check their email regularly for distribution of official communications. Failure to read email messages does not alter a student's responsibility to be informed about NEOMED events, announcements, and policy changes. Therefore, it is recommended that email be checked once per day when practical. Students are discouraged from distributing mass emails; please post all announcements on the Pulse or where appropriate.

NEOMED is not responsible for lost, rejected, or delayed email forwarded from a student's official email address to an off-campus or unsupported email service or provider. Such lost, rejected, or delayed email does not absolve the student from any responsibilities associated with an official communication sent to the student's official NEOMED email address. If there is a change in a student's email address to which the official address is redirected, it is the student's responsibility to make the changes in the email registering system.

NEOMED's computer systems and networks are shared resources used by many individuals to carry on the University's mission of teaching, research, and service. Use of these resources must be ethical, respect academic honesty, respect the rights of other users, demonstrate respect for intellectual property and ownership of data, respect system security mechanisms, and promote an environment free from intimidation and harassment.

NEOMED has specific policies governing the use of information technology resources which apply to all faculty, staff, and students. It is each user's responsibility to keep fully aware of all policies and understand them or seek clarification from appropriate authorities in case of doubt or ambiguity. It is the responsibility of every student to know these policies and to conduct his/her activities accordingly. The full text of the policies is posted at: [https://www.neomed.edu/policies/by-category/#it.](https://www.neomed.edu/policies/by-category/#it)

Acceptable Use of Computing Resources by Students
Students shall comply with NEOMED's policies and procedures and protect their IDs/passwords and keep them confidential. Students are responsible for all activities that originate from their computer accounts or systems. Students should respect licensing and copyright laws. Information protected by copyright is not to be copied from, into, or by using NEOMED's computer and network sources. Students should use systems and networks responsibly, ethically, and legally. All devices that are connected to the NEOMED network and the Internet, whether owned by the student or the University, will execute real-time virus-scanning software with a current virus definition file.

Unacceptable use of computing resources by students
The computer systems at NEOMED are not to be used to harass or intimidate any person using any system, network, email, etc. Additionally, they are not to be used to attempt to gain unauthorized access to any resource. Students are not to engage in any activity that infringes on the ability of others to use the network or other resources, such as uploading or downloading music or movies. Students are not to use software that could be harmful to the network or other resources or install any unauthorized equipment on the network. Students are not to use accounts or network access to conduct a personal business, to promote or advertise a personal business and/or for personal financial benefit. Students are not to transmit or make accessible obscene materials or disrupt network communications or conduct or attempt to conduct a breach of security against NEOMED's systems.

Peer-To-Peer Software
Peer-to-peer (P2P) software and BitTorrent may seem to be convenient means of downloading multimedia, but this convenience is a double-edged sword. Your ease in finding files is equally matched by the ease with which the copyright enforcement agency can find you. These agencies can rapidly identify computers that are sharing files in violation of copyright – sometimes in as little as five minutes after the computer connects to the network. Therefore, uploading and downloading music and movie files is illegal and is a violation of NEOMED's File Sharing practices. Sharing files without permission of the copyright owner puts you at risk of a criminal and/or civil lawsuit. In addition, unauthorized distribution of copyright material is a violation of the university's Acceptable Use of Computing Resources Policy and is subject to further action by Student Services. Students' Internet privileges will be revoked if found in violation of these laws and may be subject to fines of up to $100,000 per song by the music industry.

Aside from the legal ramifications, however, P2P applications have some serious security issues. NEOMED discourages students from installing them on personal computers: P2P applications can come with suspect third-party software. P2P software often comes bundled with other applications that may interfere with students' use of their computer. P2P applications can be a vector for viruses. Many of the highly successful viruses in circulation today use P2P programs running on an infected computer as an additional mechanism for propagation. P2P applications can make students liable for distribution of material. Some P2P file sharing licenses allow the company to use the student system as a distribution point for pirated software, videos or audio files, a practice for which students are liable.

File Sharing
Supported types of internal file sharing include Office 365 Groups, which provide secure file sharing capabilities for authorized members of the group. Membership is maintained by the designated group owner. OneDrive within Office 365 also provides sharing capabilities.

Files that are not protected by copyright may be downloaded from the Internet for legitimate University purposes. Files that contain any information considered sensitive or vulnerable should be encrypted before sending electronically or on magnetic media.

Wireless Connectivity
The University maintains a private and public wireless solution that is accessible in most areas inside and outside of the University campus. Students may log in to the secured public wireless network by using their NEOMED username and password.

All NEOMED policies concerning the campus wired network also apply to wireless connections. Access to the wireless network is restricted to members of the campus community who have a valid user ID and password. Students are responsible for purchasing wireless clients/cards for devices connected to the campus wireless network. Unauthorized Access Points/Base Stations that are discovered on the network will be disconnected, and disciplinary action may be taken against the device's owner/operator.

To prevent an accidental compromise of system resources or information, all persons attempting to attach to the wireless network are electronically evaluated to ensure that the most up-to-date patches and anti-virus software have been applied to their computer. If a computer, laptop, or wireless device does not have recent updates, access to the wireless network will be denied until the updates have been applied.

Multi-factor Authentication (MFA)
To access University Systems protected with MFA, students are provided a NEOMED email account and are required to complete the MFA and Self-Service Password Reset (SSPR) enrollment process, wherein the

individual registers two authentication methods. If an individual does not register for MFA/SSPR, that individual will not be permitted access to University Systems protected with MFA. The MFA enrollment first time setup guide and additional instructions for changing authentication methods can be found at https://www.neomed.edu/mfa.

Passwords and Encryption
Maintenance of data security is important for the entire University community. Maintaining strong password credentials and keeping them private helps to keep all our sensitive data secure. Data security policies pertaining to passwords, encryption, etc., are posted on the NEOMED website. Each student has a responsibility to review and comply with these policies: https://www.neomed.edu/policies/by-category/#it.

If a student's account becomes locked, students can use the Self-Service Password Reset (SSPR) tool that provides the ability to unlock their account: https://passwordreset.microsoftonline.com/ Instructions can be found in the NEOMED Knowledge Base article - "Reset Your NEOMED Password".

Sanctions
Users who violate these policies may be denied access to NEOMED's computing resources and may be subject to other penalties and disciplinary action, both within and outside of the University. Violations will normally be handled through the NEOMED disciplinary procedures applicable to the relevant user. The University may suspend or block access to an account, prior to the initiation or completion of such procedures, when it reasonably appears necessary to do so to protect the integrity, security, or functionality of the University or other computing resources or to protect the University from liability. The University may also refer suspected violations of applicable law to appropriate law enforcement agencies.

Reporting Violations
Any user who believes that a violation of this policy has occurred should report the matter as soon as possible to the Chief Information Technology Officer. The Chief Information Technology Officer may confer with the NEOMED General Counsel in determining the appropriate course of action. In addition, any user who feels it necessary for their health or safety may also report the incident to university security or where appropriate local or federal law enforcement.

CREDENTIALING FOR COMPLIANCE

COMPLIANCE TIMELINE

Each college has its own respective timeline for completing compliance requirements for vaccinations, screenings, trainings, and health insurance. Descriptions of these requirements are available in this section of the COMPASS under the STUDENT IMMUNIZATION REQUIREMENTS.

The College of Graduate Studies adheres to the following timeline:

#	Standard	Cohorts	Office Coordinating	Completion Deadline
	SCREENINGS			
1.	Criminal Background Check	MFM	Credentialing	July 15
2.	TB Screening	MFM	Credentialing	Completed by first day of class
	TRAININGS			
4.	HIPAA	MFM	Credentialing	Completed by first day of class
5.	OSHA and Biosafety	MFM	Credentialing	Completed by first day of class
6.	Human Subjects in Research and Responsible Conduct of Research	MFM	Credentialing	Completed by first day of class
7.	Basic Life Support	MFM	Student Services College of Medicine	Completed during Fall semester
	IMMUNIZATIONS			
9.	Pre-matriculation Immunizations (Hepatitis B, MMR, Tdap, Varicella, COVID-19)	MFM	Credentialing	First day of classes
10.	Influenza	MFM	Credentialing	October 1

The College of Medicine adheres to the following timeline:

#	Standard	Cohorts	Office Coordinating	Completion Deadline
	SCREENINGS			
1.	Criminal Background Check	M1 M3	Credentialing	M1 – July 15 M3 – May 15
2.	Toxicology Screening	M1 M3	Credentialing	M1 – "Clean" results should be confirmed by September 15 M3 – "Clean" results should be confirmed by last Monday of M3 PCC.
3.	TB Screening	M1 M2 M3 M4	Credentialing	M1 – by 1st day of fall classes – monitoring fall term M2 - prior to entering patient care setting M3 – negative result by the last Monday of PCC M4 - prior to first elective period during M3
	TRAININGS			
4.	HIPAA	M1 M2 M3 M4	Credentialing	M1, M2 – by first day of Fall classes M3 - by last Monday of PCC M4 - by Friday before 1st elective period
5.	OSHA and Biosafety	M1 M2 M3 M4	Credentialing	M1, M2- by first day of Fall classes M3 - by last Monday of PCC M4 - by Friday before 1st elective period
6.	Human Subjects in Research and Responsible Conduct of Research	M1 M3	Credentialing	M1 – by first day of Fall classes M3 – Refresher by last Monday of PCC
7.	Basic Life Support	M1 M3	Student Services College of Medicine	M1 – during Fall semester M3 – by last Monday of PCC
8.	Advanced Cardiac Life Support	M3	Student Services College of Medicine	By last Monday of PCC
	IMMUNIZATIONS			
9.	Pre-matriculation Immunizations (Hepatitis B, MMR, Tdap, Varicella, COVID-19)	M1	Credentialing	First day of fall classes
10.	Influenza	M1 M2 M3 M4	Credentialing	M1-M4 – October 1
	OTHER			
11.	Health Insurance	M1 M2 M3 M4	Credentialing	M1 - July 10 M2-M4 - May 10

The College of Pharmacy adheres to the following timeline:

#	Standard	Cohorts	Office Coordinating	Completion Deadline
	SCREENINGS			
1.	Criminal Background Check	P1 P4	Student Services Credentialing	P1 – July 15 April 6 of P3 year, prior to P4
2.	Toxicology Screening	P4	Student Services Credentialing	April 10 of P3 year, prior to P4
3.	TB Screening	P1 P2 P3 P4	Student Services Credentialing	P1 – by first day of Fall classes P2-P4 – during first week of classes (Uploaded into myCB by Oct 1)
	TRAININGS			
4.	HIPAA	P1 P2 P3 P4	Student Services Credentialing	P1 – P3 – by first day of Fall classes P4 – prior to start of APPEs
5.	OSHA and Biosafety	P1 P2 P3 P4	Student Services Credentialing	P1 – P3 – by first day of Fall classes P4 – prior to start of APPEs
6.	Human Subjects in Research and Responsible Conduct of Research	P1 P3	Student Services Credentialing	P1 & P3 by first day of Fall classes
7.	Basic Life Support	P1 P3	Student Services	P1 – during Fall semester P3 – during Fall semester
	IMMUNIZATIONS			
8.	Hepatitis B, MMR, Tdap, Varicella, COVID-19	P1	Credentialing	First day of fall classes
9.	Influenza	P1 P2 P3 P4	Credentialing	P1-P4 Upload into my CB by October 1
	OTHER			
10.	Health Insurance	P1 P2 P3 P4	Credentialing	P1 - August 10 P2-4 – May 10
11.	Pharmacy Intern License	P1 P2 P3 P4	Credentialing	P1 – October 1 P3 - Renew Fall semester

CRIMINAL BACKGROUND CHECK (CBC)

Criminal background checks are performed on students to enhance the safety and well-being of patients; bolster the public's continuing trust in the health professions; ascertain the ability of accepted applicants and enrolled students to complete specific curricular requirements that will lead to graduation and licensure; and minimize the liability of the University and its affiliated clinical facilities.

All new medical, pharmacy, and graduate students in the Modern Anatomical Sciences program are required to undergo criminal background checks as a matriculation requirement, and M2 and P3 students must undergo a second CBC in preparation for their clinical experiences and for continued enrollment eligibility. The University reserves the right to revoke an offer of acceptance, decline promotion or terminate participation in any or all curricular activities if information obtained in the background check is considered unfavorable. In addition, students are required to self-disclose to NEOMED immediately if the student has been convicted of, pled guilty to, or pled no contest to any criminal offense including misdemeanors, felonies, and traffic offenses other than minor offenses that may occur after a CBC is completed. Violations of Law forms are available online at Forms & Resources | NEOMED

A student who is enrolled may be dismissed if he/she has a history of an offense that renders him/her unable to meet the respective College's Essential Standards requirements for issuance of licensure. Failure to consent to the background check or failure to self-disclose an offense that would render the individual unable to meet the respective College's Essential Standards is also grounds for revocation of acceptance or dismissal. The determination of the inability to meet the Essential Standards will be made by the Division of Academic Affairs.

Procedures defining the parameters of the criminal background check; assurance that checks are timely, reliable, and valid; identification of specific offenses that would require revocation of acceptance or dismissal; and appropriate due process protections are developed through the Division of Academic Affairs after consultation with the General Counsel.

To facilitate the background screening process, students are required to complete consent forms. These authorize the University to seek a review of records that will disclose past misdemeanors, felonies and/or presence of the student's name on a registry that would indicate a past incident of child, dependent adult, or sex abuse. Background information is obtained through the student's social security number and birth date and is done with the assistance of a reputable outside company. Background information is shared only to the extent necessary to make decisions about admission, matriculation, promotion, and continuation in the program.

The types of criminal background checks completed may vary year to year. Students will be notified of the vendor and procedures and must incur the cost of the check. Reports will be sent to NEOMED, and students will be able to review and contest their individual reports.

Reports are read and maintained by Student Services (i.e. Credentialing Office). If there is a questionable item on a report, the student will be contacted by Student Services and asked to provide additional documentation and explain the circumstances. Based on the severity and frequency of an item, the report may be reviewed and discussed by deans of the Colleges and a student could be required to meet with the Committee on Academic and Professional Progress to discuss the report and incident(s). A student can view his or her CBC online from the vendor or by requesting an electronic copy from Student Services. If a student is aware of something that may appear on a CBC report, the student should immediately contact the Senior Executive Director of Academic Affairs and Student Services to discuss the situation. Students are encouraged to do this prior to conducting the CBC.

A summary document outlining student rights under the Fair Credit Reporting Act is available to all students on the Financial Aid forms and resources page of the website. The background checks that the Colleges conduct do not include a check of students' credit, but the University is obligated by law to give students access to this disclosure document.

TOXICOLOGY SCREENING

This policy is designed to ensure a clear understanding of the expectation that students participate in Toxicology Screening to ensure their safety, the safety of their patients, and the safety of the health care environments where they may be participating in direct patient care activities, as well as comply with the requirements of the facility at which that care is being provided. The policy applies to all students enrolled in academic programs that include Clinical Activity as defined within the Toxicology Policy.

Refer to the [Toxicology Screening Policy in the Policy Portal](#) for more information regarding the screening requirements, procedures, timelines, and ramifications of positive results and/or non-compliance. Questions can be referred to NEOMED Student Services.

Screening Process

The toxicology screening is conducted by a third-party agency and is required for all students as they enter M1, M3 and P4 year and any NEOMED student assigned to a clinical or practice site requiring screening through urine testing prior to being permitted to interact in that setting. All testing will be coordinated through CERTIPHI and the Office of Student Services. The substances listed below will be included in the 10-panel urine toxicology screening.

1) Amphetamines/Methamphetamines
2) Cocaine and Metabolites
3) Cannabinoids (Marijuana)
4) Opiates (Morphine and Codeine)
5) PCP
6) Barbiturates
7) Methadone
8) Propoxyphene
9) Ecstasy
10) Benzodiazepines

M1 student toxicology screenings will be conducted at the start of the fall classes and must be completed before entering the clinical setting. M3 student toxicology screenings will be conducted in the summer before the start of M3 rotations with a "clean" result expected one week prior to the start of clinical rotations. P3 toxicology screenings will occur prior to starting a rotation at a practice site which requires screening as part of their affiliation agreement with NEOMED.

Student information including name, birthdate, email address, and last four digits of the social security number will be securely sent to CERTIPHI by NEOMED. CERTIPHI will then email each student individually with instructions to sign-in to *Application Station* to create an account. A follow-up email to students from CERTIPHI will provide instructions for visiting a collection site close to NEOMED students.

CERTIPHI has enlisted LabCorp Clinics to conduct the collections. Multiple LabCorp sites have been identified that are conveniently located in the northeast Ohio region and CERTIPHI can assist students with identifying additional sites outside the region if necessary. Students must take to the testing site identification (driver's license, passport or birth certificate), the letter from CERTIPHI and the student-specific account number that has been assigned by CERTIPHI.) Students must complete the urine testing at an approved LabCorp site by the identified deadline date.

If a Pharmacy student is assigned to an IPPE or APPE site that requires a new drug screen, the student is required to complete the testing. Requests to change a site assignment to avoid the testing will not be considered. The student is responsible for the cost of the screening.

Students currently on a prescribed medication included within the 10-panel drugs will be contacted directly by a CERTIPHI representative (usually by phone) who will request written proof of prescription(s). Students will not be asked to submit proof of prescription(s) until after testing is completed. NEOMED will not be informed of these occurrences.

Test Results

Results of toxicology screening will be maintained confidentially and managed through the Office of Student Services and the Assistant Director of Credentialing in a manner that complies with applicable state and federal requirements. If an initial positive result is obtained for any of the substances within the 10-panel screening, CERTIPHI will have a medical representative contact any student directly with a positive screen to request proof of prescriptions before a final positive result is reported to NEOMED.

Final test results will be stored in a confidential manner and separate from the student's academic file unless the matter is referred to and heard by the Committee on Academic and Professional Progress (CAPP). Students will have access to results via the vendor or by contacting Credentialing and requesting an electronic copy. Students can share this information with clinical sites as requested.

Students who refuse to complete toxicology screening testing or receive a positive result of their screen will not be permitted to participate in any patient care activity and will be referred to the Committee on Academic and Professional Progress for appropriate action such as the imposition of a mandatory leave of absence, substance abuse treatment requirements or even dismissal from the University. Other possible ramifications include an additional assessment by a physician addiction specialist, and subsequent monitoring and treatment requirements based upon recommendations. For Pharmacy students, notification to the Ohio State Board of Pharmacy is required. The student will be guided and encouraged to self-report to the Board. If the student does not do so, the College of Pharmacy will report as required. Evidence of rehabilitation and ongoing sobriety through monitoring in formal aftercare may be required before a student may be permitted to return to the curriculum with CAPP approval.

Accepted applicants who have positive results of a drug test prior to matriculation may have their offer of admission rescinded.

EXPOSURE TO BLOOD-BORNE PATHOGENS
The Exposure to Blood-Borne Pathogens Policy is available online on the NEOMED website.

EXPOSURE TO INFECTIOUS DISEASE
The Exposure to Infectious Disease Policy is available online on the NEOMED website.

MYCB CREDENTIALING TRACKING SYSTEM

MyCB, a CastleBranch solution, offers an easy-to-use, secure, online system that allows the NEOMED Credentialing staff to easily manage immunization records and other required student credential documentation. Students can mail, fax, or upload their requirements directly to their myCB account for secure online storage and easy access by the student and NEOMED. The CastleBranch Quality Assurance Team reviews each record for authenticity and contacts the student if any issues arise. This self-service system provides a complete record of a student's submitted immunization requirements.

New Students
As a new student matriculates, NEOMED requires them to possess, and record updated immunizations. The list of required immunizations is in the Immunization Requirement Policy. Students must be sure to complete all immunizations, other than the Influenza vaccine, PRIOR to the start of their fall courses. Once a student is given a code to create an account, they may upload their document(s) to MyCB.

By creating a myCB account, students are agreeing to pay for the service provided by CastleBranch. The myCB account is paid for with a one-time fee that is included in first-year student fees. If a student chooses not to attend NEOMED after creating an account in myCB, they will be sent an invoice for $27.50 to pay for the myCB account.

Students who do not complete their immunization requirements by the start of their program are subject to removal from the program.

For immunizations that have more than one step (ex. Hep B Series) and a required amount of time between steps, please follow the CDC timing recommendations. Students must have progressed as far as they can with all required immunizations to start and continue in their program. Students making progress in line with the CDC timing requirements, are required to continue to progress forward with immunizations in a timely manner until they are complete. If timely progress with incomplete immunizations is not made once the academic program has begun, students may be removed from participation in clinical educational experiences.

Current Students
Throughout their enrollment, students will record up-to-date immunizations as additional vaccinations or labs are required. Yearly requirements include an updated Influenza vaccination and Tuberculin testing by October 1. The list of required immunizations is in the Immunization Requirement Policy.

For more information, email questions to immunizations@neomed.edu.

STUDENT IMMUNIZATION REQUIREMENTS

The University, through the Student Health and Advising Committee, establishes immunization requirements for all students. These pre-matriculation requirements are based on the recommendations of the American College Health Association (ACHA), the Centers for Disease Control (CDC), the Association of American Medical Colleges (AAMC), and our consortium hospitals and clinical teaching sites. No student will be permitted to start and/or continue in the curriculum without meeting these requirements. Each student is responsible for payment of all required immunizations and titers unless provided at no cost by NEOMED. **Failure to upload appropriate documentation may result in removal from the curriculum.**

Requirements are outlined as follows:
COVID-19 – Required documentation includes:
- Full CDC recommended dosage of vaccine of choice
  - mRNA Vaccines – Prizer or Moderna or
  - Viral Vector Vaccines – Johnson & Johnson's Janssen

Hepatitis B Vaccine – Required documentation includes:
- Three doses of Hepatitis B vaccine
- Hepatitis B Surface Antibody positive (reactive) titer
- Include possible previous negative (non-reactive) titers
- Include additional doses (>3) if received.

If post-vaccination testing is less than 10 mIU/mL, the 3-dose vaccine series should be repeated and anti-HBs testing should be completed 1-2 months after the last dose of the second series.

Varicella (Chicken Pox) – Evidence of immunity includes any of the following:
- Written documentation of vaccination with two doses of varicella vaccine.
- Laboratory evidence (titer) of immunity.

MMR (Measles/Mumps/Rubella) – Evidence of immunity includes either of the following:
- Written documentation of two doses of MMR vaccine.
- Laboratory evidence (titer) of immunity to all three components (measles, mumps and rubella).

Students who have no documentation of two doses and have no lab evidence of immunity should get two doses of MMR vaccine at least 28 days apart.

TST (Tuberculin Skin Test) -TB testing is required annually for all students and provided by NEOMED to second through fourth year students.

FIRST YEAR STUDENTS: An IGRA (**Interferon-Gamma Release Assay)** blood test is required in order to begin the program and documentation must be submitted by the immunization deadline.
- TB testing must be completed after May 1 and prior to the start of classes.
- If a new student's IGRA was positive prior to matriculation, documentation of a physician's evaluation is required.

CURRENT STUDENTS: Tuburculin Skin Test or TB for continuing students: provided by NEOMED but must be uploaded by student. Students who have a new positive TST reading or IGRA will be evaluated. Students with a history of a positive TST and negative IGRA will have no further TSTS or CXRs for annual screening after an evaluation. The student will complete an annual signs and symptoms screening instead. Students who choose to have an IGRA instead of TST are responsible for cost of test. Students are responsible for payment of services associated with follow up care.

TB SKIN TEST (TST) POLICY/PROCEDURE:
All NEOMED students must show proof of being free from active tuberculosis infection annually. This can be done by having a TB skin test administered with 0.1 ml of purified protein derivative (PPD) and read by healthcare personnel within 48-72 hours. Nine millimeters (mm) of induration or less is considered negative and meets the requirement for annual TB testing.

Another acceptable method to meet this requirement is a negative serum Interferon Gamma Release Assay (IGRA) such as a Quantiferon or T-Spot test. Students who have been treated with INH (Isoniazid) will complete the Signs and Symptoms for TB Screening form annually and must be free of TB symptoms. If a TB skin test is read with 10 mm or greater of induration, the student must follow up with their primary care physician (PCP), Infectious Disease (ID) Specialist or Health Dept. for evaluation and chest x-ray. An induration of 5mm or greater is considered positive for students with any of the following conditions:

Immuno-compromised including HIV-infection, received an organ transplant or recent contact with a TB patient. NEOMED will provide contact information for an ID Specialist if needed. The student must provide documentation from a provider indicating no active TB disease and/or treatment plan and if the student may return to patient care activities. The documentation will be provided to an ID Specialist and NEOMED's Associate Dean of Curriculum of the respective college. The information may also be reviewed by the Immunization Steering Committee.

All annual test results, including the Signs and Symptoms for TB Screening form must be entered into the CastleBranch tracking system on myCB.

Students who do not complete the TB screening requirements will be removed from clinical experiences. Students who have an abnormal chest x-ray will be removed from clinical experiences pending further evaluation.

* If you believe you have been exposed to TB, refer to the Exposure Policy for guidelines.

Tdap (Tetanus, Diphtheria, & Acellular Pertussis) - Required documentation includes either of the following:
- Dose given within five years of first term of matriculation.
- Tdap received more than five (5) years ago AND TD received within last five (5) years

Meningococcal vaccine – Strongly recommended for students in campus housing.

INFLUENZA VACCINE
For students with primary enrollment in the Colleges of Medicine and Pharmacy.
Rationale: NEOMED is dedicated to having all students protected from seasonal strains of influenza. By doing so, we are protecting the health of our students and the health of the community they serve. NEOMED will provide multiple opportunities for students to obtain influenza vaccination in the fall.

All NEOMED students from the Colleges of Medicine, Pharmacy and select Graduate Studies students (MAS, MLHSS, and MMSC-A) must be vaccinated annually with the current vaccine formulation. Other students solely enrolled in the College of Graduate Studies may participate in the vaccination opportunities offered within NEOMED but are not required to be vaccinated for the flu.
Students on a leave of absence must have a documented flu vaccine upon return to the curriculum.

Deadline: The deadline for influenza vaccination is October 1 to ensure a prompt, successful delivery within the peak administration months and so that students are vaccinated in preparation for their experiential education. Failure to comply will result in removal from clinical experiences and sites following written electronic notification from the Office of Student Services. Return to sites may be considered once compliance is fully met. NEOMED is not responsible for the academic repercussions of missed clinical time due to noncompliance with the Influenza Policy.

Process:
1. Receive your Influenza Vaccine
    a. Designated Influenza Administration Point at NEOMED (annual; fall)
    b. Private Medical Providers
    c. Clinical Sites where assigned, if available
    d. Community Centers/ Health Departments
    e. Opt out/Ineligible * Sites will be notified of opt-out students and students will be expected to abide by policies and procedures of each individual site (including wearing a mask).
2. Secure Documentation of Vaccination
    a. Request and save your documentation
    b. Upload your documentation onto your computer
    c. Upload documentation into myCB
3. Documentation Must Include
    a. Student's Name
    b. Date of Vaccination Administration
    c. Signature of Administrator/Medical Provider
    d. Type of Vaccine
4. Approval
    a. Document must be validated by myCB staff to be in compliance
5. Failure to comply
    a. Notification of non-compliance with the clinical site
    b. Possible removal from clinical site/experience
    c. Possible referral for action following multiple failures to comply

Notification:
The order of notification will be as follows:
1. Email warning to student from Credentialing regarding non-compliance just BEFORE the deadline.
2. Email to student from Student Services regarding non-compliance AFTER the deadline and copy to their college.
3. Email to clinical site regarding non-compliant students AFTER the deadline with instructions for removal of student from the clinical site.

For more information about the Influenza Policy and Procedure email immunizations@neomed.edu

RESOURCES AND SERVICES

ACADEMIC TECHNOLOGY SERVICES

Information, support documents, training videos, and tips for best practices for Academic Technology applications can be found at: Academic Technology

This office is the University's' source for development and deployment of educational technologies. (Canvas) learning management system, room technical support, lecture capture, video conferencing, students' response system, instructional design, and faculty/staff training.

Contact for Support
Canvas Learning Management System and Instructional Design: Help Desk Client Portal
Student Response System – Clickers: Help Desk Client Portal
Lecture hall and educational technology support: Help Desk Client Portal

ELECTRONIC CAPTURE OF LEARNING ACTIVITIES
Electronic capture of learning activities is the responsibility of Academic Technology, which follows University guidelines for obtaining appropriate permissions from those involved. Learning activities at NEOMED involve all scheduled curricular activities and include lectures, labs, small groups, presentations, reviews, demonstrations and any activity in which faculty members, patients or off-campus visitors are participating. Capturing any of these events using video recorders, cameras or camera devices, digital recorders in any form, including cell phones and PDAs, is not allowed without the express written consent of all persons involved and the administration. Posting of any material for "personal use" to any website also requires written consent in advance. A request form is available from the Departments of Academic Services or Information Technology and should be completed with signatures prior to any activity. The form should be returned signed to the Department of Academic Services. Students who initiate electronic capture of faculty, staff, visitors, or a curriculum activity without permission will be asked to discontinue the activity immediately. Additional action may involve referral to the Committee on Academic and Professional Progress (CAPP) for unprofessional behavior or misconduct.

ACCESSIBILITY SERVICES

Northeast Ohio Medical University is committed to equal opportunity and challenge for all academically qualified students and does not discriminate based on disability. Reasonable accommodations that do not fundamentally alter the curriculum are available to encourage students with disabilities to take full advantage of the University's educational, social and cultural opportunities. As Northeast Ohio Medical University is enriched by persons with disabilities in its student body and among the faculty and staff, it is important also to understand and support the needs and rights of these individuals.

All students will be held to the same performance standards and must be able to carry out the Essential Functions of their positions or programs with or without reasonable accommodation.

To request disabilities accommodations, please complete and submit the Student Accessibility Services Request form available online at the Accessibility Request Form website. Students may also wish to schedule a meeting with the Learning Center Accessibility Services staff member(s) to discuss the process of applying for accommodations: accommodations@neomed.edu

To review current accessibility policies and procedures, please consult the Student Accessibility Services Committee's Policies and Procedures manual which can be found on the Student Accessibility Services website: https://www.neomed.edu/learningcenter/accommodations/

Records submitted by students are kept securely and confidentially in Student Services and are not part of the student's academic record. Release of these records to anyone at the University outside of Student Services is based on people having a legitimate educational interest. Release to anyone outside of the University will require students' written authorization.

Academic requirements may be reasonably modified, as necessary, to ensure that they do not discriminate against currently enrolled students with disabilities. At the student's request, Learning Center staff will confer with the University Student Accessibility Services Committee (USASC) to recommend academic adjustments in compliance with legal mandates. Academic adherence to requirements that are essential to programs of instruction are not considered discriminatory.

Modifications will not affect the substance of the educational programs or compromise educational standards. Because of the diversity of individual needs relating to USASC and the uniqueness of each class, students may discuss their requests for course modifications with their instructors, if appropriate, only after approval of the University Student Accessibility Services Committee.

In general, requests for accommodation take a minimum of two (2) weeks to process. Requests for accommodation for curriculum-related activities that occur outside of the NEOMED Rootstown Campus may take up to six (6) weeks to process. Students are encouraged to submit their request at the beginning of the academic year. All requests, if appropriate, must be reviewed on an annual basis by the USASC. Each request is considered on an individual basis and any approved accommodation is based on the USASC's review of the request, the specific disability, and the documentation provided in support of the foregoing.

Updated documentation will be required every two years at a minimum. The USASC may require updated information from the student's treating provider more frequently based on the diagnosis and/or accommodation.

The Learning Center staff is available to consult with students on an appointment basis, Monday through Friday, 8:00 AM to 5:00 PM. Other hours may be available by special request. To ensure that a staff member is available and has adequate time to meet with you, please email accommodations@neomed.edu, or call (330.325.6756) to schedule an appointment. Meetings may be scheduled in person or via videoconference.

Hardships Affecting Site Assignments (College of Medicine)
College of Medicine students requesting accommodation (such as special consideration in clinical assignments or to leave a specific pathway program or track) based upon a hardship must petition the Hardship Review Committee by completing the Hardship Request Form.

A hardship constitutes a set of extenuating circumstances beyond a student's control, and beyond those inherent to professional-level education, that negatively and substantially impact a student's successful progress within the curriculum. The decision to enter a curriculum of study or a particular pathway or track in the curriculum should not be taken lightly. However, NEOMED recognizes that hardships may exist that substantially alter a student's circumstances.

The Hardship Form, supporting documentation/evidence of the hardship, and the student's entire academic record, as needed, will be reviewed by the Hardship Review Committee. The Hardship Form and documentation should be submitted using the link provided to initiate the process of review. Documentation includes any evidence that supports and substantiates the hardship. Documentation should be provided at the time that the Hardship Request Form is submitted and will be included in the review of this request.

After committee review, the student may be asked to appear before the committee to clarify questions before a final decision is rendered. Decisions are final and binding.

Although hardships are never planned, the best opportunity to accommodate them is immediately after they are recognized. Students are encouraged to submit this form as early as possible after a hardship is

encountered to allow careful consideration. For the College of Medicine, M3 and M4 clinical experiences hardship request forms must be submitted no later than the second Friday of January. Due dates for M1 students are established by the College of Medicine. M2 students should submit requests no later than two weeks prior to the start of classes. Across all years, students may submit a request for consideration after any established deadlines as hardships can occur at any point in time.

ALUMNI RELATIONS

Alumni are committed to helping students find success in their chosen fields. Our graduates have completed residencies in a wide array of specialties and subspecialties in residency programs across the country and are available to speak with students at any step along the way. More than 300 alumni serve as clinical faculty members, and nearly 2,000 live and practice in northeast Ohio and are pleased to be a resource for students.

The Alumni Association sponsors a variety of programs for students throughout the year including events to help students meet and network with physicians and pharmacists in various specialties and activities that provide support and encouragement.

AREA HEALTH EDUCATION CENTERS (AHEC)

The Area Health Education Center (AHEC) program promotes primary care practice in medically underserved areas of the state. The NEOMED AHEC participates with other Ohio medical schools in implementing the AHEC program, which was established in 1978 to support undergraduate and graduate medical, nursing, and allied health education programs in rural and urban settings in Northeast Ohio.

The AHEC program is linked through four community-based AHEC centers: Akron-Region Interprofessional (Akron), Canton Regional (Canton), Cleveland-Region Interprofessional (Cleveland), and Eastern Ohio (Youngstown). These centers, in collaboration with the NEOMED AHEC Program Office, plan and develop educational programs based on their assessment of local resources, health personnel needs and the interest of each community. In addition to medical education, the Centers develop clinical-based educational programs for other health professions with The University of Akron, Cleveland State University, Kent State University and Youngstown State University.

AHEC provides recruitment programs for students who are considered under-represented in the health professions; community-based student education for health professional students; and professional development/continuing education for health professionals focusing on primary care.

The AHEC Program and its centers collaborate with other Ohio medical colleges, the Ohio Department of Health and other state agencies, nearby partner universities and local hospitals. The program is funded through the Ohio Legislature through the Ohio Department of Higher Education, the federal AHEC Program (HRSA); Bureau of Health Workforce, and by partner universities, local grants, and program-generated funds.

CARE TEAM

The Care Team is a campus-wide network of resources to encourage mental health, well-being, and help-seeking throughout the campus community. The Care Team focuses on prevention, early intervention, and provision of support services for individuals in the NEOMED community experiencing distress or engaging in harmful or disruptive behaviors. The Team will:
- Develop and coordinate intervention and support strategies
- Regularly review and assess these situations
- Recommend actions in accordance with existing university policies
- Monitor outcomes of cases discussed

This multidisciplinary team represents the Northeast Ohio Medical University (NEOMED) community. It uses a cross-functional approach, which is designed to prevent any instance of distressed or disturbing behavior from falling through the organization cracks and at the same time connects disparate (and therefore seemingly innocuous or less troubling) pieces of information that may indicate a more serious or acute problem.

Team Membership
The Care Team is led by the NEOMED Chief of Police and a licensed psychologist from NEOMED's Department of Psychiatry, with administrative and advisory support provided by the Office of the General Counsel.

- Assistant Dean, Student Affairs (COM)
- Assistant Dean, Student Success (COP)
- Director, Center for Student Wellness and Counseling
- Director, Faculty Relations, and Professional Development
- Director, Human Resources
- Chief Marketing Officer
- Guidance Counselor, Bio-Med Science Academy
- Program Coordinator, COGS
- Senior Executive Director, Academic Affairs and Student Services
- Signet Management representative
- Property Manager, The Village
- Other personnel as needed for specific cases

Reporting and Referrals
If there is imminent risk, call 911.
Referrals can be made to any member of the Care Team through any of the following methods:
- Care Team Referral: This form can be found online at https://www.neomed.edu/care-team/referral/#top and it allows members of the NEOMED community the opportunity to confidentially report a serious concern that could be considered a threat to others or the NEOMED environment. These reports allow the Care Team to initiate proper action to ensure the safety of the community. Because the form is confidential, NEOMED reminds the community that those who refer "persons of concern" should in good faith report real and actual events or issues. Deliberately falsifying such reports will be considered a violation of university policy and could result in disciplinary action.
- Informal communication to any member of the Care Team: any member of the NEOMED community may call, email, or speak directly with a member of the team to relay concerns regarding threatening behavior or threats to safety.
- All members of the NEOMED community should be alert to potential safety issues. If such issues are observed, members of the community should report them directly to the Care Team. All referrals will be handled confidentially with information released only on a need-to-know basis.

The Care Team will review, and address matters related to the following behaviors:

- Threatening or disruptive behavior, which includes, but is not limited to:
  - Physically threatening actions or verbal threats to persons such as stalking, hate speech, implicit threats, electronic bullying, yelling, or threatening to strike with body or weapon
  - Specific threats to inflict harm on self or other
  - Physical assault, with or without weapons
  - Behavior that a reasonable person would interpret as potentially violent
  - Damage to property of others or the university
- Concerning behavior that might indicate a student, employee or visitor is experiencing significant distress, based on changes in behavior or physical indicators.
- Patterns of chronic, escalating concerning behaviors

For additional information about the Care Team, contact Kali Williams, Chief of Police at 330.325.6492.

CONTINUING PROFESSIONAL DEVELOPMENT

The Continuing Professional Development portfolio provides ACCME- and ACPE-accredited continuing education programs for health professionals in Northeast Ohio to improve population level health outcomes. The office also supports lifelong-learning and stands as a resource for leadership development, talent development, quality improvement and lean initiatives.

COUNSELING SERVICES AND CRISIS SUPPORT

Student mental health issues are not uncommon given the stress students experience while in professional school. To provide support for students and to assist in meeting personal, academic, and professional goals, NEOMED provides on-site counseling services.

(A)   Counseling Services Policy
   (1)   NEOMED enrolled eligible students are informed of the availability of counseling services during their new student orientation. Students are encouraged to address symptoms related to stress regarding academic concerns, time management issues, anxiety, depression, relationship issues, or other personal concerns.
   (2)   Students enrolled in NEOMED are eligible to receive short-term, time-limited confidential counseling. Students may email counseling@neomed.edu or call 330.325.6757 to schedule an appointment.
   (3)   Counseling records are stored by the Center for Student Wellness and Counseling Services and are separate from student academic records. No student counseling record will be released to anyone outside of the Center for Student Wellness and Counseling Services Department without written consent by the student.
   (4)   In counseling, there may be times that a community-based referral is necessary for counseling and psychiatric services. If a referral is needed to optimize student care, the Center for Student Wellness and Counseling Services staff will provide community-based referral information for specialized needs such as alcohol/drug treatment, trauma focused therapy, eating disorders, and others.   A list of mental health providers is also available on the Center for Student Wellness and Counseling Services website.
   (5)   Students who prefer to seek counseling outside of NEOMED with a community-based provider will be referred to a licensed therapist not affiliated with the Colleges. A list of clinicians is available to students online at the Center for Student Wellness and Counseling Services website.
   (6)   If a personal issue is related to the student's physical health, the student will be referred to his/her primary care physician, NEOMED Healthcare, or a nearby medical facility.
   (7)   If a student has been referred by the Center for Student Wellness and Counseling Services (CSWCS) to an outside provider to receive a higher level of care or specialized care, he/she will be required to sign a release of information between the CSWCS and the outside provider to consult regarding the appropriate level of services needed by the student.

(B)   Psychiatric Services
   (1)   When therapeutically warranted, the clinical staff of the Center for Student Wellness and Counseling Services may discuss a referral to a staff psychiatrist or community provider with the student. The clinical staff of the Center for Student Wellness and Counseling Services will provide psychiatric referral information to the student. A list of providers is also accessible on the Center for Student Wellness and Counseling Services website.
   (2)   Students may not receive or be referred to psychiatric/psychological counseling from any health service provider involved in the academic assessment or promotion of the NEOMED student receiving those services. Students assigned to a clinical site where a treating psychiatrist /psychologist, with whom the student has an existing or previous relationship can consult with a clinician from the Center for Student Wellness and Counseling Services regarding their options for treatment providers not associated with NEOMED education.

(C)   Emergency/Crisis Counseling
   (1)   Students who require emergency counseling services during normal business hours should be directed to the Center for Student Wellness and Counseling Services located in the NEOMED Healthcare Center on the second floor of the NEW Center. Clinical staff of the Center for Student Wellness and Counseling Services will meet with the student and assess the level of care needed at that time. If a clinical staff person of the Center for Student Wellness and Counseling Services/NEOMED Healthcare is not available, the student will be directed to emergency support services through the main line at 330-325-

6757 by following the crisis option with the prompts to receive 24/7 assistance. If danger is immediate, students should call 911.

(2) Situations that require immediate attention include those where the student is:

    (a) Severely depressed (may talk about suicide or attempting to harm self or others, says life is not worth living, feels hopeless and/or helpless)

    (b) Experiencing panic attacks (extreme feelings of anxiety, has trouble breathing or has shortness of breath, tightness in the chest and/or head, thinks that he/she is going to die)

    (c) Has experienced recent sexual abuse, assault, or rape

    (d) Actively abusing substances such as alcohol or drugs

(3) After-hours crisis counseling is available to NEOMED students. Students in crisis may call 330.325.6757 and follow the prompts for urgent after-hours care or call Impact Student Life Assistance 24/7 Access at 866.780.0855. Students are strongly encouraged to access after-hours crisis coverage if: a student is unable to stop crying, has thoughts of harming oneself or others, has not eaten or slept for several days (not due to illness) or has experienced recent trauma.

(4) Faculty, staff, administrators, and students may consult with the Center for Student Wellness and Counseling Services (CSWCS) if they have concerns regarding a student. Consultation includes discussing the student of concern's behavior, their observations, and questions about how to best assist the student they believe is in distress. Options for preferred approaches are discussed and in some cases a referral to the Care Team may be recommended. The clinician makes it clear during the consultation that it is not the standard practice of the CSWCS to directly contact the student of concern because of the consultation, unless it is determined that the student is in immediate crisis or a danger to self or others. If the situation is deemed emergent, NEOMED police will be contacted to ensure student safety. The clinician makes every effort to encourage the individual seeking consultation to approach the student of concern to seek services. To continue to maintain client confidentiality, if the student of concern happens to be a client of CSWCS, no information will be disclosed to the consulting individual.

(D) Emergency Psychiatric Services:

    (1) **Hotlines and Local Resources**
- On Campus Emergency: 911
- Off Campus Emergency: 911
- NEOMED After-hours Urgent Counseling Phone: 330.325.6757
- Impact Student Life Assistance 866-780-0855
- Town Hall II Help Line: 330.678.HELP (4357)
- National Suicide Prevention Lifeline: 1 800. 273.TALK (8255); **988**
- Crisis Text Line: 741-741
- Trevor Lifeline for LGBTQ persons: 866.488.7386

    (2) **Sexual Assault**
- RAINN Hotline (Rape, Abuse and Incest National Network): 800.656.HOPE (4673)/ (https://www.rainn.org/)
- Town Hall II Help Line: 330.678.HELP (4357)

    (3) **Drugs and Alcohol/Substance Abuse**
- Townhall II: 330.678.4357
  Detox referrals, comprehensive assessment, individual & group counseling, residential treatment for women. Location: 155 N. Water St., Kent, OH
- Coleman Professional Services: 330.673.1347
  Offers comprehensive assessment, individual & group counseling, mental health and alcohol/drug dual diagnosis, and medication assisted treatment (Vivitrol). Location: 5982 Rhodes Rd., Kent, OH
- Summit County ADM Board: 330.434.9144/330.940.1133/ https://www.admboard.org/
- Family & Community Services: 330.677.4124

Offers comprehensive assessment, individual & group counseling, residential treatment for men, and recovery housing. Location: 143 Gougler Ave. Kent OH

- Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline: 1.800.662.HELP (4357)/ (https://www.samhsa.gov/)
- Alcoholics Anonymous: https://www.aa.org/
- Narcotics Anonymous: https://www.na.org/

(4) **Domestic Violence**
The Ohio Domestic Violence Network: 800.934.9840/(http://www.odvn.org/)
National Domestic Violence Hotline: 800.799.7233/(http://www.thehotline.org/)
Family and Community Services: 330.677.4124/(https://fcsserves.org/)
Summa Center for the Study and Treatment of Traumatic Stress: 330.379.5094

(5) **Medical Emergency:**
- University Hospitals Portage Medical Center Emergency Services Hospital
  Phone: 330.297.2850
  Address: 6847 North Chestnut Street, Ravenna, Ohio

DEPARTMENT OF PUBLIC SAFETY

The Northeast Ohio Medical University Police Department (NPD) is the primary investigating agency of all criminal acts and incidents that occur on the NEOMED campus. All officers of the department have successfully graduated from a state approved peace officer training academy and hold the same authority and powers of arrest as any certified police officer in the State of Ohio. To promote a culture of safety and inclusivity, the NPD is charged with being a community-oriented agency that is committed to providing the highest level of service, education and protection to the students, employees and visitors of the NEOMED campus.

NPD is supplemented by contracted security officers who staff the front security desk (room A-90). Emergency calls are dispatched to the NPD through the Portage County Sheriff's Office. NPD operates 24 hours a day, 7 days a week. For non-emergencies, NPD can be reached by calling 330.325.5911.

NPD Services
- Proactive foot and vehicle patrols of campus
- Response to all calls-for-service, medical emergencies, and other incidents on campus
- Vehicle lockout and jumpstart assistance on campus
- 24/7 safety escorts to any location on campus
- Monitoring and maintenance of campus blue light emergency phones
- Timely alerts through the University's mass emergency notification system
- University ID card services and access control
- Safety presentations
- ALICE training

Contact Information
(1) Campus Security Office, Room A-90, 330.325.6489 or 330.325.5911
(2) NEOMED Police Department, Room M112, 330.325.5911

ACCESS TO CAMPUS FACILITIES

(1) Access to the campus is restricted to NEOMED identification card holders. Generally, all exterior doors to the campus are locked, except for the NEW Center. Several exterior doors have key card access allowing personnel and students convenient access to their work and study areas. All campus visitors must report to the NEOMED Reception Desk located in the NEW Center to sign in and obtain a guest ID.

EMERGENCY NOTIFICATIONS

NEOMED's Department of Public Safety works closely with other offices and departments on campus, as well as outside agencies to assess threat levels. If a determination is made that an emergency or dangerous situation exists that poses an immediate threat to the health or safety of members of the University community, the Department of Public Safety in conjunction with input from the Offices of the President, Operations and Finance, and Marketing and Communications will determine the content of the notification.

Some or all of the systems described below will be used to communicate the threat to the community, or to a particular building or segment of the community.

NEOMED will, without delay, and considering the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to or otherwise mitigate the emergency.

Certain University officials are authorized to send emergency notification messages to students, faculty, and staff. The emergency notification system can send messages via email, text messages to cell phones, and voicemail to cell, home, and office phones. NEOMED will immediately notify the campus community upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus, unless issuing a notification will compromise efforts to contain the emergency. Emergency messages will include information on what has occurred and directions to the campus on what to do next.
Additional methods by which notifications may be received include:
(a) RAVE Alert
(b) Public address system
(c) NEOMED's website, www.neomed.edu
(d) Print and broadcast media

The emergency notification system is tested on an annual basis. It is necessary that every student and employee keep his/her contact information current in the emergency notification system. To view and/or update personal contact information, please log into your RAVE account at https://www.getrave.com/login/neomed.

EMPLOYEES AND STUDENTS ARRESTED FOR OFFENSES OF VIOLENCE ("1219 PROCEEDINGS")

The purpose of this policy is to outline the procedures for the immediate suspension and possible termination of employees arrested for Offenses of Violence. This policy will also be used for the suspension and dismissal of matriculated students arrested for offenses of Violence. The scope of this policy is inclusive of all employees and matriculated students of the University. The full policy is available online at the Policy Portal at https://www.neomed.edu/3349%E2%80%9010%E2%80%9074-employees-students-arrested-for-offenses-of-violence/

FIRE ALARM PROCEDURES

All faculty, staff, students, and visitors shall follow any emergency instructions given by emergency response personnel during an emergency situation. When the fire alarm sounds ALL faculty, staff, students, and visitors will leave their respective buildings immediately by the nearest exit. Close any open windows or doors in the area as you exit the building if time permits. Stay far enough from the building to permit easy entrance by fire department personnel and equipment. When the building alarm is silenced, *do not enter the building*. When it is safe to enter, an "all clear" will be given. All personnel, except designated response personnel, are required to leave the building immediately regardless of activities in progress. No classes, meetings, research, or surgical activities justify endangering human life from fire or toxic gases. Time should be taken to deactivate miscellaneous electrical and mechanical equipment only if they cannot safely continue running unattended.

Fire extinguishers are located throughout all buildings. If evacuation of a building becomes necessary, exit using the stairways. Elevators should not be used under any emergency evacuation circumstance. Tampering with fire alarms or fire prevention equipment is against the law and may result in criminal charges and/or dismissal from the University.

FIREARMS: CRISIS AND STUDENT POSSESSION OF A FIREARM

Firearms are not permitted on campus. This includes The Village housing. In consultation with the University Police Department, the following was agreed upon for students who may be in crisis and/or seen in Counseling Services and have possession of a firearm. If a student who resides in The Village wishes to voluntarily surrender a firearm for their safety or the safety of others, University Police agree that no charges will be brought against this student solely for disclosing or possessing the firearm in The Village. As the mental and physical well-being of the student population are of paramount importance, and to minimize risk exposure for students experiencing a mental health crisis, the University Police will facilitate the removal of the weapon as a measure of safety.

Chief Williams or Lieutenant Parker may be contacted 24/7 either independently by a student (the student would call the non-emergency University police number, 330.325.5911 and ask for them specifically) or by contacting the Counseling staff that a firearm needs to be removed from the Village housing. The officer would go to the student's residence and remove the firearm. The weapon would then be stored safely in the police department until proper disposal or safe transfer of the weapon can be made. Students living in off-campus housing may also request removal of a firearm if there is a question of safety to the individual or others.

IDENTIFICATION BADGES

NEOMED ID badges shall be worn at all times. ID badges greatly aid faculty, staff, and students in getting to know each other. A visible ID badge also helps in identifying authorized versus unauthorized personnel on the premises. Students are expected to keep their ID badges during their entire educational career at the University. Lost, stolen, or misplaced badges must be reported promptly to the campus security office and replaced immediately. A fee may be assessed for the replacement badge.

MINORS ON CAMPUS

Minors are permitted in all non-laboratory areas of the NEOMED campus when accompanied by an adult. Minors are not permitted in the laboratory areas unless prior written approval has been provided by the department head in advance of the minor's visit and the requisite supervision will be in place during the visit. "Minors" refers to persons under age 18. Minors 16-18 years old may work on the NEOMED campus provided their parent(s) or legal guardian(s) complete the necessary paperwork with Human Resources allowing them to do so.

Laboratory areas are specifically defined as follows: The Multi-Disciplinary Teaching Laboratories and Gross Anatomy laboratory areas of B building; All Basic Medical Sciences laboratories in C, D, E and F buildings; The Research and Graduate Education Building, and all restricted access areas in the Comparative Medicine Unit (CMU).

Minors may be permitted in these areas under special circumstances with the prior written approval of the Office of General Counsel. Activities in the CMU will require the additional approval of the director of CMU.

The NEW Center, Sequoia-Wellness, the Information Center, and the bookstore are open to the public.

Parking (see parking lots on the campus map)

Registration Regulations

> Students must register their vehicle with the University via the NEOMED website. Once vehicle registration is complete, the permit can be picked up at the campus security office in room A-90 between the hours of 8a.m.-4p.m., Monday-Friday. Parking permits are required for all students. Permits shall be placed on the rear-view mirror while the vehicle is parked on university property. Instructions for logging into the vehicle registration screen are as follows:
> - Go to the NEOMED website: http://www.neomed.edu
> - Click on *Students* at the top
> - Click on *Student Self-Service* and log in
> - Click on *All Users*
> - Click on *NEOMED Parking*
> - Add vehicle information

Registration/Parking Enforcement
Students should register their vehicle and acquire their parking permit during the first week of classes. A deadline by which vehicle information should be updated and new permits acquired will be communicated to the campus community. **Faculty, staff, and students who do not update their vehicle information and acquire a parking permit by the deadline will be charged a $150 fee.**

R Parking Lot by the Research and Graduate Education Building (RGE Building)
The RGE parking lot is for faculty and staff parking only. Students who are enrolled in the KBMS, BTB, or MMSc-A programs are permitted to park in the RGE parking lot. All other students and residents of The Village are not permitted to park in this lot between the hours of 7a.m.-5p.m., weekdays. All students and residents of The Village are permitted to park in this lot on weekends and from 5p.m.-7a.m., weekdays. Students and residents of The Village who park in this lot during restricted hours are subject to citations and/or tow.

Visitor Parking Lots by the NEW Center
NEOMED students are not permitted to utilize parking spaces in the NEW Center visitor parking lots weekdays, between 7a.m.-5p.m. Students may park in the NEW Center visitor parking lots without restriction on the weekends, and from 5p.m.-7a.m. weekdays.

Fines
Fines for NEOMED citations issued for parking violations are $25 and/or towed vehicle. Anyone issued a citation for traffic offenses under the Ohio Revised Code is subject to fines and/or court dates as set forth by Portage County Municipal Court.
Certain traffic offenses under the Ohio Revised Code are also violations of campus parking rules and regulations. Citations can be issued for both.

Questions and Additional Information:
Please visit https://www.neomed.edu/police/other-services/parking/ for additional information. For questions, contact the Department of Public Safety at 330.325.5911 or email publicsafety@neomed.edu.

REPORTING CRIMINAL INCIDENTS AND OTHER EMERGENCIES

All students, employees and visitors should promptly call 911 to report criminal incidents, accidents, and other emergencies. When reporting an emergency from a campus desk phone, dial 911. After a call is made to 911, students, employees and visitors should notify the campus security office at 330.325.5911 to inform them of the emergency, if it is safe to do so. For non-emergency public safety related matters, contact the Department of Public Safety at 330.325.5911.

The red "emergency" button on the exterior emergency telephones is programmed to dial 911 directly. The keypad may continue to be used to dial any on-campus extension, including campus security at ext.5911.

Emergency blue-light phones are also available in university parking lots. These phones allow individuals in need of assistance to call 911. The emergency blue light phones are located throughout campus parking lots.

Courtesy phones are located near certain exits of the facility. These stations will automatically call campus security when they are taken off the hook. Courtesy phones can function to report emergencies and for general building information. The locations of the courtesy stations currently in service are listed below:

(a) Near the South exit to "B" building
(b) Near the Southeast exit of "C" building
(c) At the South exit to "D" building (between "C" and "D" building)
(d) Near the Northeast exit to "E" building
(e) Near the North entrance to Lower "E" building
(f) Near the north main entrance to "F" building; and
(g) South main entrance to Ralph Regula Conference Center.

LOCKERS

All students have access to a locker. Students are not assigned lockers. Students must go to the Registrar's Office to request a locker and sign out a locker key. Locker keys are given out on a first-come first-serve basis. There are also open, unassigned lockers near Liebelt Hall (E-10) that are available to all other students who wish to use one, however, students must provide their own locks. Students who request a locker from the Registrar's Office will receive an email at the end of the year stating the return date and where to drop off their key. If a student loses or does not return their key, they will be subjected to a $50 dollar fee.

MARKETING AND COMMUNICATIONS

RESOURCES FOR STUDENTS

The Office of Marketing and Communications provides a number of communication and outreach services and tools for students at NEOMED. These include:

- The Pulse website and daily campus e-newsletter
- University website calendar
- Information boards around campus
- Digital monitors
- Strategy and design consultation/services
- Social media services, promotion and University-affiliated account creation
- And more!

STUDENT BUSINESS CARDS

Students who are interested in having NEOMED business cards may place orders online. The cost for students is 50 cards for $5 or 100 cards for $10.00. Proofs of all cards will be submitted to individuals for review via email before being printed. Cards will be able to be picked up and paid for at the NOOK bookstore. Visit neomed.edu/printing/student-business-cards to get started.

STUDENT INFORMATION FOR NEWS RELEASES

The Office of Marketing and Communications uses basic student record information in news releases for various student activities and accomplishments. Data typically includes student name, course of study and year at NEOMED, high school, undergraduate institution (if applicable), and hometown city, state and zip code. Granting of such information is strictly voluntary on the part of the student. As a result, students may opt out by requesting omission to the Office of the Registrar. When a student elects to opt out of such communications, please know that the Office of Marketing and Communications is unable to issue news releases that contain the student's name and their accomplishments to the students' local and hometown news outlets.

ROOM REGULATIONS FOR STUDENT USE

Student organizations may reserve rooms for organization meetings via the Office of Student Services. Students are permitted to use only rooms they have reserved and may not access attached phones, kitchens or supplies in any room. Students are not permitted to schedule rooms for other students. Student organization room reservations must be submitted through the Student Services Office via the Student Organization Management Software by completing the Student Activity Reservation Form. Please allow up to 48 hours for approval.

The student reserving the room will be responsible for any activity in the room even if the responsible student was not present for the activity. Students must clean the room prior to vacating it. This includes discarding trash and wiping tables of crumbs and other debris. Cleaning can generally be accomplished in 15-20 minutes. The room must remain unlocked during use. The University is not responsible for valuables left in an unlocked, unoccupied room.

All rooms should be restored to their original condition upon vacating. For example, if the room is set up with the tables in a square, they should be returned to this position, even if this is not the standard set-up for the room. This is particularly important as Conference Services frequently sets up early morning meetings the

night before the meeting. Students must vacate the room upon request of the night cleaning crew. The cleaning crew has a schedule to maintain and will not return to clean a room at the convenience of the occupant. Any additional required cleaning, rearrangement, etc., will be charged to the student who was responsible for the room reservation.

The library, NEW small group rooms, NEW Watanakunakorn Auditorium, Olson
Auditorium, Meshel Lecture Hall, and Liebelt Lecture Hall are designated as group study areas and need not be reserved.

A student may only reserve a room for the block of time for which he/she will actually be using the room. For example, a room should not be reserved from 5 p.m. to midnight if the student is only planning on studying in the room from 6 p.m. to 10 p.m.

SEQUOIA WELLNESS CENTER

Sequoia Wellness is a fitness facility unlike traditional gyms; it also offers overall wellness programming inclusive of wellness education, nutrition services and cooking demonstrations. While open to the larger community on a paid membership basis, professional degree students receive automatic membership to Sequoia as part of their student fees. * The 25,000-square-foot facility houses the following:

- Spacious fitness floor with state-of-the-art equipment
- Lap and warm-water therapy pools
- Multi-use gymnasium with three basketball hoops
- Physical therapy area
- Free weight area
- Steam rooms, saunas, and whirlpool
- Group exercise classrooms
- Rock climbing wall
- Activity-based babysitting

For more information about Sequoia Wellness visit www.sequoia-wellness.com/ or call 330.578.9030.

*Students who take a leave of absence or who voluntarily withdraw from the University in good standing are subject to deactivation of their student Sequoia membership based on the date the semester ends for the academic semester for which they were last officially enrolled. Students who start the fall semester but then become dis-enrolled within that same semester will maintain their Sequoia membership through the conclusion of the fall term, and students who start the spring semester but then later become dis-enrolled within that same semester will maintain their Sequoia membership through the entire summer. In instances where a student is dismissed or suspended from NEOMED, their Sequoia membership will be cancelled based on the effective date of the University action.

STUDENT AFFAIRS – COLLEGE OF MEDICINE

The Student Affairs team for the College of Medicine includes the Associate Dean for Admissions and Student Affairs, Assistant Dean of Students, and Assistant Director of Student Affairs. The Student Affairs team provides support and guidance to students throughout their medical school experience, with the goal of helping each student achieve optimal professional growth and development and is the first point of contact for medical students for troubleshooting issues and concerns. The Student Affairs Team also serves students through a wide variety of activities, including:

- Participation in the development and administration of policies that impact the quality of life and campus resources available to medical students.
- Oversight of the career development and residency match process
- Assistance with planning and implementation of extra-curricular enrichment opportunities, including career exploration, research, and service experiences.
- Preparation of dean's letters of recommendation on behalf of medical students for research and other professional development applications.
- Serving as the College of Medicine advisors for the NEOMED Student Council, Student Conduct Council, the NEOMED Virtuous Healer Honor Society and the NEOMED Zeta chapter of Alpha Omega Alpha.
- Assistance with development and implementation of programs and activities to foster student leadership skills.
- Serves as a student advocate for the Committee on Academic and Professional Progress (CAPP)

STUDENT EMPLOYMENT GUIDELINES

College of Medicine
The primary responsibility of every medical student is mastery of the College of Medicine's educational objectives exemplified in knowledge, skills, and attitudes. The academic program of medical school is fast paced with a sheer volume of content that is often overwhelming. For these reasons, the College of Medicine strongly discourages all students from engaging in any outside employment.

College of Pharmacy
Students enrolled in the Doctor of Pharmacy program at Northeast Ohio Medical University (NEOMED) are encouraged to seek employment in a pharmacy setting while pursuing their degree. Anecdotal feedback suggests that students who work while enrolled in pharmacy school are academically stronger and are more likely to have employment opportunities following graduation. However, students who prioritize work hours over academic studies, or who work excessively are more likely to struggle with completing academic milestones. It is important to remember that as a student in a graduate-level program, academics are the primary focus. Students should adhere to the following guidelines regarding employment and academics:

- During the academic year, students are encouraged to retain employment in a pharmacy setting if it does not interfere with scheduled classes or inhibit study time.
- Faculty recommend working no more than 8 hours OR one shift per week on average for students with consistently positive academic performance. It is understood that each student will need to assess their ability to effectively balance work and academic responsibilities. The recommendation provided may not apply in all situations, but rather is intended to be an initial guide.
- Students are encouraged to re-evaluate any work commitments on a regular basis to consider previous experiences and expected academic workload.
- Students should avoid situations where the time committed to work ultimately creates an unfortunate situation where they are in a position of academic difficulty.
- Employment in a pharmacy, preferably as a pharmacy intern, during summers and vacation breaks during the academic year, is strongly encouraged.
- When it is determined that a student missed class, an assessment, or any other required academic activity due to a work commitment, the absence will be considered unexcused and will be noted as such.
- Remember that work experience during pharmacy school reflects on overall work ethic as a professional. Consider the experience of working in a pharmacy as an extended interview for a potential role as a pharmacist in that organization. It is in your long-term best interests to remain in good academic standing to successfully complete the program.
- Students are encouraged to discuss their individual balance of academics and employment with their PDAT advisor or the Office of Student Success.

STUDENT RESEARCH FELLOWSHIP PROGRAM

The fellowship projects provide research experiences for NEOMED's medical, pharmacy, and graduate students, in a variety of disciplines. The Student Research Fellowship Program is a mentored research program designed to provide intensive training in research procedures and principles on projects in basic and clinical disciplines; to enhance students' research horizons; and to develop scientific presentation and writing skills. The program is administered by the Office of Research and Sponsored Programs (ORSP).

A project catalog which includes a description of all approved projects and application materials is [available on the NEOMED website](). Students who are selected for a Student Research Fellowship must complete all applicable training to participate in a project. Students must also be compliant with the immunization program. Students with summer course remediation may have to withdraw from a Student Research Fellowship and are required to meet with the Senior Executive Director of Academic Affairs and Student Services to discuss the situation.

STUDENT HEALTH SERVICES

CENTER FOR STUDENT WELLNESS & COUNSELING SERVICES

A successful transition into professional school requires the ability to maintain a healthy balance between one's academic and personal life. The Center for Student Wellness and Counseling Services promotes the practice of self-care and focuses its services on providing confidential clinical counseling, psychiatric triage services, and health and wellness psychoeducation. The goals of the Center for Student Wellness & Counseling Services are to:

- Communicate the importance of achieving balance between one's academic and personal life, and demonstrate strategies for maintaining this balance throughout professional school and beyond
- Provide short-term time limited individual counseling support
- Educate students how to create, achieve and maintain personal well-being
- Equip students healthy coping strategies
- Promote a healthy and active lifestyle

Counseling Services

Within the Center for Student Wellness and Counseling Services, NEOMED provides confidential mental health counseling and psychiatric triage services on campus to all enrolled students. Counseling provides the opportunity for personal growth and development and can address symptoms related to stress regarding academic concerns, time management issues, anxiety, depression, relationship issues, or other personal concerns. When appropriate and relevant to maximize care, students may be referred to external community supportive resources. More information regarding referral resources is available on the NEOMED website.

STUDENT HEALTH CENTER; NEOMED HEALTH CARE

Student health services provide campus-based, physician delivered, primary health care services, including COVID-19 symptom assessments. Primary care medical services are offered to all NEOMED students via in-person and virtual telehealth modalities. The entrance to student health services is located on the 2nd floor of the NEW Center in between the elevators and the stairway. The new student health services practice in Suite 203 includes the following:

- Acute symptom management: The goal is to address illness in a time sensitive and accessible manner.
- Chronic disease management: The practice will offer continuity care management of chronic illnesses such as asthma, diabetes, heart disease and high blood pressure.
- Prescriptions: Patient care management may include the need for prescribed medications which are considered a part of management plan options.
- COVID-19: Screening for patients with symptoms will be available.
- Testing for COVID-19 is available to established patients and to the NEOMED faculty, staff, and students, as supplies allow.
- Costs and Insurance: The student's health insurance company will be billed, when applicable, however there will be no co-pay assessed to the student. There may also be charges for services such as ordered laboratory and radiographic studies that are provided by outside providers.

Hours of operation are maintained on the [NEOMED Health Care website](#):

To schedule appointment call 330.325.3202

Please note: Student mental health services will continue to be offered through the Center for Student Wellness and Counseling. (Suite A-200, next to the library) Monday-Friday, 8 a.m. – 5 p.m., or by calling 330.325.6757 or emailing counseling@neomed.edu to make an appointment. If at any time you are unable to reach a counselor and need immediate, urgent mental health care, please contact Impact Student Life Assistance at 866.780.0855, AxessPointe at 330.673.1016, National Suicide Hotline at 988 or the crisis text line at 741-741.

OTHER HEALTH CARE OPTIONS

AxessPointe Community Health Centers/Kent (new location effective 9/19/2017: 143 Gougler Avenue) in Kent, Ohio is available for enrolled students to be seen for minor illnesses. For general information and appointments, call 888.975.9188.

Summa Health Rootstown Medical Center
Located at 4211 State Route 44 in Rootstown, Ohio, in NEOMED's medical office building. Features comprehensive services and easy access, providing those in and around the area with the care they deserve. Call 234.867.7107.

EMERGENCIES OR ILLNESS

At Rootstown
Summa Health Rootstown Urgent Care
Call 234.867.7536 Emergency? Dial 9.1.1.
Located at 4211 State Route 44 in Rootstown, Ohio, in NEOMED's medical office building.
Features a board-certified physician and advanced practice registered nurses, as well as onsite laboratory services and digital X-ray. Provides non-emergency care with convenient evening and weekend hours.
No appointment necessary. Urgent Care walk-in appointments available.

Emergencies: In case of emergency, dial 9-911. The paramedics will provide emergency care and transportation. Notify Security at 325-6489 to direct the paramedics to the location of the emergency.

Chronic or episodic illness: AxessPointe Community Health Centers/Kent in Kent, Ohio is available for enrolled students for chronic or episodic illnesses. For general information and appointments, call 1.888.975.9188.

On a Clinical Campus
Emergencies: Notify the preceptor or chief of service of the department in which you are currently located, and/or go to the emergency room of the hospital where you are located. The Senior Executive Director of Academic Affairs and Student Services, Executive Director of Enrollment, associate clinical dean for the hospital and the clerkship director/experiential director should be notified as soon as conditions permit.

Chronic or episodic illness: NEOMED does not wish to limit any student in his or her choice of physician. However, we recognize that a conflict of interest may exist when a treating physician is involved in assessing the performance of a student who is also his/her patient. Therefore, NEOMED suggests that students select their physicians from those not likely to be directly involved in their teaching and assessment.

STUDENT HEALTH INSURANCE

COVERAGE PERIODS FOR THE INSURANCE PROGRAM(S)

The coverage period for first year students begins the first day of classes through June 30. The coverage period for continuing students is July 1 through June 30.

DISMISSED STUDENTS

Students who are dismissed after being actively enrolled during the first 31 days of the period for which medical coverage is purchased will remain covered only through the end of that enrollment period (either December 31st or June 30th, whichever comes first). No refund of the premium will be refunded. Students who are dismissed do not have the option to continue coverage after the end of that enrollment period in which they were dismissed and may request reimbursement of the pro-rated premium in writing within 15 days of the date of dismissal to the NEOMED Credentialing/Immunizations staff. Students who are dismissed from NEOMED during the first 31 days of the period for which coverage is purchased are not covered under the policy. Any claims submitted within the first 30 days of the coverage period are the financial responsibility of the student. Ancillary/Voluntary dental and vision insurance contact healthinsurance@neomed.edu for assistance. Dental and Vision is an agreement between the student and individual insurance carrier. Payments and potential reimbursements are directly through the insurance carrier. Life and disability insurance are terminated on the date of dismissal and no refund will be permitted.

EXPIRATION OF MEDICAL INSURANCE

If a student has medical coverage through an outside carrier and that plan expires while the student is enrolled, the student is required to purchase medical coverage through the University's carrier or provide proof of purchase of medical coverage through another outside carrier. If insurance coverage is purchased through another outside carrier, proof of insurance must be provided to the Credentialing staff.

FILING AN INSURANCE CLAIM

Information regarding filing an insurance claim can be found at [Insurance Claims](#) Disclaimer: Medicine, Pharmacy, and Integrated Pharmaceutical Medicine students are required to have medical insurance throughout enrollment at NEOMED. You must either purchase the University's insurance policy or have documented coverage through another carrier. If you do not have insurance coverage, lose your coverage, and/or falsely report that you do, and if you have a medical event, NEOMED is not liable for the charges you incur. Medical treatment, follow-up and payment are the student's responsibility.

INSURANCE PREMIUMS

Information regarding [insurance premiums](#) can be found on the NEOMED Website.

MALPRACTICE LIABILITY

All professional program students are required to carry malpractice liability insurance coverage through the University's carrier. This coverage is provided by the University at the lowest possible cost, through a third-party insurance company. Malpractice insurance premiums are assessed and included in the University's student fees. Malpractice insurance covers only enrolled students for those activities officially sanctioned by the University as part of the curriculum in which a grade is assessed or for special, pre-approved academic activities and does not cover students on a leave of absence from the curriculum. Students enrolled in the College of Medicine may, with prior permission of the Senior Associate Dean for Academic Affairs, participate in non-graded clinical experiences that are not in conflict with required, graded courses, and are intended to enhance and/or supplement their education. Students who engage in any extracurricular activities that are not preapproved will not be covered by NEOMED malpractice liability insurance.

MEDICAL, DENTAL, VISION, LIFE AND DISABILITY

All professional program students are required to carry medical, life and disability insurance through the NEOMED carrier. Without exception, all students are automatically enrolled with the University's selected insurance carrier for life and disability and this coverage is maintained throughout enrollment at NEOMED. Students who do not have medical coverage may purchase coverage through the University's carriers during the determined open enrollment period. Students who have medical insurance through their own carrier will need to provide proof of coverage by going through the waiver process on the Haylor, Freyer and Coon on-line portal. Students who provide proof by the stated deadline will be exempt from enrolling in the University's medical coverage. NEOMED provides dental and vision coverage through the University selected insurance carrier. Students who do not have coverage through their own carrier, may elect to voluntarily enroll in the University's dental or vision insurance program. Medical, dental, vision, life and disability insurance information are available through the Office of Student Services website.

LEAVE OF ABSENCE (LOA)

All students enrolled in the University's Student Medical Insurance plan who have been granted a leave of absence and have been actively enrolled during the first 31 days of the period for which coverage is purchased, will remain covered under the policy for the full period for which the premium has been paid. Refunds are not permitted. Students on LOA have the option of continuing insurance coverage as follows:

For LOAs after 31 days of enrollment but before the end of the fall semester, students are eligible for coverage through the end of the current semester. For questions about or to request a continuation of medical coverage, contact the NEOMED Credentialing/Immunization Staff.

For LOAs during the spring semester, students are eligible for coverage through June 30. Any student taking a Leave of Absence from NEOMED with less than 31 days of active enrollment during the period for which coverage is purchased is not covered under the policy and may not request coverage for that academic year. If a student is enrolled in the insurance plan and the premium has been paid, a pro-rated refund of the

premium will be made to the student once they have been enrolled for 31 days. Students on LOA are not eligible to re-enroll in the University's medical coverage until they return to the curriculum. Ancillary insurance (dental and vision) is terminated upon the first day of an LOA and coverage can be purchased upon return to the curriculum. Students graduating on-track (in May) are eligible for insurance coverage through the end of the insurance period, June 30 of that year, if the premium is paid in full.

Students graduating off-track (after the May graduation date) are eligible for continued insurance coverage only if students actively attend classes during the first 31 days after the date for which coverage is purchased**.** Students graduating off-track, but before December 31 are eligible for coverage through December 31. Students graduating off-track, but after January 1 and before June 30, are eligible for coverage through June 30.

PAYMENT OF STUDENT INSURANCE

Medical Insurance: Students will be billed approximately one-half of the insurance premium at the beginning of the fall and spring semesters. This is to be paid in full by the due date given at that time. Students who enroll mid-year will be charged on their student account for the pro-rated amount and given a due date for the premium amount. Life and Disability Insurance: Students are billed for the total amount at the beginning of fall semester. Dental and Vision Insurance: Payment is made through the UHC website at the time of enrollment: www.studentcenter.uhcsr.com/neomed.

WITHDRAWALS

Students who withdraw from NEOMED after 31 days of enrollment will remain covered under the policy for the full period for which the premium has been paid without the option to continue coverage until "active status" has been reestablished. Students who withdraw from NEOMED during the first 31 days of the period for which coverage is purchased are not covered under the policy and a full refund of the premium will be made. Any claims submitted within the first 31 days of the coverage period are the financial responsibility of the student.

STUDENT HOUSING

Students have the option of living on campus in The Village at NEOMED. The Village, a residential community located on the NEOMED Rootstown campus, is independently owned, and provides students the opportunity to engage in apartment-style living on campus. More information is available online at http://www.thevillageatneomed.com/.

STUDENT ORGANIZATIONS & NEOMED STUDENT COUNCIL

The diversity of interests among NEOMED students is reflected in the nearly 100 clubs and student organizations that are supported on campus. Students find and create opportunities to pursue their passions and explore new ones, including membership in campus chapters of national professional organizations, specialty interest groups, social and recreational clubs, and fellowship in many religious traditions.

NEOMED Student Council (NSC)

This council of elected student representatives works to support and advocate on behalf of the student body. They oversee the allocation and approval of an amount of student fee dollars towards student activities, professional development, and extra-curricular enrichment on campus to create transformational leaders at NEOMED. This includes supporting student organizations with funding for campus-wide events and individual students seeking funding to present their research at events. You can review the NSC's constitution here via the documents section of their page on CampusGroups.

SUICIDE PREVENTION POLICY

The purpose of this policy is to protect the health and well-being of Northeast Ohio Medical University (NEOMED) students and employees. NEOMED has established procedures to prevent, assess the risk of, intervene in, and respond to suicide on campus or situations where suicide affects the lives of its students and employees. The purpose of this policy is to provide students and employees with information on suicide prevention, crisis intervention, mental health programming, and other educational and outreach activities aimed at suicide prevention.

TECHNOLOGY REQUIREMENTS

Academic programs provide specific computer/software recommendations for students due to curricular requirements and/or the technology students are most likely to find "in the field" in a given profession. Both the College of Medicine and the College of Pharmacy coursework will require videoconferencing capabilities in addition to the technical specifications listed below.

All pharmacy students are required to have a smart phone.
- iOS – iPhone, iPod touch, iPad iOS 11.0 or higher; Wi-Fi or cellular connection
- Android – Android OS 8 or higher; Wi-Fi___33 or cellular connection

All medical and pharmacy students are required to have a charged laptop computer with the following capabilities:

Laptop/Tablet

A Windows device running a currently supported operating system (Windows 10) that includes at least:
• i5 or i7 Processor or higher
• Wireless card: Minimum requirement 802.11 a/b/g/n; Recommended requirement 802.11AC/AX (WiFi6 compatible)
• 1 GB of graphics memory (minimum)
• 8 GB RAM (minimum)/ 16 GB RAM (recommended) of system memory
• 250 GB of hard drive capacity
• Screen resolution of 1024x768

*Recommended but not required (On-board Bluetooth Connection)
OR
Apple MacBook running a supported version of MacOS, Version OS X 10.14 and above
If a student is experiencing a technical problem with their personal computer, NEOMED loaner units may be available via the Information Technology Help Desk. They may only be reserved for one week on a first come, first serve basis.

NEOMED provided software is Office 365.

Antivirus protection is required for students' personal computers, however the NEOMED IT Department is not able to provide antivirus software for students. Please review no cost resources available such as:
- https://support.microsoft.com/en-us/help/18900/consumer-antivirus-software-providers-for-windows
- https://home.sophos.com/en-us/download-antivirus-pc

The NEOMED help desk will assist with issues related to campus technology resources; wireless access, passwords, email, etc. We will attempt to guide and assist with students personal computing issues, however, computer hardware repairs or any data loss associated with assistance are not the responsibility of NEOMED or the Information Technology Department.

TRAVEL FOR EDUCATIONAL PURPOSES

Students in the Colleges of Medicine and Pharmacy are required to participate in educational and community service events that require travel to various locations and venues as part of the curriculum. While the University may provide transportation to some of these events, the ability to and cost of most travel will be the sole responsibility of the student.

Students are not considered agents or employees of the University and are not insured for any accidents or mishaps that may occur during any travel to and/or from educational activities unless the travel is completed as a group in direct supervision of a University Official and in direct connection to the educational and/or

University sponsored event. Students are responsible for all out-of-pocket expenses associated with clinical education, such as transportation, housing, meals, professional attire, laboratory fees, etc.

[International Travel Policy](#)
Students participating in international activities/educational experiences sponsored/approved and/or funded by NEOMED must comply with all procedures described in the online policy document found on https://www.neomed.edu/sa/forms/.

This policy is implemented to uphold the values of safety and education at NEOMED and to minimize the liability of the University regarding student international experiences. A student's eligibility to participate in an international experience is conditional upon written approval of the individual international experience by the course director in collaboration with the Office of Global Engagement. The Director of the Office of Global Engagement must be in receipt of all documentation as required by the procedures outlined below and verified by the Office of the Registrar that the student is in good academic standing as determined by their individual degree program.

Procedures
International Experience Approval by the University
The International Experience Committee will include the following members:

- one faculty member with experience in international travel
- one representative from General Counsel
- one faculty representative from each College (Medicine, Pharmacy and Graduate Studies)
- one representative from Student Services
- one representative from Academic Services
- one representative from the Office of the Registrar

International travel for academic credit and/or funded by NEOMED to a country with a U.S. Department of State issued travel warning requires approval from the International Experience Committee.
International travel for academic credit and/or funded by NEOMED to countries not under a travel warning requires approval from the Office of Global Engagement.

Approval of an international experience for academic credit is the responsibility of the course director.

Funding approval for extra-curricular international experiences is the responsibility of the NEOMED Student Council (NSC).

The purpose of the International Experience Committee will be to judge the safety of an international experience and approve the experience for University student participation in a country with a U.S. Department of State issued travel warning.

The International Experience Committee will meet a minimum of three times per academic year, in August, December and April/May.

Procedures for Student International Experience Approval
- All submissions to the Committee must be turned in to the Office of Global Engagement for distribution to the Committee a minimum of two weeks prior to the next Committee meeting.
- Committee meeting dates are posted on the Student Activities Calendar.

Faculty Responsibility
Any University faculty who wishes to organize an international experience that will include University students (for academic credit or extra-curricular activity funded by the University) must submit a written application, for review by the Office of Global Engagement, fulfilling the requirements as outlined in the application available in the Office of Global Engagement. Once a faculty member has received approval for his/her international experience, students who wish to participate in the international experience need not submit individual applications to the Committee for approval (students must still submit all required documents to the Office of Global Engagement as required by these policy procedures).

Student Responsibility
Any student wishing to receive funding for an extra-curricular international experience (research, mission, conference) must adhere to the Procedures for Requesting Student Funding outlined by the NEOMED Student Council. If an international experience is currently approved by the Committee through Petition, then the student need not submit individual applications to the Committee for approval (students must still submit all required documents as required by these policy procedures).

If an international experience is not currently approved, it is the responsibility of the student wishing to participate to submit an application fulfilling the requirements available in the Office of Global Engagement.

Committee Decision
If the international experience is approved by the Office of Global Engagement or the Committee, the submitting student or faculty will be notified of approval status by an official letter from the Office of Global Engagement within five business days after the Committee meeting. Students should not make any travel arrangements prior to receiving written approval from the Office of Global Engagement of the Committee. Please note that although the student may receive informal communication regarding the status of the international experience acceptance, it is not official until the formal approval letter is received. Letters are sent to the student's NEOMED email address. It is important to remember that a student's eligibility to participate in an international experience is conditional upon both written approval by the Committee of the international experience and receipt by the Office of Global Engagement of all documentation as required by these policy procedures. Furthermore, a student must be in good academic standing as determined by his/her individual degree program.

If an international experience is denied approval by the Office of Global Engagement or the Committee, the submitting student or faculty will be notified of international experience denial status by an official letter from the Office of Global Engagement within five business days after the Committee meeting. The denial letter will include a detailed explanation listing the reasons why the Committee rejected approval of the international experience.

Application for Academic Credit
In addition to Committee approval, if a student desires to be eligible to receive academic credit for his/her international experience, the student must submit written approval from the course director to the Office of Global Engagement or the International Experience Committee. Refer to the complete International Experience Application Form for additional requirements.

Tracking Students on International Experiences
Responsibility for tracking students who are on International Experiences is as follows:
(a) M4 Electives – Coordinator, Registration and Enrollment
(b) P4 APPEs – Director, Experiential Education
(c) NSC Funded Experiences – NSC Advisor
(d) Graduate Studies Experiences – College of Graduate Studies
(e) All student tracking will reside under the Office of Global Engagement.

Student Requirements Needed to Receive Committee Review
The following documents must be submitted to the Office of Global Engagement at least two weeks prior to the scheduled Committee meeting:
- Petition for Implementation of Student International Experience with the following attachments:
  a. Documentation of approval for academic credit by course director (if applicable)
  b. Methods of pre-departure and/or on-site orientation for students
  c. Copy of all information provided to the students/participants, including all orientation materials
  d. Description of procedures for an emergency evacuation plan
  e. Documentation of all relevant U.S. State Department information and advisories
  f. Documentation of participant requirements and responsibilities
  g. Copy of letter accepting student into the international experience (from appropriate official).
  h. A completed Risk Assessment Form (See Application)

Student Requirements after Committee Approval
- The following documents must be submitted to the Office of Student Services at least four weeks prior to their scheduled departure date:
- Proof of insurance with a minimum required coverage as follows:
    - Medical Expense (accident/sickness)—$100,000 per incident
    - Accidental Death/Dismemberment—$10,000
    - Emergency Medical Evacuation—$50,000
    - Repatriation of Remains—$25,000
- The student must purchase coverage from one of the following providers:
    - CISI (www.culturalinsurance.com)
    - HTH Worldwide Insurance Services (www.hthstudents.com)
    - CMI (www.studyabroadinsurance.com)
    - IMG (www.internationalstudentinsurance.com)
- Proof of travel health consult, vaccination, and prophylaxis (each as recommended by the Center for Disease Control)
- Photocopy of current passport (and proof of visa if applicable)
- Photocopy of current U.S. State Department travel advisories (updated from original pre-meeting submission)
- Complete travel itinerary (including all transportation details to, from, and during the international experience).
- Emergency contact information (for both the international experience site and within the United States)
- Proof of registration with the U.S. Department of State (can be done at https://travelregistration.state.gov — print confirmation page)
- A signed Waiver and Release Agreement

Required Actions for Student International Experience Preparation
Gather information concerning any in-country political problems, safety concerns or health hazards by consulting current U.S. State Department announcements and publications, Centers for Disease Control (CDC) information, and the international experience site.

Investigate visa and other entrance requirements that may be enforced in the host country. Adhere to laws of the host country, standards of professional behavior, and standards of conduct determined by the international experience site. Stay current on U.S. Department of State country information and communicate with local site regarding known risks.

Complete orientation for study abroad through self-study or formal preparatory sessions. Such orientation will emphasize knowledge of personal health and safety precautions, universal precautions, infectious disease risks, cultural conditions, personal and professional behavior standards, emergency contact procedures and preparation for medical work (if applicable).

Office of Global Engagement Responsibility
Travel Warnings and Revocation
In the event of a U.S. State Department issued Travel Warning for the location of a student's international experience prior to a student's departure, a student's eligibility to travel to the location of the international experience may be revoked at the consideration of the University. In the event a U.S. State Department warning is issued while a student is abroad, determination of the appropriate action will be made on a case-by-case basis, with the University having the authority to require the student to return to the United States.

Monetary/Property Loss
The University is not responsible for any monetary or property loss incurred by a student at any time during the planning, preparation or participation in an international experience.

Student Responsibility After Return to the University
After completion of the international experience, the student must turn in a completed International Experience Evaluation Form to the Office of Global Engagement. This form does not replace the curricular feedback/evaluation form for curricular activities.

UNIVERSITY COMMUNICATION VENUES

BANNER SELF-SERVICE

Self-Service is the web-based or online service component of our primary student administrative software system. Self-Service provides current students, faculty, administrators, and other members of NEOMED's academic learning community with anytime, anywhere access to student information housed within Self-Service. Information available via Self-Service includes course registration information, unofficial grade reports, class rosters, etc.

LEARNING MANAGEMENT SYSTEM

Canvas is NEOMED's primary learning management system for curriculum information and supplemental instruction to students. Canvas is an integral part of the multimedia learning process. Other learning management systems may also be in use (Blackboard, *D2L, Google Classroom*)

NEOMED WEBSITE

The goal of the NEOMED website, www.neomed.edu, is to inform the public about NEOMED and to provide NEOMED constituents with valuable resources and information. The NEOMED website serves as the portal for many other applications, such as Canvas, Banner Self-Service, etc.

PROSPECTIVE STUDENT PORTAL

Prospective students interested in attending NEOMED should open a student portal account by visiting http://discover.neomed.edu/inquiryform. The prospective student portal allows future NEOMED candidates the ability to explore academic program information tailored to their interests, access visit dates and schedule visits, and opt in to receive important email and text message reminders about program offerings, dates and deadlines.

THE PULSE

The Pulse is an electronic newsletter shared daily with all members of the University community via email. Its website and newsletter are managed by Marketing and Communications and provide news and information regarding events, achievements, news briefs.

WEB ADMIT

Prospective students that wish to become candidates for admission apply through NEOMED's Web Admit service. Web Admit also serves the role of NEOMED's common application service for transcripts and other required credential certification and review as determined by each program.

THE WILLIAM G. WASSON, M.D., CENTER FOR CLINICAL SKILLS TRAINING, ASSESSMENT, SCHOLARSHIP AND INTERPROFESSIONAL EDUCATION SERVICES

The William G. Wasson, M.D., Center for Clinical Skills Training, Assessment, Scholarship, and Interprofessional Education Services includes a state-of-the-art simulation facility and dedicated professional faculty and staff, all located on the second floor of the Medical Office Building. The Wasson Center provides NEOMED students dedicated space to train and practice discipline-specific and interprofessional clinical skills, relationship-centered care, and telehealth. The Wasson Center accomplishments include faculty and staff with over 20 years of professional experience and certification in simulation methodology for education, training, assessment, and research for the health professions.

The Wasson Center staff and faculty have expertise in: creating curriculum and assessment instruments for interpersonal and communication skills, both verbal and non-verbal; developing simulation case and curricula including assessment tools to measure students and residents clinical competency, core entrustable professional activities, and milestones; training learners to function as collaborative leaders in high performance healthcare teams; and providing a well-trained group of clinical teaching associates to assist faculty and teach students critical clinical exam skills.

Along with the dedicated professional faculty and staff, an integrated audiovisual cloud-based simulation center administration platform provides the means to assess learners and leverage the transformational nature of human interaction via experiential education as a safe ethical and effective bridge to clinical practice. The physical Wasson Center includes eleven fully equipped patient rooms with one-way windows for an unobtrusive view by faculty of the clinical interactions between learner and standardized or simulated patients (SPs). Three larger fully equipped clinical teaching exam rooms can be incorporated into a full exam flow of 14 patient rooms. Each patient room is also equipped with the technology to simulate and teach effective telehealth encounters. The physical Wasson Center includes three separate dedicated multi-use orientation/training/debrief rooms critical to the effective application of simulation as a training and assessment tool for learners, faculty, and SPs.

State-of-the-art computer hardware and software support management of both physical and remote or virtual clinical skills assessments (CSAs) and objective structured clinical exams (OSCEs) as well as distribution of secure video recordings, individual assessment results, and overall course grade reports to learners, faculty, and course directors. Simulation activities utilize SPs, advanced technology, and task trainers and mannikins to standardize assessment as well as teach basic interviewing, history taking, procedural and clinical examination skills, communication skills, and collaborative practice skills at a variety of levels, including first through fourth year medical and pharmacy students, residents, and interprofessional healthcare students.

To transform the human interaction of healthcare professions students, the Wasson Center has recruited and trained a pool of more than 500 diverse SPs and clinical teaching associates (CTAs) who participate in teaching and assessment of basic clinical skills, physical exam skills, and interpersonal and communication skills to enhance our graduates' clinical competency and relationship-centered collaborative healthcare leadership practice. Thus, the Wasson Center services provide learners and faculty an important education tool and bridge to effective, ethical, and safe healthcare with the patients, caregivers, and families.

The staff at the Wasson Center looks forward to serving our students. If students have questions, please call 330.325.6793. For students who would like to visit the Center before an assessment, it is recommended that an appointment be scheduled 24-hours in advance. Please note that the orientation that immediately precedes each student assessment will provide instruction and directions.

Interprofessional Education Services
NEOMED's Interprofessional Education (IPE) Services promotes interprofessional education to train physicians, pharmacists, and health professions students to practice collaborative leadership. An interprofessional education continuum supports development of high performing, collaborative, and practice-ready teams. Key services include promotion of IPE longitudinal curriculum and support in simulation-enhanced interprofessional curriculum development for health professions students at NEOMED and throughout the region.

Teaching and assessing interprofessional competencies contribute to a collaborative practice-ready healthcare workforce able to provide better patient care and improved communication to coordinate healthcare delivery and enhance health outcomes in the community.

FINANCIAL AID AND RELATED POLICIES

FINANCIAL AID OVERVIEW

Northeast Ohio Medical University wants to help students achieve their educational and career goals. The Office of Financial Aid, part of the Division of Academic Affairs, is available to help explore the many financial aid options available and select the financial aid offer that best satisfies each student's particular needs. Personnel in financial aid are helpful, knowledgeable professionals who can competently and confidentially answer questions and guide students through the process of seeking financial aid.

Financial aid programs were developed by the federal and state governments as well as by institutions of postsecondary education to assist students from families with limited resources to meet educational expenses. The primary purpose of financial aid is to ensure that no one is denied the opportunity of a college education, because of financial need. Northeast Ohio Medical University offers comprehensive programs of financial assistance that include scholarships, loans, grants, and service programs. Students are encouraged to explore the possibilities for financial aid from all appropriate sources.

YOU HAVE A RIGHT TO KNOW!

Federal regulations require that institutions make consumer information readily available to current and prospective students, and to current and future employees. Consumer information ensures the consumer has information regarding general University information, academic program offerings, student financial assistance and related policies, health and safety policies, student enrollment, diversity, and outcomes and achievements of the academic programs offered. Consumer Information can be reviewed on the University's website.

STUDENT INFORMATION, CONFIDENTIALITY AND RELATED POLICIES

Pursuant to the Family Education Rights and Privacy Act (FERPA), all records and data submitted with an application for financial aid will be treated as confidential information. Students should review and understand the University's FERPA policy, which is available online in the NEOMED Compass.

Students will be required to confirm their identity prior to the release of financial aid information. Students who appear in person will be able to show their government or University issued photo ID or confirm personal identifiable information (PII) prior to the release of confidential information. Students have a right to identify an authorized person(s) to call and obtain financial aid information on their behalf. Their designee(s) will also need to confirm PII information and/or provide a passcode prior to the release of student information.

By accepting a NEOMED Foundation Scholarship the student agrees to allow the University to release directory information to the donor/organization, as well as the Office of Marketing and Communications at NEOMED for press releases related to scholarships.

By accepting a financial aid offer, the student authorizes the Office of Financial Aid to share information contained on the offer with other authorized University, federal, state, or private officials on a need-to-know basis.

STUDENT AID ELIGIBILITY, APPLICATION MATERIALS, DEADLINES AND RELATED POLICIES

To qualify for a financial aid offer, students must meet eligibility requirements as defined by the U.S. Department of Education, NEOMED as well as various external sources for which NEOMED offers financial aid. In addition, students must complete application materials to qualify for a financial aid offer, complete needed application forms and meet minimum registration requirements to receive a disbursement of financial aid funds. students are encouraged to review the Financial Aid Eligibility, Application, and File Verification Policy in the University's policy portal, and on the Office of Financial Aid's website.

COST OF ATTENDANCE AND RELATED POLICIES

Cost of Attendance

Understanding the costs associated with a health professional's education is very important. The University is required by federal regulation to develop a standard Cost of Attendance that includes typical student expenses a student may incur for attending a NEOMED education program for a single year. **Cost of Attendances change each year to reflect changes in tuition and fees, as well as adjustments to the cost of living, and are subject to change without notice to reflect adjustments to components as deemed necessary.** A Cost of Attendance serves three major purposes:

- To support students in financial planning and budgeting.
- To assist with equitable distribution of student financial aid dollars.
- To ensure education access and choice.

The Cost of Attendance is divided into two components:

- Billable Education Expenses: Direct charges assessed to a student by NEOMED for the purpose of enrolling in a university program, including tuition and mandatory program fees.
- Non-billable Education Expenses: out-of-pocket expenses a student may incur while attending a university program that will not be charged and made due to the University.

To understand how the Cost of Attendance is established, students are encouraged to review the Establishment and Adjustment to the Cost of Attendance Policy in the University's policy portal, and on the Office of Financial Aid's website.

A detailed current Cost of Attendance for each College (and each program/program year within each College) is available in multiple locations, including:

- The financial aid section of Banner Self-Service – this will list the detailed cost of attendance for the specific student and will take into consideration and adjustments made through the Budget Adjustment Appeals request.
- The Office of Financial Aid's website.
- In addition, the Office of Financial Aid retains historical records of all Cost of Attendances related to each NEOMED program. Students can contact the Office of Financial Aid at finaid@neomed.edu to request copies of past detailed Cost of Attendances.

REQUESTS FOR RECONSIDERATION AND RELATED POLICIES

Special circumstances may affect your Financial Aid eligibility or allow the Office of Financial Aid to increase a student's Cost of Attendance to allow access to additional financial aid funding. Federal regulations also allow NEOMED to use professional judgment to evaluate circumstances and potentially change your expected family contribution (EFC) or ability to qualify for additional aid. Students may request an additional review of either their FAFSA data or non-billable items within the cost of attendance by requesting either a Budget Adjustment, or a Request for a Special Circumstance.

Students should familiarize themselves with each related policy for a Budget Adjustment, found in the Establishment and Adjustment to the Cost of Attendance Policy, or the Financial Aid Special Circumstance Policy. Both policies can be found in the University's policy portal, and on the Office of Financial Aid's website.

A request for reconsideration does not guarantee an increase to a student's financial aid eligibility or a change to an expected family contribution. Inquiries on this process should be made with the Office of Financial Aid.

TYPES OF FINANCIAL AID AVAILABLE

It is not unusual for a student to have multiple forms of aid. This is called a financial aid offer. If a student receives a proper financial aid offer, it is assumed that the family will not be expected to contribute more than is reasonable for the student's education. The University is not obligated to meet a student's total need or personal lifestyle. Each student's individualized financial aid offer is based on need, availability of funds and the University's own award policies.

NEED-BASED AID:

Need-based means the student must demonstrate financial need from a FAFSA analysis and through government approved formula. The aid programs listed below are institutional and government need-based aid programs.

- NEOMED Foundation Grants/Scholarships -- Private individuals have donated funds to the Foundation to provide need-based grants, mainly to students from specific Ohio localities or certain backgrounds. Scholarships are not guaranteed to be renewed from one academic year to the next. Scholarships awarded are eligible for the year in which they are awarded, unless otherwise indicated on the scholarship award letter or promissory note. A list of current scholarships can be found on the [Office of Financial Aid's website.](#)

- NEOMED Foundation Loans -- Third and fourth-year College of Medicine students who demonstrate financial need are eligible to be awarded money from this loan fund at 5 percent interest. Deferment of principal and interest is delayed during enrollment. A grace period of three months after graduation or leaving school is permitted before payments of a minimum of $40/month begin. The maximum repayment period is 10 years. A promissory note is required, and students must accept their NEOMED Foundation Loan offer through Banner Self-Service. These loans are not eligible for federal loan consolidation, or eligible for Public Service Loan Forgiveness.

- Primary Care Loan (PCL) -- Funds are provided from the U.S. Department of Health and Human Services to the College of Medicine students. Individual awards are based on availability of funds and financial need. Primary care loan borrowers must also commit to career as generalist physician. There are repayment penalties applied to the borrower who fails to fulfill this commitment. The 5 percent interest rate is subsidized during enrollment and residency training (no limit on the number of years) with a one-year grace period. The maximum repayment period is 10 years. An interest rate penalty of 7% is assessed to any student who defaults on the primary care practice obligation while in repayment. A promissory note is required, and students must accept their Primary Care Loan offer through Banner Self-Service. This loan is not eligible for federal loan consolidation, or eligible for Public Service Loan Forgiveness.

- Loans for Disadvantaged Students (LDS) -- The LDS program provides federal funding from the U.S. Department of Health and Human Services to eligible schools to provide long-term, low-interest loans to eligible individuals. Funds are awarded to eligible schools and the schools are responsible for selecting recipients, making reasonable determinations of need and providing loans, based on eligibility criteria. Funding allocations vary yearly for students in the College of Medicine and Pharmacy. The 5 percent interest rate is subsidized during enrollment and residency training (no limit on the number of years) with a one-year grace period. The maximum repayment period is 10 years. A promissory note is required, and students must accept their Loan for Disadvantaged Student offer through Banner Self-Service. This loan is eligible for consolidation with other federal student loans for qualification for income-driven repayment plans and any eligible federal loan forgiveness opportunities.

- Scholarship for Disadvantaged Students (SDS) – The SDS program provides federal funding from the U.S. Department of Health and Human Services to eligible schools to provide scholarships to students from economically and/or environmentally disadvantaged backgrounds who demonstrate a financial need and have a desire to serve as a primary care physician in a medically underserved community post-graduation. Students must apply for this opportunity and meet post-award requirements to receive funding from this program. No more than seven students per medical cohort can qualify for the opportunity. SDS funding is not available for students in the College of Pharmacy or Graduate Studies.

- Health Professions Student Loan (HPSL) - The Health Professions Student Loan program provides federal funding from the U.S. Department of Health and Human Services to eligible schools to provide long-term, low-interest loans to eligible individuals. Funds are awarded to eligible schools and the schools are responsible for selecting recipients, making reasonable determinations of need, and providing loans based on eligibility criteria. Funding allocations vary yearly for students in the College of Pharmacy. The 5 percent interest rate is subsidized during enrollment with a one-year grace period. The maximum repayment period is 10 years. A promissory note is required, and students must accept their offer through Banner Self-Service. This loan is eligible for consolidation with other federal student loans for qualification for income-driven repayment plans and any eligible federal loan forgiveness opportunities.

NON-NEED BASED AID:

The following loan programs are available to all students whether they have financial need. However, because of their higher interest rates and their likelihood of leading to higher debts, they are recommended to students only after all other options for financial aid are exhausted.

- Federal Direct Loans: Your offer may include a Federal Direct Unsubsidized and/or a Federal Direct Graduate PLUS Loan for Graduate/Professional Students. The lender, U.S. Department of Education, requires completion of Entrance Counseling as well as completion of Loan Agreements (Master Promissory Notes) for each loan type prior to a disbursement. To complete these requirements, students must use their FSA ID to log in to StudentLoans.gov and complete the aforementioned items under the Graduate/Professional Students section. Promissory notes are valid for 10 years, and it is possible to have more than one loan under the same promissory note. If a student does not wish to receive more than one loan under the same promissory note, a new promissory note is required with each loan request. Students are responsible for letting the Office of Financial Aid know their intent to not have more than one loan assigned to a single promissory note.

  Federal Direct Loans must be paid back post-enrollment, with interest based on the repayment terms outlined in the promissory note. More information on repayment terms can be found on the [Department of Education's website.](#) Students will be required to complete student loan exit counseling when they graduate, withdrawal or enrollment ceases below half-time status. In addition to completing the lender requirements at StudentLoans.gov, students must also log in to Banner Self-Service to accept all or a portion of the offered loan(s).

  Students are capped at the amount of Federal Direct Unsubsidized Loan each academic year. Annual aggregates are based on the length of the academic year. The chart below reflects the annual aggregates per college:

	9 month	10 month	11 month	12 month
COP and MPH	$33,000	$34,389	$35,778	$37,167
COM	$40,500	$42,722	$44,944	$47,167
All other COGS	$20,500	$20,500	$20,500	$20,500

- Private Education Alternative Loan: Students may choose to borrow private alternative education loans rather than accepting Federal Direct Loans. Private alternative education loans are available from participating private lenders and the application process begins with the lender, typically online. Students who apply for a private loan are encouraged to contact the Office of Financial Aid since most lenders will require school certification of attendance, anticipated gradation date, and the amount of the loan. Applicants may borrow up to the Cost of Attendance less accepted financial aid. Private Education Alternative Loan funds must be paid back post-enrollment, with interest based on the repayment terms outlined in the promissory note. More information on repayment terms can be found on the lender's website.

- Merit-Based Scholarships -- Through generous donations to the NEOMED Foundation, the University can award scholarships to students who demonstrate scholastic aptitude in a component of the curriculum. Students will provide a separate application and letters of recommendation and the Scholarship and Awards Committee will determine the recipient. A list of current merit-based scholarships can be found on the [Office of Financial Aid's website.](#)

SERVICE-BASED OPPORTUNITIES

- National Health Service Corps (NHSC) -- The purpose of the National Health Service Corps (NHSC) Scholarship Program (SP) is to provide scholarships to students pursuing primary care health professions training in return for a commitment to provide primary health services in a Health Professional Shortage Area (HPSA). The NHSC SP pays for tuition and various other reasonable education-related expenses and provides a monthly stipend to assist with living expenses in exchange for a minimum of two (2) years of full-time service. The service obligation must be completed at an NHSC-approved site in a Health Professional Shortage Area (HPSA). The total number of years of full-time service a scholar is obligated to serve will depend on the number of school years of NHSC SP support received by the scholar, not to exceed 4 school years. More information on these opportunities can be found on the [NHSC website](#).

- Armed Forces Health Professions Scholarship Program -- This program provides contracts for financial assistance to students in exchange for active-duty service in the Armed Forces (Air Force, Army, and Navy). The service obligation will either be the number of years the scholarship was received or length of residency training, whichever is longer. A military residency match is held both the first and second year after graduation. A student is obligated to accept a military residency if offered. Military residencies do not reduce the number of years of obligation. The benefits the students receive are full tuition and majority of required fees, books and equipment/supplies, and a stipend. Further information on who to contact concerning this program is available in the Office of Financial Aid. Links to the Armed Forces websites and contacts for each brank can be found on the [Office of Financial Aid's website](#).

- NEOMED Administered Education for Service Opportunities – Through the generosity from community foundations, private citizens and hospital corporations, the University can offer scholarship or forgivable loans that defer the costs of a student's education, ranging from partial to full costs, in exchange for serving in the community for a number of years post-graduation. Locations and length of service along medical practice specialty vary depending on the opportunity. Further information on who to contact concerning this program is available in the Office of Financial Aid. A list of service-based opportunities can be found on the [Office of Financial Aid's website.](#)

OTHER SOURCES OF AID

Many students receive financial aid from programs beyond those offered by the University and the Federal government. Students may also review outside scholarship information on the financial aid website. Students are urged to investigate opportunities in their hometowns and counties by contacting clubs, organizations, foundations, labor unions, companies, churches and synagogues, county medical societies, sororities and fraternities, etc., to determine if they offer scholarships or loans to students.

- **Family/Friends -** Many students no longer wish to be dependent upon their parents or family for financial aid while in school. While such independence is admirable, it may well have the unfortunate aspect of limiting students' options for practice in the future, because the debt with which a student might graduate could be very high. Another option that students may wish to consider is the formal borrowing of funds from parents. This compromise step allows students to feel some degree of independence while not hindering opportunities for the future.

- **GI Bill ® Benefits-** Students who are veterans of the U.S. Armed Forces, or are dependents eligible to receive benefits, and who plan to seek authorization for training at the University through the GI Bill ® programs should make an appointment with the Director of Financial Aid to review proper procedures to follow and contact the U.S. Veterans Affairs Office.

- **NEOMED Emergency Loans** – The Tschantz, Rienerth-Neuman, Class of 1982 and Women's Faculty Club funds have been set aside to provide emergency loans for medical students and The Pharmacy Emergency Loan has been set up for Pharmacy students on a walk-in basis. These loans are distributed in increments of $300 (maximum $1200), have a $1.00 finance charge per $300 taken and must be repaid with financial aid funds in the semester following the semester in which the loan was taken out. Students interested in obtaining an emergency loan should go to the accounting office. These funds are disbursed once a week on Friday either mailed to the student's local address or directly deposited into a checking or savings account.

- **External Scholarships –** The Office of Financial Aid receives notification of external scholarship opportunities from private organizations. Students will be notified of these opportunities through their campus email, as well as advertisement within the Pulse. Students can also contact the Office of Financial Aid by emailing finaid@neomed.edu for a list of these opportunities. Students are urged to investigate opportunities in their hometowns and counties by contacting clubs, organizations, foundations, labor unions, companies, churches and synagogues, county medical societies, sororities, fraternities etc., to determine if scholarships or loans are offered to students.

AWARDING OF FINANCIAL AID FUNDS AND RELATED POLICIES:
Determining Financial Need

To qualify for need-based aid, a student must demonstrate a financial need. Financial Need equals Cost of Attendance minus Resources minus Expected Family Contribution (EFC from FAFSA). Resources include any non-need based institutional aid and outside aid that a student is expected to receive.

Factors considered are:
- Adjusted Grose Income.
- Household size.
- Number of children in college.
- Savings.
- Assets.
- other debts, expenses, or special circumstances.

All these variables are considered in the determination of financial need. The Free Application for Federal Student Aid (FAFSA) is required to determine the resources of applicants and families.

Financial Aid Offers

Federal regulations stipulate that a student's financial aid offer cannot exceed the established Cost of Attendance. A student's financial aid offer includes any educational benefits paid because of enrollment in postsecondary education. There are cases where a student could receive additional aid above the established Cost of Attendance, but only in circumstances of an approved Request for Reconsideration, as outlined earlier in this section.

It is the practice at NEOMED to offer a student financial aid up to the Cost of Attendance through grants/scholarships and student loans. The order of awarding financial aid is:

- Gift Aid: Grants and Scholarships, whether they are need-based, or merit/non-need based.
- Subsidized Self-Help Aid: Subsidized Loans administered by NEOMED.
- Unsubsidized Self-Help Aid: Federal Direct Unsubsidized and Direct Grad PLUS Loans or a private alternative loan.

It is the student's responsibility to notify the Office of Financial Aid of all anticipated educational benefits as soon as possible so it can be included in the initial offer. Additional financial assistance disclosed after the initial offer could result in a revised financial aid offer, including changes to NEOMED based and federal aid eligibility.

Students are notified by email when offers are ready for review. The financial aid offer is available to students through Banner Self-Service. It is the student's responsibility to thoroughly review the terms and conditions of their offer. Gift aid will be accepted on the student's behalf; Self-Help Aid needs to be accepted by the student, either through Banner Self-Service or in person in the Office of Financial Aid. Offers on the initial financial aid offer are represented of aid sources known and eligible at the time of awarding.

A financial Aid Offer is not a guarantee of admittance to NEOMED. Students must meet admission requirements to enroll at NEOMED. In addition, the Office of Financial Aid will issue a Financial Aid Offer based on the assumption of progression to the next academic level. In the event a student must repeat an academic year, the Financial Aid Offer will be recalculated.

REVISED FINANCIAL AID OFFERS:

The University reserves the right to revise any portion of a Financial Aid Offer. Conditions include, but are not limited to:

- If it is determined that the offer is based on incorrect or misrepresented information.
- Funding from any offered program changes.
- Enrollment status changes, such as not progressing as anticipated or not maintaining Satisfactory Academic Progress for Financial Aid Eligibility, or enrollment dropping below half-time status;
- Changes to need-based financial aid eligibility.
- Exceeding annual loan limits due to borrowing at another University during the student's period of enrollment at NEOMED.
- The student is no longer participating in a particular program or meeting the terms and conditions of a service obligated fund.
- An error is made in the calculation of your eligibility or offer, whether by the federal aid servicer, private loan servicer, or NEOMED.
- Changes to a student's Cost of Attendance.

DUAL ENROLLMENT AT MULTIPLE INSTITUTIONS OF HIGHER EDUCATION

Students who are engaged in curricular activity at NEOMED and another University concurrently during the same academic year are required to notify NEOMED's Office of Financial Aid if they are receiving financial aid from both universities. There are annual Title IV federal student aid funding limits that cannot be exceeded. Students are financially liable for any funds received over their limits and will be ineligible for future funding until financial restitution is made.

DISBURSEMENT OF FINANCIAL AID AND RELATED POLICIES

Students can identify the date of the disbursement of their financial aid by the following methods:

- Logging onto the Office of Financial Aid website to determine term-based disbursement dates by college.
- Students can log into their Student Self-Service account, go to the Financial Aid section, and view their payment schedule under the Financial Aid Offer tab. This option will allow students the ability to see exact disbursement dates if they differ from the term-based dates due to late requests or missing required paperwork needed for the disbursement to be made at the start of the term.

To learn more about the process of disbursing financial aid, including eligibility, timing, methods of disbursement, allowable charges covered by financial aid and credit balance refunds, students should refer to the Financial Aid Disbursement and Credit Balance Refund Policy, available in the University's policy portal, and on the Office of Financial Aid's website.

In accordance with the Veterans Benefits and Transition Act of 2018 (VBAT), NEOMED will refrain from issuing any late fee penalties (an accounting hold placed on their account or late fee penalty) if there is a delay in the disbursement of GI Bill ® benefits. In addition, NEOMED will not require students to access Title IV federal financial aid funds (Direct Unsubsidized and Direct Graduate PLUS Loans) to cover their balance while waiting on the disbursement of GI Bill ® benefits. Students will have the option to borrow Title IV Loans if they so desire and have the flexibility to return them once their GI Bill ® benefits disburse. If a student's GI Bill ® benefits do not cover the full mandatory instructional and required fees assessed, the student is liable to pay the remaining balance in accordance to NEOMED's payment policy. In cases when fees not covered by the GI Bill ® program are not paid in a timely manner, the student is liable for late fee penalties, as well as an accounting hold.

ENROLLMENT STATUS CHANGES AFTER AN AID DISBURSEMENT

When a financial aid recipient ceases attendance (the student officially withdraws, drops out, or is expelled from school on or after his or her first day of class for the period of enrollment for which he or she was charged), the Accounting and Office of Financial Aid will determine whether the student was entitled to all the financial aid offer that he/she received. The offices will determine what portion of the offer the student is entitled to keep, what must be returned to the appropriate aid program or what amount the student may receive in the case of a late disbursement or from the resolution of a credit balance.

Students should familiarize themselves with the [Financial Aid Return of Title IV and Institutional Aid Policy](#), available in the University policy portal, and on the Office of Financial Aid's website to understand how a change in enrollment could affect their ability to retain disbursed financial aid.

MAINTAINING FINANCIAL AID ELIGIBILITY AND RELATED POLICIES

Satisfactory Academic Progress for Financial Aid Eligibility

The Higher Education Opportunity Act (HEOA) requires that NEOMED establish a reasonable Satisfactory Academic Progress (SAP) policy for determining whether an otherwise eligible student is making satisfactory progress in his or her educational program and eligible for Federal Student Aid Title IV (Title IV) funds. This Policy outlines the standards for and determinants of SAP as outlined by federal regulations regarding Title IV funds; it is not related to the academic guidelines set forth by the Committees on Academic and Professional Progress (CAPP).

This policy applies to students of all Colleges. This policy applies to determining student's eligibility for Title IV funds and Institutional funds. Students who do not receive Title IV and/or Institutional funds are still evaluated for SAP to determine eligibility for possible future requests of Title IV funds. Students should familiarize themselves with the [Financial Aid Satisfactory Academic Progress Policy](#), available in the University's policy portal, and on the Office of Financial Aid's website.

Renewal of Eligibility

Financial Aid assistance is not automatically renewed. You must reapply and qualify for financial assistance each year by the established University deadlines.

Financial Literacy

We know financing an education can be very stressful. To ensure that students have a full understanding of their financial commitment, the Office of Financial Aid offers the following education debt management programming available, or offers access to online resources to receive further information:

- Admission Interview Day – Applicants are presented with a prospective guide sheet that outlines the cost of attendance, obtaining in state residency reclassification for non-residents, how to apply for the Free Application for Federal Student Aid (FAFSA), scholarship searching, types of financial aid, credit report information, and consumer information.

- First Time Borrowers – Prior to the disbursement of a federal student loan, a student must complete student loan entrance counseling. Students complete an online counseling module on studentaid.gov, and information is transmitted to NEOMED to confirm completion.

- During their time enrolled, students have access to members of the Office of Financial Aid to discuss their loan portfolio, and how their decisions now will impact their future. The Office of Financial Aid staff hold informational tables during the lunch hours in the NEOMED Education and Wellness Center for general questions, hold office hours during NEOMED regular office hours, will meet with students in-person or virtually. NEOMED staff will utilize education debt management modules published by the Association of

American Medical Colleges to aid in their efforts to ensure students have access to reputable information related to student loan management. In addition, the Office of Financial Aid staff will speak to students during required class meetings and student interest group meetings to educate them on critical deadlines, and scholarship availability.

- Exiting Borrowers – Students who are preparing to leave NEOMED (withdrawal, dismissal, graduation) are required to complete student loan exit counseling. During the loan exit counseling session, students will be presented with their options on repayment, deferment/forbearance, and loan forgiveness programs related to the federal student aid program. Students who borrowed a NEOMED administered loan will be given counseling on the repayment program for these loan types.

    Student Loan exit counseling is required by all graduating student loan borrowers and is a condition for receiving a diploma from NEOMED. Students will complete an online exit counseling module on studentaid.gov, and the results will be transmitted to NEOMED by Direct Loans. Further, the Office of Financial Aid will conduct in person workshops to ensure students understand their options for repaying student loans back post-graduation and may contract with reputable education debt management counseling companies to aid in counseling students.

CODE OF ETHICS, RIGHTS AND RESPONSIBILITIES FOR STUDENT LOAN RECIPIENTS AND FINANCIAL AID PROFESSIONALS

As a financial aid recipient, students have certain rights and responsibilities, and should be familiar and understand them before accepting a financial aid offer. Questions on your rights and responsibilities should be directed to the Office of Financial Aid prior to accepting a financial aid offer. Students can review their rights and responsibilities on the Office of Financial Aid's website.

As financial aid professionals charged with administering the program at NEOMED, our primary goal is to help student achieve their educational goals through financial aid support and guidance. As a member of the National Association of Student Financial Aid Administrators (NASFAA), we adhere to their Statement of Ethical Principles and Code of Conduct. Northeast Ohio Medical University. You can view these ethical principles and codes of conduct on NASFAA's website, as well as the Office of Financial Aid website.

FINANCIAL AID RESOURCES

View the following websites for financial aid information:

- https://studentaid.gov/ - Complete the FAFSA, Direct Loan Promissory Notes, Federal Loan Entrance and Exit Counseling, Annual Student Loan Acknowledgment, view general information on the federal aid programs, receive information on federal aid received.
- https://www.fastweb.com/ - Search for private scholarships
- https://www.irs.gov - Everything you need to know about taxes
- https://www.myfico.com - Credit report and credit score
- https://students-residents.aamc.org/financial-aid - Financial literacy resources for health professions students

Tuition & Fee Assessment, Installment Payment Plans, Recalculation, and Related Policies

Tuition and Fee Assessment and Payment of Charges

The University is on a semester schedule; therefore, students are billed at the beginning of the summer term, fall and spring semesters. Bills are viewable online via Banner Self Service. Tuition and fees are typically assessed directly to the student's account 10 days prior to the start of the semester and payment is due on the start date of the semester. Students are notified by way of their NEOMED email when those charges are assessed; paper bills are not mailed. The current academic year's tuition and fee schedule can be reviewed on NEOMED's website at https://www.neomed.edu/bursar/fee-register/.

Students may pay by cash, check, or other normally accepted means. Credit card and electronic check payments must be made through the student's Banner Self Service account by way of Transact and are not accepted in the accounting office. Students are required to either pay their tuition and fees in full or be enrolled in an installment payment plan 20 days after the billing date. Failure to do so will result in a non-refundable $50 late fee and an accounts receivable hold placed on the student's educational record. This hold will prevent the student from the issuance of transcripts, the ability to register for classes, view grades, etc. Failure to pay the balance in full by the due date, enroll in an installment payment plan, or failure to pay the installment payment plan in accordance with the established due dates may result in non-processing of a student's registration and the withdrawal of permission to attend classes and/or participate in clerkships. No student will be allowed to graduate unless all outstanding account balances owed to the University are met and loan exit paperwork has been turned in to accounting. No arrangements will be considered for any student who cannot pay the balance of the fees due before the end of the summer term or a semester.

PAYMENT PLANS

Educational expenses are easier to pay when spread over predictable monthly payments. Our Installment Payment Plan, administered by Transact, is an alternative to large term payments and helps limit borrowing. The current academic year's payment plan schedule can be viewed on NEOMED's website at https://www.neomed.edu/bursar/installment-payment-plans/.

Key features of the Installment Payment Plan's include:

- Convenient monthly payments not to exceed 6 months
- 24-hour account access
- Toll-free personal service Monday-Friday at (800) 339-8131
- Online enrollment via electronic signature
- FERPA compliant pins for parents
- Automatic recurring payment options
- Offers different payment options including credit card, ACH, 529, and debit cards
- Auto generated emails or texts for bills, reminders, and receipts.
- Payments will be updated to your student account immediately after making a payment.

In addition, if you are expecting loans, grants, or financial aid there is no need to wait to enroll after your tuition is billed. Once you enroll in the payment plan, your monthly payment will be adjusted during the semester based upon your account balance. If your account balance decreases, your monthly payment amount will be adjusted automatically. However, if your account balance increases you must first approve the payment increase through Transact. Once approved, your monthly payment amounts will be adjusted accordingly. If you do not approve the adjustment, the additional charges will be your responsibility to pay in full by the due date.

Details on Installment Payment Plans

To enroll in an installment payment plan you must first access Transact through your Banner Self-Service account (http://www.neomed.edu/students) **after** your tuition and fees have been added to your student account. All applicable payment plan options that are available to you will be displayed on your home page.

The following specifics are applicable to all payment plans:
- A $35 per semester, per plan, enrollment fee must be paid at the time of enrollment.
- Bills will be sent via email or text on the 27th of each month.
- The payment due date will be on the first of the month regardless if the 1st falls on a weekend.
- One reminder will be sent the day following the due date if payment is not made on time.
- A $10 late fee will be assessed 15 days after the due date if payment is not made.
- Payment plans will be cancelled automatically 10 days after the 2nd missed monthly payment and/or 10 days after the final payment is due and not paid. Payment will be due in full immediately following the cancellation of a payment plan. Failure to do so will result in a $50 non-refundable late fee and a hold on the student's account.
- Payments made via credit or debit card will be charged a 2.75 percent convenience fee for domestic cards or 4.25 percent for international cards by Transact. This convenience fee is not charged when paying the enrollment fee with a credit card.
- If an autopayment gets declined, Transact will attempt to process the payment for three days. After the third day, the monthly payments will be suspended, and payment must be made via a different method immediately.
- Once enrolled in an installment payment plan, all payments must be made through Transact. The Accounting Office cannot accept payment(s) from the student for any account balance that is included in the payment plan.
- Students are required to either pay tuition and fees in full or be enrolled in a payment plan 20 days after the billing date. Failure to do so will result in a $50 non-refundable late fee and a hold being placed on your educational record.

TUITION, FEES, AND INSURANCE REFUND POLICY

Registration does not automatically carry with it the right of a refund or reduction of indebtedness in cases of failure or inability to attend class or in cases of withdrawal. The student assumes the risk of all changes in business or personal affairs. NOTE: The term "refund" used in this section refers to the amount of tuition credited to the student account, not the portion of a payment that will be returned to the student.

Fees Subject to Refund:
Instructional and nonresident surcharge.

Amount of Refund:
Amount of refund is to be determined in accordance with the following regulations and subject to requirements contained in the University's withdrawal policy:

In Full:
If the University cancels the course;
If the University does not permit the student to enroll or continue except for disciplinary reasons;
If the student drops the course(s) during the add/drop period (College of Graduate Studies only);
If the student becomes deceased before or during the term
If the person is drafted into military services by the United States and called to active duty.

Note: A student who enlists voluntarily for active duty is subject to the refund policy below.

Administrative Withdrawal Resulting from CAPP Decisions:
If a student begins a semester and is then required by the Committee on Academic and Professional Progress (CAPP) to withdraw from the curriculum (via a leave of absence or dismissal) based on performance in the prior semester, the student will be administratively withdrawn from the current semester and issued a 100 percent refund of instructional fees, regardless of the date of action. All other tuition related fees will be refunded at a percentage based on the number of days attended during the period of enrollment in the semester. No refund will be granted to a student dismissed or suspended for disciplinary reasons. Student's financial aid will be recalculated under the Return of Title IV policy to determine the amount of aid that the student is eligible to maintain versus what must be returned.

Partial Refunds – Professional Degree Programs:
Instructional fees and nonresident surcharges will be refunded to a student who withdraws or otherwise does not complete the course or curriculum in which the student is registered based on the percentage of attendance by the student, calculated on a term basis. Refunds will be calculated as follows:

Withdrawal within 60 percent of the enrollment period:
The percentage of enrollment period is calculated by dividing the total number of days completed in the enrollment period as of the official notice of leave or withdrawal, or if no official notice is given, the last recorded day of attendance, into the total number of days in the enrollment period. Refund is based on the number of days left in the enrollment period as of the date of withdrawal divided into the total number of days in the enrollment period. The enrollment period includes weekends, holidays, and excludes scheduled breaks of five or more days.

Withdrawal beyond 60 percent of the enrollment period:
No refunds will be issued to students who withdraw after completing 60 percent of the enrollment period.

Partial Refunds – Graduate Degree Programs
Instructional fees and nonresident surcharges will be refunded to a student who withdraws or otherwise does not complete the course or curriculum in which the student is registered based on the percentage of attendance by the student beyond the add/drop period. Refunds will be calculated as follows:

Withdrawal within 60 percent of the enrollment period
The percentage of enrollment period is calculated by dividing the total number of days completed in the enrollment period as of the official notice of leave or withdrawal, or if no official notice is given, the last recorded day of attendance, into the total number of days in the enrollment period (includes the add/drop period). Refund is based on the number of days left in the enrollment period *as of the date of withdrawal* divided into the total number of days in the enrollment period (excludes add/drop period). The enrollment period includes weekends, holidays, and excludes scheduled breaks of five or more days.

Withdrawal beyond 60 percent of the enrollment period
No refunds will be issued to students who withdraw after completing 60 percent of the enrollment period (includes the add/drop period).

The Accounting Office will process the refund within 45 days of the date of withdrawal. All balances due to the University because of other obligations will be deducted from the amount refunded. "Refund" refers to the amount of tuition credited to the student account, not the portion of a payment that will be returned to the student.

COLLEGE OF GRADUATE STUDIES
ACCREDITATION – COLLEGE OF GRADUATE STUDIES
All degrees offered through the College of Graduate Studies are accredited by the Higher Learning Commission (HLC). The HLC evaluates the University's mission and standards by assessing the educational aspect, governance, administration, financial stability, admissions, student services, institutional resources, student learning, and institutional effectiveness.

In addition to HLC the following programs have specialized accreditation. The Master of Public Health program is fully accredited by the Council on Education for Public Health (CEPH). The Master of Medical Science in Anesthesia program is fully accredited by the Accreditation Review Committee for the Anesthesiologist Assistant (ARC-AA) of the Commission on Accreditation of Allied Health Education Program (CAAHEP).

A comprehensive evaluation and site visit by HLC took place in September 2023. NEOMED was reaccredited by the Commission for 10 years, the maximum period allowed.

MISSION STATEMENT – COLLEGE OF GRADUATE STUDIES

Through a diverse and inclusive environment, the mission of the College of Graduate Studies is to instill critical thinking, inspire curiosity, and promote innovation to graduate future generations of scientists, researchers, teachers, health professionals, and community leaders who will use the power of education, research, and scholarship for positive impact.

DIVERSITY STATEMENT – COLLEGE OF GRADUATE STUDIES

The College of Graduate Studies at NEOMED achieves its mission by promoting, valuing, and incorporating diversity in all its forms. Diversity encompasses but is not limited to race, culture, ethnicity, gender, socio-economic status, religion, age, sexual orientation, gender identity, gender expression, geography, disability, military/veteran status, and first-generation collegiate learners.

The COGS strives to build a diverse student, faculty, and staff population. A diverse College community allows students to learn and grow alongside others from all backgrounds.

HISTORY – COLLEGE OF GRADUATE STUDIES

The College of Graduate Studies was founded in 2009 and offers graduate programs in integrated pharmaceutical medicine, public health, health-system pharmacy administration, medical ethics and the humanities, modern anatomical sciences, anesthesiologist assistant, and leadership in health systems science, As well as graduate certificates in medical ethics and humanities; health research; and public health. The College of Graduate Studies provides support to students who are pursuing graduate-level degrees at Northeast Ohio Medical University (NEOMED) and in partnership with other Ohio universities.

ADMINISTRATION OF GRADUATE EDUCATION

The NEOMED College of Graduate Studies (COGS) is comprised of faculty, an advisory panel (Graduate Faculty Council), the Dean of the COGS, and administrative staff.

DEAN OF THE COLLEGE OF GRADUATE STUDIES

The Dean of the College of Graduate Studies is the Chief Officer of the college. The Dean of the COGS is the chair of the Graduate Faculty Council (GFC). The Dean is responsible for implementing and leading the activities and priorities of the COGS.

FACULTY

Graduate faculty are considered experts in their field and are prepared to create an engaging and challenging learning environment for graduate students.

GRADUATE FACULTY COUNCIL

The Graduate Faculty Council is the executive committee of the Graduate Faculty and shall represent the Graduate Faculty in proposing matters of academic policy and procedure to the Dean on the College of Graduate Studies, and in counseling and advising the Dean in matters of administering the College of Graduate Studies.

OVERVIEW OF GRADUATE CERTIFICATES AND DEGREE PROGRAMS

GLOBAL HEALTH GRADUATE CERTIFICATE

The Global Health Certificate is designed to enhance their professional education through full immersion experiences in a resource limited environment in which students will learn and experience medical care constrained by poverty, lack of resources as well as social, environmental, and cultural barriers. This fundamental knowledge helps students to become independent thinkers and doers who see and create opportunities for innovation that foster health and social and economic change in resource poor settings. NEOMED Students can be teamed up with students from partner Universities abroad and jointly complete the didactic and practical portions of their training and jointly carry out their project ideation, design, implementation, and evaluation. This 10-credit program can be completed while students are enrolled in other graduate or professional programs.

GRADUATE CERTIFICATE IN PUBLIC HEALTH

The Graduate Certificate in Public Health provides foundational skills and knowledge in public health for those who wish to create healthier communities. The primary audience would be professionals working to enhance their careers or those who wish to obtain a specific public health focus. Course work is delivered online or webinar.

GRADUATE CERTIFICATE IN PUBLIC HEALTH RESEARCH

The Graduate Certificate in Public Health Research provides foundational skills and knowledge in conducting health research with local communities. The primary audience would be professionals working to enhance their careers or those who wish to obtain a specific public health focus. Course work is online or webinar.

GRADUATE CERTIFICATE IN PUBLIC HEALTH ADMINISTRATION

The Graduate Certificate in Public Health Practice provides foundational skills and knowledge in working with local communities, government agencies and community-based non-profit agencies to develop health initiatives and evaluate their outcomes. The primary audience would be professionals working to enhance their careers or those who wish to obtain a specific public health focus. Course work is online or webinar.

HEALTH RESEARCH GRADUATE CERTIFICATE

The Health Research Certificate provides students with an opportunity to enhance their professional education or to serve as a pathway toward graduate education in health sciences. Students who enroll in this certificate are exposed to essential research knowledge and training, competitive skills useful for recruitment in post-graduate programs (i.e. Residency), and early career grant funding. Students will refine their research interests, gain exposure to new research methods and technologies, develop their leadership skills, and help them identify potential career opportunities in clinical, academic, or industry settings where research fluency is increasingly applied and sought after. This 10-credit program can be completed in as few as two semesters or while students are enrolled in other graduate or professional programs. Additionally, approved certificate credit can be shared for students interested in pursuing degrees in other NEOMED College of Graduate Studies programs (e.g., Basic and Translational Biomedicine (BTB).

MEDICAL ETHICS AND HUMANITIES GRADUATE CERTIFICATE

As medical science and technology continue to advance, there is an increasing concern over professional and ethical responsibilities in providing optimal care to patients and their families, and addressing issues among colleagues and institutions including, but not limited to: effective utilization of scarce or limited resources, disclosure of conflicts of interest, balancing healthcare delivery with clinical research, and developing therapeutic relationships in light of controversial public health policies and laws.

The Medical Ethics and Humanities Certificate program is a 10-credit program designed for healthcare professionals and students who have the desire to explore these pragmatic issues through the lenses of ethical theory and narrative-driven humanities. This coursework can be completed while students are enrolled in other graduate or professional programs. The certificate program is also open to others not enrolled in the Colleges of Medicine or Pharmacy.

BASIC AND TRANSLATIONAL BIOMEDICINE (M.S., PH.D.)

The Basic and Translational Biomedicine (BTB) Graduate Program is designed to educate and develop students into leading independent scientists, scholars, and innovators. The program offers exceptional training opportunities in the basic and applied health sciences with nationally and internationally recognized faculty across the following focus areas: neurodegenerative diseases; heart and blood vessel disease; auditory neuroscience; musculoskeletal; diabetes, obesity, and metabolism. Based on individual interests and career goals, students can choose from three tracks in which to complete their study. The BTB program offers two research intensive tracks at the doctorate and a 45 credit Master of Science level for those interested in more research-intensive application and training. New to the program is the addition of a third Master of Science Innovation track, a non-thesis bearing 30 credit plan of study for those more focally interested in medical device commercialization.

MASTER OF PUBLIC HEALTH (M.P.H.)

The Master of Public Health (M.P.H.) degree program is a consortium program with Cleveland State University, NEOMED, The University of Akron, and Youngstown State University. This program is geared toward the working professional who would like to broaden his or her role in improving community health, enhance current job skills or seek career advancement. In the 42-semester credit hour generalist track, students take foundational courses in biostatistics, epidemiology, social and behavioral sciences, health services administration, policy and environmental sciences, and general public health concepts. The track courses focus on grant writing, application of cross-cutting concepts in public health settings, and research and evaluation. Advisors help students select electives in their interest areas. Students also complete an integrative project with a community agency.

MEDICAL ETHICS AND THE HUMANITIES (M.A.)

The Master of Art in Medical Ethics and Humanities is designed for healthcare professionals and students who wish to explore the value and meaning of medicine from a multi-disciplinary perspective, deepen their medical knowledge and skills in trained health professions, become social science and humanities researchers and enhance patient, family and community care through advanced graduate education and narrative-based approaches to health care delivery. There are two tracks in the M.A. program including a clinical ethics track and a health humanities track. Students take foundational coursework shared by both tracks and then take specialized coursework based on the track of choice.

MASTER IN FOUNDATIONS OF MEDICINE (MFM)

The Master in Foundations of Medicine degree program provides an immersive graduate level education in the anatomical sciences. This program combines first year of medicine curriculum with enhanced coursework in biomedical sciences and biomedical imaging. The Masters in Foundations of Medicine program is a 30-credit program designed for students interested in attending medical school. The program introduces students to fundamental concepts in the biomedical sciences by combining aspects of the first-year medicine curriculum with enhanced coursework and clinical experiences in biomedical imaging. Based on individual interest, students participate in a research- or healthcare-based project, learning practical skills via first-hand experience.

MASTER OF MEDICAL SCIENCE IN ANESTHESIA (MMSc-A)

The MMSc-A program is a 28-month program designed to provide students with the education required to deliver safe, patient-centered anesthetic care as a Certified Anesthesiologist Assistant (CAA). CAAs are highly skilled healthcare professionals who work under physician anesthesiologists to care for patients as active members of the anesthesia care team. The program uses state of the art, high-fidelity simulation, an innovative didactic curriculum, and hands-on clinical experiences to ensure students are equipped to provide a superb anesthesia experience for patients across the country.

MASTER'S IN LEADERSHIP IN HEALTH SYSTEMS SCIENCES (MLHSS)

Master of Leadership in Health Systems Science is a 30-credit program designed to develop professionalism and leadership skills while advancing knowledge of health systems science. Students will learn to analyze the way care is delivered within a health care organization to improve patient care and maximize health.

MASTERS OF GLOBAL HEALTH AND INNOVATION (GLBH)

Available at the master's or graduate-certificate level. The Masters of Global Health and Innovation program is a 30-credit hour program. Aimed to develop transformative leaders in global and underserved health. It is for independent critical thinkers driven to improve health systems, whether here or abroad. Graduates will be prepared to overcome challenges in unconventional and innovative ways, often in resource-limited settings. The program has been developed to help students build a career in global and underserved medicine as they acquire critical knowledge and skill about resource constrained health systems, frugal innovation as well as cultural, social and environmental determinants of health care. This knowledge is not only applicable abroad, but is critical when caring for vulnerable, marginalized populations in the U.S. (i.e., refugee populations) and will help students to be become well-rounded professionals.

Admission – College of Graduate Studies

GUEST/NON-DEGREE STUDENT ADMISSION

The College of Graduate Studies permits non-degree seeking individuals to take graduate-level coursework on a limited basis. The Office of the Registrar coordinates the application process.

Non-degree seeking students must complete an application and be approved for participation in courses. Individuals accepted as non-degree seeking students are issued NEOMED email, Banner Self-Service and Canvas accounts to support their course enrollments but are not otherwise eligible for NEOMED student benefits.

Non-degree students are charged the current College of Graduate Studies per-credit-hour rate. A maximum of 12 credit hours may be earned in a non-degree seeking status. Applicability of coursework taken in a non-degree status toward a later degree or certificate will vary by program, should a student choose to apply for degree or certificate-seeking status later.

Prerequisites for admission:
- Must have an earned baccalaureate (or higher) degree.

Candidates must:
- Complete the NEOMED admissions application a minimum of 4 weeks before the start of the semester.
- Submit transcript from institution where baccalaureate degree was conferred (potentially others for course pre-requisite checking).
- Submit personal statement (i.e., why you want to enroll as a guest/non-degree student).

GRADUATE CERTIFICATE ADMISSION

Application information including application deadlines and the link to the online application may be found by visiting https://www.neomed.edu/graduatestudies/admissions/.

Students who meet the following criteria are encouraged to apply:
- Students who have successfully completed a bachelor's degree (or higher) from an accredited college or university with a minimum of a 3.0 GPA are eligible to apply to graduate certificate programs.
- Eligible students enrolled in the NEOMED College of Pharmacy program as outlined in the bachelor's degree equivalency policy.

The following credentials are required to submit a completed application:

- Updated resume or CV containing contact information, education, employment, scholarly activities, and licensure (if applicable).
- Personal statement (not necessary for public health certificates)
- One letter of recommendation (not necessary for public health certificates).
- Official transcripts from all institutions where courses have been taken at, including both undergraduate and graduate courses
- Current NEOMED Students Only - a signed letter of good academic standing in your primary program from the Office of the Registrar

BASIC AND TRANSLATIONAL BIOMEDICINE ADMISSION

Application information including application deadlines and the link to the online application may be found by visiting https://www.neomed.edu/graduatestudies/admissions/.

General Admission Criteria for PhD and MS

Students who meet the following criteria are encouraged to apply:

- Hold a bachelor's degree (or higher) in the majors of chemistry, biochemistry, of the biological sciences or a combination of majors such as for pre-pharmacy or pre-medicine
- Have a minimum 3.0 undergraduate GPA and/or a 3.3 graduate GPA. Students with a 3.4 undergraduate GPA or above will be given preferential consideration for admission
  - Candidates not meeting these criteria may submit official GRE scores for admission consideration
  - Candidates interested in professional school enrollment following potential BTB degree completion should submit appropriate test scores if available (e.g. MCAT)

Optional Criteria

- Students are highly recommended, to have taken a full series of biology, chemistry and physics with lab, college writing, genetics, cell biology, biochemistry, statistics, calculus, analytical chemistry, pharmacology, microbiology, and biotechnology.

  The following credentials are required to submit a completed application:

- Complete the online admission application
  - Official transcripts from all institutions where courses have been taken at, including both undergraduate and graduate courses
  - Updated CV containing contact information, education, employment, scholarly activities, and licensure (if applicable).
  - Personal statement
  - Two letters of recommendation

Admissions Criteria for Master of Science Innovation Track

Students who meet the following criteria are encouraged to apply:

- A bachelor's degree (or higher) from an accredited college or university.
- An undergraduate GPA of at least a 3.0
- Candidates interested in professional school enrollment following potential BTB degree completion must submit appropriate test scores related to professional school admission process (e.g. MCAT).
- Up-to-date licensure, in the case of practicing professionals
- Current curriculum vitae (CV) containing contact information, education, employment, scholarly activities, and licensure (if applicable).
- Personal statement explaining why you wish to pursue the Master of Science in Basic and Translational Biomedicine-Innovation Track and how this program of study would further your professional goals (1,500 words maximum)
- Official transcripts from all institutions where you have been enrolled (includes undergraduate and graduate courses).
- A minimum of one (1) recommendation/evaluation (must be submitted through the application system).

MASTER OF PUBLIC HEALTH ADMISSION

Applications are through the common public health program application system, SOPHAS (https://sophas.org/). The program accepts fall, spring and summer applications. Application deadlines are the following:

- Fall—August 1
- Spring—December 1
- Summer—May 1

The following credentials are required to submit a completed application. Please see the application instructions for the most current information.

1. Official transcripts from each institution of higher education that you have attended. If the official record is not in English, an official translation must accompany the original language document.
2. Two letters of recommendation from individuals familiar with your academic or professional background. Individuals who have not been involved in an academic institution for two years or more may submit letters of recommendation by supervisors from his/her place of employment. The letters should include an assessment of your current work quality and ability to successfully complete graduate training. Please address letters to the CEOMPH Admissions Committee.
3. A cover letter/personal statement (no more than two pages) explaining your educational and professional history; area of interest in public health, interest, and motivation for seeking an MPH degree; and professional or academic career plans upon completion of the program. If appropriate, also indicate whether you are applying to or are currently enrolled in another degree program (and indicate which university).
4. GRE scores taken within the last five years. The GRE requirements may be waived if the applicant has either 1) a bachelor's degree from an accredited U.S. institution with a cumulative GPA of 3.0 or higher or 2) a professional degree (masters or doctorate) in a related area. Official results from other equivalent standardized tests used for graduate admissions, also taken within the last five years, may be substituted. These accepted tests are the following: DAT, GMAT, MCAT, and PDAT. The minimum score that is desired are verbal and quantitative (or equivalent components) scores in the 40th percentile or above. Other documents including transcripts, cover letter, and recommendations will also be carefully considered, in addition to the scores. Please use institutional code [Northeast Ohio Medical University - CEOMPH SOPHAS - 4753] in the designated area on your GRE application to assure that the CEOMPH office receives your official scores.
5. TOEFL scores taken within the last two years from graduates of foreign universities who are non-native English speakers. The minimum score must be 550 (paper-based) or 213 (computer-based) or 79-80 with read/speak/listen=17, write=14 (Internet-based). Please use institutional code #5688--SOPHAS in the designated area on your TOEFL application to assure that the CEOMPH office receives your official scores.
6. Application is through SOPHAS https://sophas.org/ --A nonrefundable $145 application fee for the first program and $55 for each additional program. A fee assistant program is available--a limited number of fee waivers are provided to qualified applicants on a first-come-first-served basis. Each fee waiver covers only the initial application fee, so if you wish to apply to additional programs, you are responsible for the remaining balance. If you received a fee waiver during a previous cycle, you may still apply for another in the next cycle. You may request a fee waiver as soon as you create an application, but keep in mind that fee waiver funds are quickly depleted. Contact customer service at 617-612-2090 before you submit a fee waiver request to determine if waivers are still available. Three types of fee waivers are financial based, service-based, and international-based. For more information click on SOPHAS Fees and Fee Waivers

Criteria used by the Admissions Committee include a bachelor's degree from an accredited college or university, minimum undergraduate GPA of 2.75, minimum graduate GPA of 3.00 out of a 4.00 scale, successful completion of a college level mathematics or statistics course and college level social or natural science course, and acceptable GRE score or another acceptable standardized test score (if appropriate). Two years of work experience in a relevant field is highly recommended, but not required.

MASTER OF MEDICAL ETHICS AND HUMANITIES ADMISSION

Application information including application deadlines and the link to the online application may be found by visiting https://www.neomed.edu/graduatestudies/admissions/.

Students who meet the following criteria are strongly encouraged to apply:

- Students who have successfully completed a bachelor's degree (or higher) from an accredited college or university with a minimum of a 3.0 GPA
- Eligible students enrolled in the NEOMED College of Pharmacy program as outlined in the bachelor's degree equivalency policy.
- Students who have already completed the NEOMED Medical Ethics & Humanities Graduate Certificate Program.

The following credentials are required to submit a completed application:

- Complete the online admission application
- Hold up-to-date licensure, in the case of practicing professionals
- Updated CV containing contact information, education, employment, scholarly activities, and licensure (if applicable).
- Personal Statement.
- Letter of good academic standing (applicable to students and residents). A letter must be sent by the academic institution/residency director.
- One letter of recommendation.
- Official transcripts from all institutions where courses have been taken at, including both undergraduate and graduate courses

MASTER IN FOUNDATIONS OF MEDICINE ADMISSION

Application information including application deadlines and the link to the online application may be found by visiting https://www.neomed.edu/graduatestudies/admissions/

Students who meet the following criteria are strongly encouraged to apply:

- Students who have successfully completed a bachelor's degree from an accredited college or university.
- Achieve a minimum of a 3.0 undergraduate GPA and a 3.0 BCPM
- Candidates interested in professional school enrollment following potential M.F.M. degree completion must submit appropriate test scores related to professional school admission process (e.g., MCAT)

  The following credentials are required to submit a completed application:

1. Complete the online admissions application
2. Submit an updated career vita (CV)/resume containing contact information, education, employment, scholarly activities, and licensure (if applicable)
3. Submit a personal statement (Why do you want to enroll in the program? Why are you an ideal candidate? What are your goals?)
4. Submit official transcripts from all institutions that you have taken courses at. This includes both undergraduate and graduate courses
5. Submit at least one letter of recommendation.

MASTER OF MEDICAL SCIENCE IN ANESTHESIA ADMISSION

Application information including application deadlines and the link to the online application may be found by visiting: https://www.neomed.edu/graduatestudies/admissions/

Students who meet the following criteria are encouraged to apply:

1. Have earned a bachelor's degree
2. Have maintained a cumulative GPA (undergraduate/post-bacc/graduate) of at least a 3.0 **(3.50 recommended)** and a prerequisite course GPA of at least 3.0 **(3.30 recommended)**
3. Have completed prerequisite coursework
4. Have either a MCAT score greater than 490 or a GRE score of 150 (Verbal), 150 (Quantitative), 4.0 (Analytical)
5. Have shadowed an anesthesia practitioner for a minimum of 8 hours (or provided an explanation of why shadowing could not be completed this cycle)
6. Complete the CASAA application for NEOMED
7. Submit an updated curriculum vita (CV)/resume containing contact information, education, employment, scholarly activities, and licensure (if applicable)
8. Submit official transcripts from all institutions that you have taken courses at. This includes both undergraduate and graduate courses
9. Submit three letters of recommendation

MASTER OF LEADERSHIP IN HEALTH SYSTEMS SCIENCE ADMISSION

Application information including application deadlines and the link to the online application may be found by visiting: https://www.neomed.edu/graduatestudies/admissions/

Students who meet the following criteria are encouraged to apply:

1. Have earned a bachelor's degree (or higher) from an accredited college or university.
2. Maintained an undergraduate GPA of at least a 3.0.
3. Candidates interested in professional school enrollment following potential M.L.H.S.S. degree completion must submit appropriate test scores related to professional school admission process (e.g., MCAT)
4. Up-to-date licensure, in the case of practicing professional.

The following credentials are required to submit a completed application:

1. Complete the online admissions application.
2. Submit a personal statement; single spaced, minimum one page, not to exceed 1500 words: *Why are you an ideal candidate? Why do you want to earn a degree/ in Health Systems Science?*Personal statements will be evaluated by the program admissions committee.
3. Submit an updated curriculum vita (CV)/resume containing contact information, education, employment, scholarly activities, and licensure (if applicable)
4. Submit official transcripts from all institutions you have taken courses at. This includes both undergraduate and graduate courses.
5. Submit at least one letter of recommendation from previous or current faculty, mentors, or colleagues *(Letter must not come from family members or friends, or from educators/mentors prior to your undergraduate education)*

MASTER OF GLOBAL HEALTH AND INNOVATION ADMISSION

Application information including application deadlines and the link to the online application may be found by visiting https://www.neomed.edu/graduatestudies/admissions/

Students who meet the following criteria are strongly encouraged to apply:

1. Have earned a bachelor's degree (or higher) from an accredited college or university or be an eligible student enrolled in the College of Pharmacy program as outlined in the bachelor's degree equivalency policy
2. provide an updated curriculum vita (CV) containing contact information, education, employment, scholarly activities, and licensure (if applicable)
3. provide a personal statement explaining why you wish to pursue the Global Health & Innovation program and how this program of study would further your professional goals (1,500 words maximum)
4. provide official transcripts from all institutions at which you have taken courses. This includes both undergraduate and graduate courses.
5. provide one recommendation. Recommendations/evaluations must be submitted through the online application system.
6. **For current NEOMED students only**: Please include in your application a signed letter of good academic standing in your primary program from the Office of the Registrar, registrar@neomed.edu.

Degree Requirements – College of Graduate Studies

Graduate Certificate Requirements: Global Health Graduate Certificate

Students who enroll in this 10-credit certificate will acquire practical knowledge and skills about health systems in low resource areas, cultural, social, and environmental determinants of health care delivery and care seeking. This knowledge is not only applicable abroad, but is critical when caring for vulnerable, marginalized populations in the US (i.e., refugee populations) and will help students to become well-rounded medical professionals. Additionally, approved certificate credits can be shared for students interested in pursuing the Masters of Global Health and Innovation degree.

Requirements	Minimum Credits
Core Courses:	
GLBH60801 Foundations in Population, Global & Underserved Health	3
GLBH 60802 Understanding Health Systems	3
GLBH 60805 Immersion in Global and Underserved Health	4
Total Credits Needed:	**10**

Graduate Certificate Requirements: Health Research Graduate Certificate

Students who enroll in this certificate are   exposed to essential research knowledge and training. Competitive skills useful for recruitment in post-graduate programs (i.e., residency),   and early career grant funding. Students will refine their research interests, gain exposure to new research methods and   technologies, develop their leadership skills, and help them identify potential career opportunities in clinical, academic, or industry   settings where research fluency is increasingly applied and sought after. This 10-credit program can be completed in as few as two semesters or while students are enrolled in   other graduate or professional programs. Additionally, approved certificate credit can be shared for students interested in pursuing degrees in other NEOMED College of Graduate Studies programs (e.g., Basic and Translational Biomedicine (BTB).

Requirements	Minimum Credits
Core Courses:	**7**
BMS 60404 Research Methods	3
BMS 60301 Responsible Conduct of Research	1
BMS 60303 Research Writing for Scholarship	3
Required Elective Credits: (choose from approved courses below)	**3**
RES 60498 Research	3
BMS 60401 Drug Discovery, Development & Approval	3
ETH 60302 Research Ethics	1
M4 Capstone Current Trends in Biomedical & Clinical Research (M4 Students Only)	2
Total Credits Needed:	**10**

Certificate Requirements: Public Health Certificates

Public health has grown to encompass many disciplines and to focus on disease prevention in communities and across healthcare settings. Students have the choice of choosing certificates in three areas. Courses completed in these certificates may count toward they MPH degree within the Consortium of Eastern Ohio Master of Public Health program. These certificates are fully online, webinar based.

Graduate Certificate in Public Health	
PUBH 60201 Public Health Concepts	3
PUBH 60204 Biostatistics in Public Health	3
PUBH 60202 Social & Behavioral Sciences in Public Health	3
PUBH 60203 Epidemiology in Public Health	3
PUBH 60205 Health Services Administration in Public Health	3
PUBH 60206 Policy and Environmental Sciences in Public Health	3
Total Credits Needed	**18**
Graduate Certificate in Public Health Research	
PUBH 60204 Biostatistics in Public Health	3
PUBH 60202 Social & Behavioral Sciences in Public Health	3
PUBH 60203 Epidemiology in Public Health	3
PUBH 60209 Public Health Research & Evaluation	3
Total Credits Needed	**12**
Graduate Certificate in Public Health Administration	
PUBH 60201 Public Health Concepts	3
PUBH 60205 Health Services Administration in Public Health	3
PUBH 60206 Policy and Environmental Sciences in Public Health	3
PUBH 60207 Grant Writing in Public Health Practice	3
Total Credits Needed	**12**

Graduate Certificate Requirements: Medical Ethics and Humanities

Students can choose between two certificates, Medical Ethics or Humanities. Each certificate is 10-credits ideal for the busy healthcare professional or student who wishes to combine clinical practice with ethics consultation, education, and research.

Requirements: Medical Ethics & Humanities Certificates	Minimum Credits
Core Courses: Medical Ethics Track	
ETH 60304 Clinical Ethics	3
Approved Elective Courses	7 Minimum Credits
Total Credits Needed for Graduate Certificates	10
Core Courses: Humanities Track	
HUM 60320 Topics in the Medical Humanities	3
Approved Elective Courses:	7 Minimum Credits
Total Credits Needed for Graduate Certificates	**10**
Approved Electives Course List:	
ETH 60301 Responsible Conduct of Research	1
ETH 60302 Research Ethics	1
HUM 60303 Research Writing for Scholarship	3
ETH 60305 Organizational Ethics	3
HUM 60306 Medical Rhetoric	3
HUM 60307 Invalid Women	3
ETH 60308 Healthcare Justice	1
ETH 60311 Psychiatric Ethics	1
ETH 60312 Primary Care Ethics	1
HUM 60314 Social Determinants of Health	3
ETH 60315 Surgical Ethics	1
ETH 60316 Pediatric Ethics	1
HUM 60317 Recipes for Health	1
HUM 60319 Health Humanities as Craft	3
HUM 60320 Topics in the Medical Humanities	3
ETH 60321 Healthcare Law & Ethics	2
HUM 60322 Health Humanities Immersion	1
PUBH 60209 Public Health Research & Evaluation	3

Degree Requirements: Basic and Translational Biomedicine (M.S., PH.D., Masters, PHARM.D.-PH.D. AND M.D.- PH.D.)

Curricular Degree Requirements:

BTB Program Requirements	Credits	PhD	MS	Innovation	PharmD-PhD	MD-PhD
Required Core Courses		10	10	10	10	10
BMS 60301 Responsible Conduct of Research	1	1	1	1	1	1
BMS 60303 Research Writing for Scholarship	3	3	3	3	3	3
BMS 60404 Research Methods	3	3	3	3	3	3
DATA 60408 Statistical Methodology in the Biomedical Sciences	3	3	3	3	3	3
Required Elective Credits		20	13	3	6	3

	Credits					
General Elective Options						
BMS 60401 Drug Discovery, Development & Approval	3			3		
BMS 60402 Pharm Med Seminar	0.5					
BMS 60406 Intro to Pharmaceutical Sciences	4					
BMS 60407 Molecular Pharmacology	4					
BMS 60409 Cellular & Molecular Signaling	3					
BMS 60416 Bootcamp for Basic Scientist	1					
BMS 60418 Emerging Concepts in Diabetes & Obesity	3					
BMS 60421 Mitochondrial Metabolism & Redox Signal	1					
Approved College of Pharmacy courses	Varies					
Cardiovascular Elective Options						
BMS 60417 Current Trends in Cardiovascular Science	1					
BMS 60419 Molecular Cardiovascular Science	3					
BMS 60420 Advanced Cardiovascular Physiology & Pathophysiology	3					
Neuroscience Elective Options						
BMS 60422 Cellular & Molecular Neuroscience	4					
BMS 60423 Current Trends in Neuroscience	2					
BMS 60424 Neuroscience Systems	4					
Innovation Track Requirements				6		
BMS 60414 Bio Innovation I	3			3		N/A
BMS 60415 Bio Innovation II	3			3		N/A
MD-PhD Requirements						4.5
BMS 60400 Patient Care (0.5 credits a semester, 9 terms)	0.5					4.5
Research Requirements		60	22	11	60	60
RES 60497 Research		30	13	11	30	30
RES 60498 Thesis Research			9			
RES 80499 Dissertation Research		30			30	30
Shared Credits from Professional Curriculum					14	12.5
Non-credit Requirements						
Candidacy Exam		Yes			Yes	Yes
Prospectus		Yes			Yes	Yes
Thesis/Dissertation Defense		Yes	Yes		Yes	Yes
Total Credits Needed		**90**	**45**	**30**	**90**	**90**

M.S. Degree

The M.S. degree requires 45 credit hours: at least 23 credit hours didactic, 13 research, and 9 hours of thesis research, culminating in a written thesis and thesis defense. See table below for an overview of curricular requirements.

BTB Program Requirements	MS-45
Required Core Courses	**10**
BMS 60301 Responsible Conduct of Research	1
BMS 60303 Research Writing for Scholarship	3
BMS 60404 Research Methods	3
DATA 60408 Statistical Methodology in the Biomedical Sciences	3
Required Elective Credits (choose from approved list)	**13**
Research Requirements	**22**
RES 60497 Research	13
RES 60498 Thesis Research	9
Non-credit Requirements	
Thesis Defense	Required
Total Credits Needed	**45**

M.S. Degree en route to Ph.D. Degree Transfer Credit

A student who has completed a master's degree in the BTB program can apply to the PhD program. If admitted, the student may transfer approved credits earned in the pursuit of the master's degree toward the PhD degree requisites.

Ph.D. Degree

The Ph.D. degree requires 90 credit hours. All doctoral students in the program will be required to complete 30 hours didactic, 30 hours of research and 30 hours of dissertation research, culminating in a written dissertation and dissertation defense. Please see Table below for an overview of curricular requirements.

PhD Requirements	PhD
Required Core Courses	**10**
BMS 60301 Responsible Conduct of Research	1
BMS 60303 Research Writing for Scholarship	3
BMS 60404 Research Methods	3
DATA 60408 Statistical Methodology in the Biomedical Sciences	3
Required Elective Credits (choose from approved list)	**20**
Research Courses	**60**
RES 60497 Research	30
RES 80499 Dissertation Research	30
Non-credit Requirements	
Candidacy Exam	Required
Prospectus	Required
Dissertation Defense	Required
Total Credits Needed	**90**

PROFESSIONAL PROGRAMS en route to Ph.D. Degree:

The College of Graduate Studies provides an opportunity for enrolled NEOMED MD or Pharmacy students to attain a PhD degree through the Basic and Translational Biomedicine Program. The bulk of PhD didactic requirements will be subsidized using a combination of shared credits from the professional curriculum. Allowing for accelerated degree completion. See curriculum pathways below.

CURRICULAR DEGREE REQUIREMENTS: M.D. & PH.D.

Only applicants accepted and enrolled in the NEOMED College of Medicine are eligible. The MD & PhD is a nested degree. The student will progress through the first two years of the MD curriculum. This is followed by a leave of absence (minimally 3 years) from the MD program during which the student will earn the PhD degree through the BTB program. At the completion of PhD, the student will re-enter the MD program to finish out MD degree requirements. It is expected that students, using a combination of approved credits from the MD curriculum and elective course work, will subsidize the bulk of PhD didactic requirements allowing for accelerated degree completion.

BTB Program Requirements	MD-PhD
Required Core Courses	**10**
BMS 60301 Responsible Conduct of Research	1
BMS 60303 Research Writing for Scholarship	3
BMS 60404 Research Methods	3
DATA 60408 Statistical Methodology in the Biomedical Sciences	3
Required Elective Credits (choose from approved list)	**3**
MD-PhD Requirements	**4.5**
BMS 60400 Patient Care (0.5 credits a semester, 9 terms)	4.5
Research Requirements	**60**
RES 60497 Research	30
RES 80499 Dissertation Research	30
Shared Credits from Professional Curriculum	**12.5**
Non-credit Requirements	
Candidacy Exam	Required
Prospectus	Required
Dissertation Defense	Required
Total Credits Needed	**90**

CURRICULAR DEGREE REQUIREMENTS: PHARM.D. and PH.D.

Only applicants accepted and enrolled in the NEOMED College of Pharmacy are eligible. The PharmD and PhD program is a modified sequential degree plan. The PharmD degree will be earned over the normal 4-year timeline after which the student will enter the graduate curriculum. It is expected that students, using a combination of credits shared from the PharmD curriculum and elective course work, will subsidize the bulk of PhD didactic requirements allowing for accelerated degree completion.

BTB Program Requirements	PharmD-PhD
Required Core Courses	**10**
BMS 60301 Responsible Conduct of Research	1
BMS 60303 Research Writing for Scholarship	3
BMS 60404 Research Methods	3
DATA 60408 Statistical Methodology in the Biomedical Sciences	3
Required Elective Credits (choose from approved list)	**6**
Research Requirements	**60**
RES 60497 Research	30
RES 80499 Dissertation Research	30
Shared Credits from Professional Curriculum	**14**
Non-credit Requirements	
Candidacy Exam	Required
Prospectus	Required
Dissertation Defense	Required
Total Credits Needed	**90**

BTB APPROVED ELECTIVE OPTIONS

General Elective Options	
BMS 60401 Drug Discovery, Development & Approval	3
BMS 60402 Pharm Med Seminar	0.5
BMS 60406 Intro to Pharmaceutical Sciences	4
BMS 60407 Molecular Pharmacology	4
BMS 60409 Cellular & Molecular Signaling	3
BMS 60416 Bootcamp for Basic Scientist	1
BMS 60418 Emerging Concepts in Diabetes & Obesity	3
BMS 60421 Mitochondrial Metabolism & Redox Signal	1
Approved College of Pharmacy courses	Varies
Cardiovascular Elective Options	
BMS 60417 Current Trends in Cardiovascular Science	1
BMS 60419 Molecular Cardiovascular Science	3
BMS 60420 Advanced Cardiovascular Physiology & Pathysiology	3
Neuroscience Elective Options	
BMS 60422 Cellular & Molecular Neuroscience	4
BMS 60423 Current Trends in Neuroscience	2
BMS 60424 Neuroscience Systems	4
Innovation Elective Option	
BMS 60414 Bio Innovation I	3
BMS 60415 Bio Innovation II	3

Curricular Degree Requirements: <u>Master of Science Innovation</u>

The Innovation Track requires 30 credit hours: 19 credit hours didactic, and 11 research. This degree can be completed within 1-year. See table below for an overview of curricular requirements.

BTB Innovation Track Curriculum	Minimum Credits
Fall	
BMS 60404 Research Methods	3
BMS 60401 Drug Discovery Development & Approval	3
BMS 60414 Bio Innovation I	3
RES 60497 Research	5
Spring	
DATA 60408 Statistical Methodology in the Biomedical Sciences	3
BMS 60301 Responsible Conduct of Research	1
BMS 60303 Research Writing for Scholarship	3
BMS 60415 Bio Innovation II	3
RES 60497 Research	5
Maymester	
RES 60497 Research	1
Total Credits	**30**

NON-CURRICULAR DEGREE REQUIREMENTS

LABORATORY ROTATIONS

All students are required to participate in lab rotations in order to find their research area of interest. Students will complete 2-3 rotations within first semester (for MS) or by end of first year (for PhD) before choosing their lab. The lab should be where the student intends to complete their thesis/dissertation research.

ADVISOR SELECTION

By the end of the first semester for master's candidates and by the end of the first year of study for PhD candidates, students must submit a written request to the Program Director asking to be assigned to a major advisor. The major advisor's written agreement to accept the student in their lab should accompany the written request to the Program Director. Once the request has been approved, the advisor will help the student to create a plan of study suited to their research interests as well as serve as the chair of the student's thesis and/or dissertation committee.

ADVISORY COMMITTEE SELECTION

Upon approval of the lab assignment, the major advisor and the student should select a team of committee members. Two (2) Graduate Faculty members should be selected for master's candidates and, initially, two Graduate Faculty should be selected for PhD candidates. PhD students will then add one (1) Graduate Faculty member for their candidacy exam and then one (1) Graduate Faculty member for the dissertation prospectus for a total of five (5) members including the primary advisor. In addition, one (1) of the members of the advisory committee for the PhD candidate must come from a department outside of the major advisor's primary department.

INDIVIDUAL DEVELOPMENT PLAN (IDP)

The Individual Development Plan (IDP) will aid the graduate student in creating and accomplishing both long-term goals and short-term goals to work towards the desired career goal and ensure a seamless progression through the curriculum. To receive the maximum benefit from the IDP process, it is essential that both the Trainee and the Advisor participate fully in the process. The IDP will need to be completed annually by each student in accordance with the advisor and the advisory committee (after committee selection is made post-candidacy examination). First year students that have not selected an advisor can summon support of program directors for support in completing IDP. Further details can be found on the Resources and Forms webpage.

CANDIDACY EXAM

PhD students that have completed their didactic coursework will take a candidacy exam. The exam serves the purpose of evaluating students' basic knowledge in their respective field, ability to organize and defend a hypothesis-based research project, and ability to think and integrate ideas and concepts. The program uses a grant proposal format as the basis for the evaluation. The grant proposal should be on a topic that is relevant to the student's field of research. The proposal should be based on clear hypotheses and should be developed based on real data. The student will also provide an oral defense of the proposal to their advisory committee. For more information regarding the candidacy exam format, policy, timeline please see the Resources and Forms webpage.

DISSERTATION PROSPECTUS

Within one year of passing the candidacy exam, PhD students will defend their dissertation prospectus. The Prospectus will be based on the research undertaken by the student in their advisor's lab including data successfully generated by the student and will culminate in the body of the dissertation work. The format of the Prospectus is based on the structure of a National Institutes of Health (NIH) grant, excluding budget and facilities pages. Additionally, the student provides an oral defense of the planned research with the participation of all members of the dissertation committee. For more information regarding Prospectus format, policy, timeline please see the Resources and Forms webpage.

DISSERTATION/THESIS DEFENSE

The thesis or dissertation defense is the venue for a student to display his or her research achievement over years of hard work in a graduate program. It is also an opportunity for the faculty to decide whether the student has been adequately prepared for a future as a master's or PhD scientist. The defense is comprised of the 30-minute (for MS) or 45-minute (for PhD) public talk and the committee-led oral defense. The PhD defense consist of two rounds of questioning (10-15 minutes of questioning per committee member x 5 members = 1 hour of questioning per round). The MS thesis defense consists of two rounds of questioning (10-15 minutes of questioning per committee member x 3 members = 30 minutes of questioning per round). The committee collectively decides whether the student has successfully defended the dissertation. If yes, each committee member signs the dissertation signature form. If no, the committee decides whether and how the student may stand again to defend the dissertation. For more information regarding PhD dissertation or Master's thesis defense format, policy, timeline please see the Resources and Forms webpage.

Degree Requirements: Master of Leadership in Health Systems Science

Students will develop professionalism and leadership skills while advancing their knowledge of health systems science in the Master of Leadership in Health Systems Science program. Students in this program learn to analyze the way care is delivered within a health care organization to improve patient care and maximize health. This 30-credit course can be completed within 1-year.

Requirements	Minimum Credits
Fall Semester	
HSMG 60701 Systems Thinking	2
HSMG 60702 Health Care Structure and Process	3
HSMG 60703 Health Care Policy & Economics	3
HSMG 60704 Population, Public and Determinants of Health	3
DATA 60705 Clinical Informatics & Technology	2
ETH 60321 Healthcare Law & Ethics	2
Spring Semester	
HSMG 60707 Reliability, Quality and Safety Health System Improvement	3
HSMG 60708 Leadership and Teaming	3
HSMG 60709 Change Management	3
HSMG 60710 Integrated Experiential Capstone	6
Total Credits Needed	**30**

Degree Requirements: Medical Ethics and Humanities (M.A.)

Students learn to critically examine issues and values relevant to health care delivery, research and the health care organization. This course of study is ideal for busy medical professionals and students pursuing clinical and community-based work. Students are required to complete 32 semester credits.

Requirements	Minimum Credits
Core Foundational Courses	**12**
HUM 60319 Health Humanities as Craft	3
HUM 60320 Topics in the Medical Humanities	3
BMS 65301 Responsible Conduct of Research ~ or~ ETH 60302 Research Ethics	1
HUM 60322 Health Humanities Immersion	1
MPH 60209 Public Health Research & Evaluation ~or~ BMS 60303 Research Writing for Scholarship	3
Track Courses – Clinical Ethics Option	**6**
ETH 60304 Clinical Ethics	3
ETH 60305 Organizational Ethics	3
Track Courses – Medical Humanities Option	**6**
HUM 60314 Social Determinants of Health	3
HUM 60307 Invalid Women	3
HUM 60306 Medical Rhetoric	3
Elective Courses (choose 8 credits from following)	**8**
ETH 60308 Health Care Justice	1
ETH 60311 Psychiatric Ethics	1
ETH 60312 Primary Care Ethics	1
ETH 60315 Surgical Ethics	1
ETH 60316 Pediatric Ethics	1
ETH 60321 Healthcare Law & Ethics	2
HUM 60314 Social Determinants of Health	3
BMS 60303 Research Writing for Scholarship	3
HUM 60317 Recipes for Health	1
HUM 60307 Invalid Women	3
HUM 60319 Health Humanities as Craft	3
Clinical Epilogue and Capstone (M4) – *For dual enrolled students only*	2
Bioethics Elective (M4) – *For dual enrolled students only*	4
Master Thesis	**6**
RES 60398 MA Thesis I *(must receive a B or higher in Research Writing for Scholarship to enroll)*	3
RES 60399 MA Thesis II	3
Total Credits Needed	**32**

Degree Requirements: Master of Medical Science in Anesthesia (MMSc-A)

This program is a 28-month program. Students are required to complete 111 semester credits. Designed to provide students with the didactic, clinical and simulation education required to deliver safe, patient-centered anesthetic care as a Certified Anesthesiologist Assistant (CAA). Certification is awarded to an AA who has successfully completed the Certifying Examination for Anesthesiologist Assistants administered by NCCAA in collaboration with the National Board of Medical Examiners (NBME).

Requirements	Minimum Credits
Spring Semester	
ANES 60601 Clinical Experience 1	2
ANES 60602 Intro to Simulation	3
ANES 60603 Anesthesia Seminar	1
ANES 60604 Intro Anesthesia	4
ANES 60605 Human Anatomy & Lab	5
ANES 60606 Human Physiology	3
Maymester	
ANES 60607 EKG	1
ANES 60608 Simulation 2	1
ANES 60609 Clinical Experience 2	1
Summer Semester	
ANES 60620 Clinical Experience 3	3
ANES 60621 Simulation 3	3
ANES 60603 Anesthesia Seminar	1
ANES 60623 Anesthesia Practice and Principles 1	2
ANES 60624 Instrumentation & Monitoring	2
ANES 60625 Anesthesia Non-Technical Skills	1
ANES 60626 Pharmacology 1	3
Fall Semester	
ANES 60627 Clinical Experience 4	3
ANES 60628 Simulation 4	3
ANES 60603 Anesthesia Seminar	1
ANES 60630 Innovations in Healthcare 1	1
ANES 60631 Anesthesia Practice & Principles 2	2
ANES 60632 Pharmacology 2	3
ANES 60633 Human Physiology 2	3
Spring Semester	
ANES 60634 Clinical Experience 5	10
ANES 60635 Simulation 5	1
ANES 60603 Anesthesia Seminar	1
ANES 60637 Innovations in Healthcare 3	1
ANES 60641 Knowledge Based Learning 1	1

Maymester	
ANES 60638 Clinical Experience 6	1
ANES 60639 Simulation 6	1
ANES 60640 Innovations in Healthcare 3	1
Summer Semester	
ANES 60660 Clinical Experience 7	10
ANES 60661 Simulation 7	1
ANES 60603 Anesthesia Seminar	1
ANES 60663 Innovations in Healthcare 4	1
Fall Semester	
ANES 60664 Clinical Experience 8	10
ANES 60665 Simulation 8	1
ANES 60603 Anesthesia Seminar	1
ANES 60667 Innovations in Healthcare 5	1
COGS 65302 Healthcare Law and Ethics	2
ANES 60672 Knowledge Based Learning 2	1
Spring Semester	
ANES 60668 Clinical Experience 9	10
ANES 60603 Anesthesia Seminar	1
ANES 60670 Innovations in Healthcare 6	1
ANES 60671 Senior Project	1
Total Credits Needed	**111**

Degree Requirements: Masters in Foundations of Medicine (MFM)

This 30-credit program is designed to be completed in one (1) academic year. Providing students with integrated aspects of first-year medicine curriculum with enhanced coursework and clinical experiences in biomedical imaging.

Requirements	Minimum Credits
Fall	
BMS 60519 Introduction to Medical Sciences	2
BMS 60500 Introduction to Anatomical and Biomedical Imaging	3
BMS 60515 Human Architecture and Composition	4.5
BMS 60516 Cardiovascular, Pulmonary, and Renal	5.5
Spring	
BMS 65301 Responsible Conduct of Research	1
BMS 60518 Neurobiology	3.5
BMS 60517 Gastrointestinal, Reproductive, and Endocrine Module	4.5
BMS 60511 Advanced Anatomical and Biomedical Imaging	3
BMS 60504 Capstone Project	3
Total Credits Needed	**30**

Degree Requirements: Master of Public Health (M.P.H.)

Students are required to complete 42 semester credits with a minimum cumulative grade point average of 3.00. A nontraditional program for working professionals who would like to broaden their role in improving community health, enhance current job skills or seek career advancement.

Requirements	Minimum Credits
Core Courses	**18**
PUBH 60201 Public Health Concepts	3
PUBH 60202 Social and Behavioral Sciences in Public Health	3
PUBH 60203 Epidemiology in Public Health	3
PUBH 60204 Biostatistics in Public Health	3
PUBH 60205 Health Services Administration in Public Health	3
PUBH 60206 Policy and Environmental Sciences in Public Health	3
Generalist Track Courses	**9**
PUBH 60207 Grant Writing for Public Health Practice	3
PUBH 60208 Public Health Practice and Issues	3
PUBH 60209 Public Health Research & Evaluation	3
Elective Courses	**9**
GLBH 60802 Understanding Health Systems	3
PUBH 60297 Practicum	1-3
PUBH 60294 Independent Study	3
PUBH 6095X Cross-Registered: electives through partner universities	3
Capstone	**6**
PUBH 60298 Capstone Project I	3
PUBH 60299 Capstone Project II	3
Total Credits Needed	**42**

Curriculum Course Descriptions - College of Graduate Studies

*6XX94 **Independent Study*** *1-3 credits*

These are student-initiated experiences to pursue an area of interest not otherwise covered by a regular course offering with the guidance of a NEOMED faculty member. Specific course identifiers are determined each semester as part of the course offering schedule build.

*6XX95 **Special Topics*** *1-3 credits*

Special Topics courses are intended to provide a platform for faculty to teach a class that might address a timely issue or to try out new course ideas before submitting the course for approval and publication in the Catalog (Compass) under its own course number. The section offering title will reflect the content of the course.

Cross-Registered Course(s) *2-5 credits*

Cross-registered courses are taken at our partner universities through a cross-registration agreement to fulfill requirements of a program. Course titles are manually edited to describe section content to extent possible.

*ANES 60601 **Clinical Experience I*** *2 credits*

In this course students will receive an introduction to clinical anesthetic practice in a hospital setting.

*ANES 60602 **Intro to Simulation*** *3 credits*

This class will introduce students to the simulator and partial task trainers. Students will work throughout the semester on partial task trainers and the simulator to better their clinical skillset. Skills learned will be airway management, intubation, IV placement, monitoring and placement, anesthesia machine, medication safety, sterile techniques.

ANES 60603 *Anesthesia Seminar* — 1 credit

This course will require students to create presentations on basic science topics. Each student will be given a basic science topic to be researched and presented to the class and faculty. First-year students will work with a second-year student to present a basic science topic that relates to a second-year case presentation. Students will better understand basic science topics, practice evidence-based research and medicine, teamwork, collaboration and improve their presentation skills of medical information.

ANES 60604 *Intro to Anesthesia* — 4 credits

This introduction to anesthesia will teach students the basics of anesthesia clinical practice. Topics studied will include basic pharmacology, physiology, anatomy, EKG, monitoring, professionalism, medical terminology, ASA classifications, preoperative assessments, types of anesthetics, anesthesia math.

ANES 60605 *Human Anatomy and Lab* — 5 credits

This course and lab are designed to advance the education of the student in anatomical structures and function through both didactic lectures and cadaver labs. Topics covered in this course will be the structural and functional anatomy of the skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary and reproductive organ systems.

ANES 60606 *Human Physiology I* — 3 credits

This course provides an in-depth education on the physiology and pathophysiology of the human body. Topics covered in this course are the skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems.

ANES 60607 *EKG* — 1 credit

This course will build off the student's anatomy and physiology knowledge of the cardiovascular system to discuss the monitor of the heart. Students will learn how the electrocardiogram works, the vectors involved, anatomy, normal EKG rhythms and how to identify and treat the various arrhythmias.

ANES 60608 *Simulation II* — 1 credit

An advanced pharmacological study of drugs specifically related to the administration and practice of anesthetics. The course focuses on inhaled anesthetics, opioids, barbiturates, benzodiazepines, anticholinesterases and anticholinergics, neuromuscular blockers, adrenergic agonists and antagonists, nonsteroidal anti-inflammatory drugs, antidysrhythmic, calcium channel blockers, diuretics, anticoagulants, antihistamines, and antimicrobials. Specific pathophysiological topics related to anesthesia assessment and delivery are emphasized.

ANES 60609 *Clinical Experience II* — 1 credit

In this course students will build upon their previous learning of clinical anesthetic practice in a hospital setting.

ANES 60620 *Clinical Experience III* — 3 credits

In this course students will build upon their previous learning of clinical anesthetic practice in a hospital setting and begin to take more ownership of their anesthetic cases. Preceptors will begin to expect students to use their didactic and simulation education to provide the highest level of care for patients.

ANES 60621 *Simulation III* — 3 credits

This class will educate students in the simulator and partial task trainers. Students will work throughout the semester on partial task trainers and the simulator to better their clinical skillset. Skills learned will be advanced airway management, central line placement, spinal/epidural placement, anesthetic case management.

ANES 60623 *Anesthesia Practice and Principles I* — 2 credits

This course prepares students for their second-year specialty rotations by discussing many subspecialties of anesthesia. This course builds on the students' knowledge of pharmacology, physiology, anatomy, and anesthesiology to create care plans for specific types of anesthetic cases. This course will also use the knowledge obtained in pathophysiology to develop a differential diagnosis using critical thinking. Topics covered include anesthesia for cardiac, neuro, transplant, ortho, pediatric, geriatric, ENT, urology, out of OR surgeries as well as various types of anesthetics.

ANES 60624 *Instrumentation & Monitoring* *2 credits*

This course teaches students the necessary physics and engineering required to understand the monitoring and instrumentation used in anesthesia. Topics discussed in this class include standard ASA monitors, neuro monitoring, cardiac monitoring, arterial monitoring, fetal monitoring.

ANES 60625 *Anesthesia Non-Technical Skills* *1 credit*

This course is designed to improve students' non-anesthesia skills that are still critically important for success in the operating room and medicine. The course uses a curriculum from many different industries, all focused on minimizing risk and maximizing safety of systems. Topics discussed will include effective communication loops, crew resource management, leadership, collaboration, professionalism, checklists, teamwork, and situational awareness.

ANES 60626 *Pharmacology I* *3 credits*

This course will teach students the pharmacology principles involved with medications such as pharmacokinetics, pharmacodynamics, uptake, half-life, metabolism, mechanism of action, distribution.

ANES 60627 *Clinical Experience IV* *3 credits*

In this course students will build upon their previous learning of clinical anesthetic practice in a hospital setting and begin to take more ownership of their anesthetic cases. Preceptors will begin to expect students to use their didactic and simulation education to provide the highest level of care for patients.

ANES 60628 *Simulation IV* *3 credits*

This class will educate students in the simulator and partial task trainers. Students will work throughout the semester on partial task trainers and the simulator to better their clinical skillset. Students will put together their knowledge acquired through didactic education, simulation education and clinical education to begin to manage entire simulated anesthetic cases. Skills learned will be advanced airway management, anesthetic case management, and crisis management.

ANES 60630 *Innovations in Healthcare I* *1 credit*

This course will prepare students for their second-year clinical rotations. This course will discuss professional advocacy, hospital dynamics, job-interviewing, professionalism in the workplace, truthfulness and transparency, introduction to ethics in anesthesia, and patient sensitivity, empathy, accountability, and respect.

ANES 60631 *Anesthesia Practice and Principles II* *2 credits*

This course prepares students for their second-year specialty rotations by discussing many subspecialties of anesthesia. This course builds on the students' knowledge of pharmacology, physiology, anatomy, and anesthesiology to create care plans for specific types of anesthetic cases. This course will also use the knowledge obtained in pathophysiology to develop a differential diagnosis using critical thinking. Topics covered include anesthesia for cardiac, neuro, transplant, ortho, pediatric, geriatric, ENT, urology, out of OR surgeries as well as various types of anesthetics.

ANES 60632 *Pharmacology II* *3 credits*

This course will teach students the pharmacology principles involved with medications such as pharmacokinetics, pharmacodynamics, uptake, half-life, metabolism, mechanism of action, distribution.

ANES 60633 *Human Physiology II* *3 credits*

This course builds off Physiology and focuses more on the pathophysiology of some disease processes encountered in anesthesia. The course will allow students to understand how disease processes work and the effects these processes can have on anesthetics.

ANES 60634 *Clinical Experience V* *10 credits*

In this course students will build upon their previous learning of clinical anesthetic practice in a hospital setting and begin their specialty anesthesia rotations. Preceptors will begin to expect students to use their didactic and simulation education to provide the highest level of care for patients. Specialty rotations will include anesthesia for pediatrics, neurosurgery, cardiac, outpatient, OB, trauma, preoperative, and regional anesthesia.

ANES 60635 *Simulation V* *1 credit*

This class will educate students in the simulator and partial task trainers. Students will work throughout the semester on partial task trainers and the simulator to better their clinical skillset. Students will put together their knowledge acquired through didactic education, simulation education and clinical education to begin to manage entire simulated anesthetic cases. Skills learned will be advanced airway management, anesthetic case management, and crisis management.

ANES 60637 *Innovations in Healthcare II* *1 credit*

This course will continue learning received from Professionalism I. Students will continue to develop their understanding of the anesthesia care team and anesthesia operations. Topics discussed will be professional advocacy, anesthesia billing, managing job offers, personal finance, mental health wellness, managing challenging outcomes and stress management.

ANES 60638 *Clinical Experience VI* *1 credit*

In this course students will build upon their previous learning of clinical anesthetic practice in a hospital setting and begin their specialty anesthesia rotations. Preceptors will begin to expect students to use their didactic and simulation education to provide the highest level of care for patients. Specialty rotations will include anesthesia for pediatrics, neurosurgery, cardiac, outpatient, OB, trauma, preoperative, and regional anesthesia.

ANES 60639 *Simulation VI* *1 credit*

This class will educate students in the simulator and partial task trainers. Students will work throughout the semester on partial task trainers and the simulator to better their clinical skillset. Students will put together their knowledge acquired through didactic education, simulation education and clinical education to begin to manage entire simulated anesthetic cases. Skills learned will be advanced airway management, anesthetic case management, and crisis management.

ANES 60640 *Innovations in Healthcare III* *1 credit*

In this course students will learn about the latest innovative practices in medicine. Students will explore the growth of anesthesia and medicine of the past as well as look for innovative changes that are leading to safer patient care throughout the world. Topics studied in this course will be perioperative surgical home and quality improvement.

ANES 60641 *Knowledge Based Learning I* *1 credit*

This course will use a practice board test and series of study modules to prepare the students for the board exam they will take before they graduate. Students will take a comprehensive exam similar to the board exam and will be given smaller modules to study on specific subspecialties of anesthesia. These results will also be used to identify any specific topics the class might need to explore with additional modules in the Innovations in Medicine Series.

ANES 60660 *Clinical Experience VII* *10 credits*

In this course students will build upon their previous learning of clinical anesthetic practice in a hospital setting and begin their specialty anesthesia rotations. Preceptors will begin to expect students to use their didactic and simulation education to provide the highest level of care for patients. Specialty rotations will include anesthesia for pediatrics, neurosurgery, cardiac, outpatient, OB, trauma, preoperative, and regional anesthesia.

ANES 60661 *Simulation VII* *1 credit*

This class will educate students in the simulator and partial task trainers. Students will work throughout the semester on partial task trainers and the simulator to better their clinical skillset. Students will put together their knowledge acquired through didactic education, simulation education and clinical education to begin to manage entire simulated anesthetic cases. Skills learned will be advanced airway management, anesthetic case management, and crisis management.

ANES 60663 *Innovations in Healthcare IV* *1 credit*

In this course students will learn about the latest innovative practices in medicine. Students will explore the growth of anesthesia and medicine of the past as well as look for innovative changes that are leading to safer patient care throughout the world. Topics studied in this course will be perioperative surgical home and quality improvement.

ANES 60664 *Clinical Experience VIII*   *10 credits*

In this course students will build upon their previous learning of clinical anesthetic practice in a hospital setting and begin their specialty anesthesia rotations. Preceptors will begin to expect students to use their didactic and simulation education to provide the highest level of care for patients. Specialty rotations will include anesthesia for pediatrics, neurosurgery, cardiac, outpatient, OB, trauma, and regional anesthesia.

ANES 60665 *Simulation VIII*   *1 credit*

This class will educate students in the simulator and partial task trainers. Students will work throughout the semester on partial task trainers and the simulator to better their clinical skillset. Students will put together their knowledge acquired through didactic education, simulation education and clinical education to begin to manage entire simulated anesthetic cases. Skills learned will be advanced airway management, anesthetic case management, and crisis management.

ANES 60667 *Innovations in Healthcare V*   *1 credit*

This course will help students prepare for post-graduation life. Topics discussed in this course are analyzing job offers, professional growth, advocacy, managing work/life balance, mental health.

ANES 60668 *Clinical Experience IX*   *10 credits*

In this course students will build upon their previous learning of clinical anesthetic practice in a hospital setting and begin their specialty anesthesia rotations. Preceptors will begin to expect students to use their didactic and simulation education to provide the highest level of care for patients. Students will also have the option in this semester to rotate at their desired institution of employment after graduation. Specialty rotations will include anesthesia for pediatrics, neurosurgery, cardiac, outpatient, OB, trauma, preoperative and regional anesthesia.

ANES 60670 *Innovations in Healthcare VI*   *1 credit*

This course will help students learn how to be leaders in healthcare. Students will learn about various leadership styles and methods as well as different leadership paths they could take in the future within the anesthesia team, hospital administration, as well as professional administration.

ANES 60671 *Senior Project*   *1 credit*

This course will require third-year students to collaborate with second-year students to lead a research paper/study on a quality improvement project in healthcare. The third-year students will be the main author for a research paper to be presented with the second-year student being their co-author. The students will learn about research design, collaboration, teamwork, and publication process.

ANES 60672 *Knowledge Based Learning II*   *1 credit*

This course builds from the Knowledge Based Learning Exam 1. This course will use a second practice board test and series of study modules to prepare the students for the board exam they will take before they graduate. Students will take a comprehensive exam like the board exam and will be given smaller modules to study on specific subspecialties of anesthesia. Students will be given their results relative to each topic of anesthesia as information for their board studying prep.

BMS 60301 *Responsible Conduct of Research*   *1 credit*

Students will gain an understanding of the changing and growing need for educational and pragmatic program in professionalism and ethical conduct in research, graduate students, focusing their studies and careers in the medical, research, and technological sciences, are strongly encouraged to enroll in this course. Students will gain further knowledge about the history, structure, and organization of research. This program will guide students and fellows, as they progress through their graduate coursework/fellowships toward careers in medicine, science, and technology, toward a better understanding of core theories and values in professionalism and ethics as they apply to real-life experiences and situations.

BMS 60303 *Research Writing for Scholarship* — *3 credits*

This course introduces students to the necessary steps in preparing for literature research, participating in literature research, annotating, and synthesizing literature research, and creating a formal review of the literature in preparation for writing a master's thesis. Discussed throughout the class will be: the construction of logical organization for academic papers, the reporting of data from published, peer- reviewed articles, reader-oriented writing, genre, precision, tone, and strategies useful for redrafting and editing. Specifically, this course will ask students to choose the format to write in, create a research question, a prospectus (with a short presentation), an annotated bibliography (presenting the research to the class), and a literature review over the course of eight weeks. The goal of this course is to refine students' existing research and academic writing skills with a focus on understanding the underlying principles of research and citation and beginning to apply these in discipline-appropriate assignments, recognizing and producing features appropriate to the academic genre, and creating contextual and cultural competence for writing the master's thesis. Students must receive a B or higher in this pre-requisite course to begin the MA Thesis I.

BMS 60400 *Patient Care Summer/Fall/Spring (Required for MD/PhD)* — *0.5 credits each*

Patient Care Connection is the clinical bridge for students who are engrossed in their PhD work after having finished at least their M2 year. The course is designed to keep the student up to date on basic physical exam and interviewing skills as well as clinical problem-solving skills.

BMS 80404 *Internship* — *1-10 credits*

The internship experiences are experiential learning opportunities facilitated in conjugation with selected industry partners that enhance real world application and knowledge complimenting the student academic study. Students are eligible to complete internships for course credit. Students have to be in good academics standing, have advisor approval, and complete an initial interview with internship site to be eligible. Students can only apply for opportunity after completion of candidacy exam, but prior to Dissertation Prospectus. Internships will be conducted over the course of 8-weeks during the summer.

BMS 60401 *Drug Discovery, Development and Approval* — *3 credits*

The journey from bench-to-bedside for prospective drugs is arduous, requiring heavy financial and resource commitments, stringent benchmarks, and large interdisciplinary research teams. This course is designed to provide the student with a comprehensive overview of the core activities involved in the discovery, development, testing, and approval processes required in bringing a drug to market. Course content will include discussions of concept generation/target identification, research/development, pre-clinical/clinical testing, and FDA approval/regulation.

BMS 60402 *Pharmaceutical Medicine Seminar* — *0.50 credit*

This seminar course has been structured as a "journal club" to provide students with a forum in which they read and discuss primary research that is broadly applicable to pharmaceutical medicine. Students are exposed to foundational concepts in research science, become comfortable discussing research science with their colleagues, and practice presenting scientific information. The course also includes invitation of external speakers from academia, industry, and healthcare sectors to share their individual career development perspectives in order to provide students with a broad exposure to potential career options after degree completion.

BMS 60404 *Research Methods* — *3 credits*

This course is designed to develop knowledge and skill in health-related research methods. Course content will primarily be discussion of design, strengths, weaknesses, and application of various types of research trials. Additional content will include an overview of key bio-statistical concepts relevant to related research, ethical considerations in research, and strategies for disseminating the results of research. Learning strategies will include online lectures, required readings and discussion forums of key concepts and assignments. Real world examples of research will be provided by course instructors to facilitate discussion. The application of concepts learned will also be applied through completion of a longitudinal project beginning with an observation and culminating in the development and presentation of a study protocol.

BMS 60406 *Introduction to Pharmaceutical Sciences*   *4 credits*

The purpose of this introductory team-taught course is to provide the student with an overview of the various interdisciplinary areas of pharmaceutical sciences – pharmaceutical chemistry, pharmacokinetics, pharmacodynamics, pharmacology, and toxicology. The course covers different aspects of basic and applied sciences that are involved in drug candidate identification, and activity/toxicity testing. The course introduces design, mechanism of action, and disposition of drugs. The primary mission of the course is to provide the student with an appreciation and understanding of the "how" and "why" of drug function. Upon successful completion of this course the student will have sufficient background knowledge of the aforementioned topics, which will be extremely useful in subsequent courses offered in the curriculum.

BMS 60407 *Molecular Pharmacology*   *4 credits*

This course will provide students an understanding of the basic and advanced principles of pharmacology with a primary focus on Neuro, Autonomic, Endocrine and Cardiovascular Pharmacology. Key drugs and drug classes targeting the Endocrine, Cardiovascular as well as Central and Autonomic Systems will be presented. Major emphasis will be laid on the pathophysiological and molecular basis of drug action including pharmacokinetic properties, therapeutic and clinical applications as well as undesirable side effects.

BMS 60409 *Cellular and Molecular Signaling*   *3 credits*

The purpose of this course is to introduce students to basic concepts of cell signaling and then learn, in- depth the relevant and current topics associated with cellular signaling at the molecular level. The topics covered include basic receptors and pharmacology, G-protein-coupled receptors, receptor tyrosine kinases, nuclear receptors, small G-proteins and their role in various cellular processes such as cell cycle, apoptosis, cancer, metabolism and inflammation. The instruction format includes didactic lectures by expert faculty and journal club format presentations by the students on the latest technology and current topics in cell signaling by the students.

BMS 60414 *Bio Innovation I*   *3 credits*

This is the first of two graduate-level courses focused on medical device innovation. It utilizes an FDA design process along with other tools of innovation to identify unmet clinical needs, analyze complex clinical problems, evaluate current diagnostic and therapeutic approaches, establish requirements, develop and test viable solutions, and concept refinement.

BMS 60415 *Bio Innovation II (Prerequisite is Bio Innovation I)*   *3 credits*

This is the second of two graduate-level courses on medical device innovation. It continues where the pre-requisite Bio Innovation I left off with students completing their design and testing it against requirements. Students will also learn and develop a business model based on intellectual property considerations, sales and market analysis, FDA regulatory requirements, and a commercialization strategy. The course culminates with participation in a business pitch competition.

BMS 60416 *Bootcamp for Basic Scientist*   *1 credit*

The purpose of Bootcamp for Basic Scientists is to present graduate students in biomedical sciences with the issues and conundrums encountered by health professionals in the treatment of patients with cardiovascular diseases.

BMS 60417 *Current Trends in Cardiovascular Sciences*   *1 credit*

The purpose of Current Trends in Cardiovascular Science is to present graduate students in biomedical sciences with the current literature that is viewed as high impact. The course will focus on presentation of a recent paper to the class.

BMS 60418 *Emerging Concepts in Diabetes & Obesity*   *3 credit*

Obesity and diabetes are leading causes of cardiovascular morbidity and mortality and are also risk factors for many other metabolic disorders. The purpose of Emerging Concepts in Diabetes and Obesity is to present graduate students in biomedical sciences with the current knowledge of diabetes and obesity, including their pathogenic mechanisms, associated disorders, and therapeutics. The instructors consist of faculty from the Diabetes, Obesity, and Metabolism Research Focus Area at NEOMED. They will present the emerging concepts in the field on Mondays, and the students will present papers revolving around those topics on Wednesdays. Students will select papers with the faculty.

BMS 60419 Molecular Cardiovascular Science
3 credit

The purpose of Molecular Cardiovascular Science is to present graduate students in biomedical sciences an understanding of molecular regulation of the cardiovascular system. The course will cover molecular regulation and phenotypic control mechanisms in the endothelium, vascular smooth muscle, cardiac myocytes and other cell types, e.g., pericytes. The course will also integrate latest information based on single cell genomics to further an appreciation of differences with a specific cell type, e.g., capillary versus arterial endothelial cells.

BMS 60420 Advanced Cardiovascular Physiology & Pathophysiology
3 credit

Advanced study of the physiology, pharmacology, and pathophysiology of the cardiovascular system using contemporary methods is emphasized. Concepts of cardiovascular structure, function, hemodynamics, excitation-contraction coupling, signal transduction and electrophysiology are reinforced. The format of the course will include faculty lectures and facilitated interactive student discussion.

BMS 60421 Mitochondrial Metabolism & Redox Signal
1 credit

The purpose of Mitochondrial Metabolism and Redox Signal is to present graduate students in mitochondrial science in the mechanism of cardiovascular diseases. The principal role of mitochondria is the cellular powerhouse that produces 90% of cellular energy. Importantly, mitochondria are endogenous sources of reactive oxygen species (ROS). Oxidative metabolism and ROS in mitochondria generate redox signal that is critical in regulation of cellular redox status. Oxidative stress occurs when the rate of ROS production overbalances the rate of their removal by antioxidant defense system. Many clinical disorders have been shown to involve in oxidative stress caused by mitochondrial dysfunction and redox dysfunction. We will use this class to explore issues relating to how ROS and associated redox signal can impair mitochondrial metabolism and function, and be compromised in human diseases. We will then instruct experimental approaches applied to study mitochondrial metabolism and redox biology. The format of the course will include faculty lectures and facilitated interactive student discussion.

BMS 60422 Cellular & Molecular Neuroscience
4 credit

This course covers in depth the basic tenets of neuroscience and neural signaling in preparation for understanding neural function at a systems level. Topics include: cells of the nervous system, neuroanatomy, ion channels and receptors, cellular neurophysiology, membrane potential and action potentials, synaptic transmission and integration, synaptic plasticity, nervous system development and patterning, synaptic connectivity, repair and regeneration, and neural aging.

BMS 60423 Current Trends in Neuroscience
2 credits

This course will be structured as a joint "journal club" between the Neurodegenerative Disease and Ageing and Auditory Neuroscience Research Focus Groups. The course will provide students with a forum in which they read and discuss high-impact primary research within the Neurosciences with their faculty and peers. Students will be exposed to foundational concepts in research science, become comfortable discussing research science with colleagues, and practice presenting scientific information to audiences. Faculty will present/review articles with the class to serve as a template by which each student will review/present primary research articles of their choice. Faculty and peers will provide the student with critical feedback on their ability to effectively, summarize, analyze, critique, and present chosen article.

BMS 60424 Neuroscience Systems
4 credit

This course will provide broad coverage of structures and processes within the central nervous system, with particular emphasis on the integration of molecular mechanisms, cellular processes, and anatomical circuits to understand the function of neural systems as to how they integrate sensory information, drive motor function, regulate behaviors, and contribute to disease and injury. Students will be challenged to understand the anatomy and physiology of the various processes, construct solid written arguments, and critically evaluate related primary literature articles.

BMS 60500 **Introduction of Anatomical and Biomedical Imaging**
3 credits

Introduction to Anatomical and Biomedical Imaging Modalities is a multi-faceted course created to introduce students to the exciting and continually evolving realm of medical imaging. The scope of the course encompasses all modalities of medical imaging, including general radiology, ultrasonography, computerized axial tomography (CT), magnetic resonance imaging (MRI), and nuclear medicine. The initial overview of each modality is presented in didactic lecture format by expert faculty. Next, under the tutelage of clinical faculty, modality-specific normal anatomy is reviewed as a prelude to interactive group discussions of clinical cases. Students are then given the opportunity to immerse themselves in clinical imaging experiences. Finally, students are tasked with creating brief presentations on topics derived from their modality-specific clinical.

BMS 60504 *Capstone Project* — *3 credits*

The capstone project represents student effort on a project in basic or clinical anatomical research or anatomy education. Students may choose from a variety of formats to demonstrate scholarly merit in the application of modern imaging modalities or 3-D/virtual technologies. These include educational/research projects using qualitative methodologies such as case studies, focus groups, participant-observation OR basic science investigative projects relying on quantitative methods. Students may present their findings using a variety of strategies including oral and written formats.

BMS 60511 *Advanced Anatomical and Biomedical Imaging* — *3 credits*

Students will complete five clinical rotations that include advance techniques and case presentations in General Radiology, Computed Tomography, Magnetic Resonance Imaging, Ultrasonography and Nuclear Medicine. Each block consists of four weeks of instruction facilitated by clinical faculty, experienced residents and technologists at these clinical sites. The clinical instruction is complemented by didactic lectures and small group discussions led by NEOMED faculty emphasizing imaging physics, imaging safety, and both actual and virtual case-based patient presentations.

BMS 60515 *Human Architecture and Composition Module* — *4.5 credits*

This course consists of two submodules. A biochemistry/molecular biology submodule introduces the fundamentals of normal molecular and cellular operation relative to the human body. A second submodule is dedicated to anatomy immersion. The course includes the disciplines of biochemistry, molecular/cell biology, and gross anatomy and emphasizes knowledge that has clinical relevance in preparing students for the Cardiovascular, Pulmonary, Renal (CPR) module. Peer instruction and case-based learning will highlight clinical correlations. Assessments include mid- submodule exams, laboratory dissection quizzes and a comprehensive customized NBME exam. The NBME exam occurs at the end of the module and utilizes questions from the national database.

BMS 60516 *Cardiovascular, Pulmonary, and Renal Module* — *5.5 credits*

This course provides students with the core anatomical and physiological concepts along with the underlying cellular processes that define the normal function of the cardiovascular, pulmonary, and renal organ systems of the human body. This module integrates the disciplines of physiology, anatomy and biochemistry and highlights knowledge that has clinical relevance with a focus on the normal communication, coordination and regulation that is exhibited among the three organ systems. Peer instruction and case-based learning will highlight clinical correlations. Gross anatomy lab dissection and pro-section are also components of the course.

BMS 60517 *Gastrointestinal, Reproductive, and Endocrine Module* — *4.5 credits*

This course provides students with an integration of medical physiology, anatomy, and biochemistry that is required to understand normal organ processes. Digestion, nutrition and metabolism, and hormone regulation are emphasized. Cellular and molecular basis of disease and pharmacological treatment are also introduced, building upon concepts learned in earlier modules. Gross anatomy lab dissection and prosection are integrated into the module. Peer instruction and case-based learning will highlight clinical correlations.

BMS 60518 *Neurobiology* — *3.5 credits*

This course focuses on the basic science of the structure and functional organization of the central nervous system. The mechanisms and neural networks that regulate normal sensory, motor, and higher cognitive functions are emphasized. Integration of clinical correlations that introduce the consequences of damage or dysfunction underlying neurological disorders are also presented. Peer instruction and case-based learning will highlight clinical correlations.

BMS 60519 *Introduction to Medical Sciences* — *2 credits*

This course will expose students to foundational concepts in gross anatomy, embryology, and histology. It will emphasize requisite material in preparing students for shared, first-year College of Medicine courses, particularly Human Architecture and Composition (HAC), Cardiology-Pulmonary-Renal (CPR), and Gastrointestinal-Reproductive-Endocrine (GRE). This course will consist of both a classroom and laboratory component. Classroom sessions will promote engaged learning through a modified version of Peer Instruction. Laboratory sessions will be held in the gross anatomy laboratory and utilize prosected cadaveric material.

DATA 60408 *Statistical Methodology in the Biomedical Sciences*   *3 credits*

This course aims at providing an overview as well as working knowledge in the essential statistical methodology routinely used in biomedical data analysis. Starting from standard, general methodology (sampling techniques and data classification, descriptive univariate and bivariate statistics, introductory probability, conditional probability and the Bayes formula, random variables and their probability distributions, sampling distributions and the central limit theorem, confidence intervals and hypothesis tests for a single sample, confidence intervals and hypothesis tests for two samples, one-way and two-way ANOVA, simple and multiple linear regression, categorical data analysis), this course will end with some topics specifically geared towards biomedical and clinical practitioners/researchers (brief introductions to epidemiology, survival analysis, clinical trials and bioinformatics).

DATA 60705 *Clinical Informatics and Technology*   *2 credits*

Examines the issues related to the application of informatics and information technology to deliver health care services currently and into the future. Includes clinical decision support, documentation, electronic health records, and utilization of data to improve healthcare.

ETH 60321 *Healthcare Law & Ethics*   *2 credits*

Explains the relationship between law and ethics in the design and operation of health systems to include health system governance. Describes the challenges presented when shift from dyadic approach to care to systems-based approach and shift to value based care. Includes issues related to insurance, consent to treatment, medical malpractice, HIPAA, conflict of interest and fraud and abuse.

ETH 60302 *Research Ethics*   *1 credit*

The purpose of this course in research ethics is to have students delve deeper into their Responsible Conduct of Research coursework, and lessons and issues discovered through their online CITI training. This course is for graduate students who aim to develop their critical thinking skills, refine their abilities to ethically analyze cases and issues, and utilize basic research and writing skills, including literature reviews, prospectus, thesis development, and logical analysis.

ETH 60308 *Clinical Ethics: Research, Policy & Practice*   *3 credits*

This course will cover several important issues in clinical ethics consultation, health care policy, and public health with a focus on various approaches to patient-centered and community-centered deliberation. The purpose of this course is to educate graduate students and health care professionals to understand the nature of clinical ethics consultations, hospital committee work, including the development and implementation of ethical guidelines and policies, and the different approaches to ethical decision-making and guidance.

ETH 60305 *Organizational Ethics*   *3 credits*

Organizational ethics is an area of study in health care management that focuses on ethical issues and conflicts among health care leaders, consultants, community and patient advocates, and health care organizations. The ethical dilemmas managers, board members, and stakeholders in the community may encounter affect decisions and practices on patients, providers, and others. These issues and dilemmas may include resource allocation and prioritization of healthcare resources, disclosure and management of risk, conflicts of interests, conflicts among values between providers and medical teams and the institutions they serve, and roles of institutions in social reform. Students will be exposed to many of these organizational ethical issues, as well as, be expected to navigate through dilemmas and provide resolution and/or recommendations when presented with cases and scenarios.

ETH 60308 *Healthcare Justice*   *1 credit*

Healthcare Justice is a one-credit hour, intensive weekend course offered in March. This course focuses on issues in healthcare justice such as the allocation and accessibility of healthcare resources, rural healthcare ethics and social determinants of ill health. This discussion-based course, which is required for all Certificate students, gives students the opportunity to collaborate and discuss interesting and difficult dilemmas in their own healthcare systems. Rigorous reading and writing assignments are given to students at the start of the spring semester in preparation for this course.

ETH 60311 *Psychiatric Ethics*　　　　　　　　　　　　　　　　　　　　*1 credit*

This elective course is offered every other year in November (two Saturday sessions) and involves an exploration into the philosophical and clinical dimensions of mental health and the practice of psychiatry. Students will be exposed to historical and contemporary issues and texts, and discuss topics ranging from the conceptualization of mental illness to boundary violations in the clinical setting. Students who wish to take this elective must read "Protest Psychosis" as a pre-required assignment/pre-requisite.

ETH 60312 *Primary Care Ethics*　　　　　　　　　　　　　　　　　　　　*1 credit*

This is an elective course in bioethics where students will be exposed to a variety of ethical issues and dilemmas specific to primary care. In building upon clinical ethics content and theoretical foundational material, students will gain knowledge about the therapeutic relationship between primary care providers, patients, and their families, the role of virtue in caregiving, and ethical issues throughout the lifespan (from prenatal care to geriatrics). There are characteristics of the pediatric, adolescent and adult populations that present unique concerns and challenges that require careful ethical consideration. Throughout this course, we will explore these distinctive issues and identify the ethical tools necessary to deliberate on and assist in making decisions.

ETH 60315 *Surgical Ethics*　　　　　　　　　　　　　　　　　　　　*1 credit*

Surgical Ethics is a 1 credit course that explores common ethical dilemmas and general topics specific to the medical specialty. The course covers a total of 6 units including: Informed Consent and Disclosure; Professional Self- Regulation; Innovation and Research; Conflicts of Interest and Commitments; High Risk Patients and Surgical Challenges; and End of Life Technologies and Issues. The topics are based on those dilemmas most encountered by surgical residents and attendings, and the challenges of working with new technologies and protocols.

ETH 60316 *Pediatric Ethics*　　　　　　　　　　　　　　　　　　　　*1 credit*

This course will explore the intricacies of a developing child, the role of the parent in healthcare decision-making for children and relationships with healthcare providers. This will include bioethical concerns at various time points in a pediatric patient's life (e.g., neonatal, infancy, childhood, adolescence, transition into adulthood) and in the context of different circumstances (e.g., acute care, chronic health conditions, end-of-life). Throughout this course we will explore these distinctive issues in the pediatric population and identify the ethical tools necessary to deliberate on and assist in making decisions.

GLBH 60801 *Foundations Population, Global and Underserved Health*　　　　*3 credits*

Designed to introduce the concepts of health and healthcare in low resource settings. Learners will achieve their learning goals through a combination of online, asynchronous learning modules paired with 4 workshops, where learners and instructors engage, discussing and dissecting content in detail. This course provides an introduction to experiential, participatory teaching strategies in low resource settings, maternal-child health and healthcare financing. Students will complete a global ethics workshop in which common dilemmas and historical approaches will be analyzed in the context of differing value systems found worldwide. Following completion of the course, learners will be able to describe global disease burdens, economic ramifications of poor health and understand social, environmental, cultural, gender and ethnic contributions to population health and will be prepared to apply a holistic approach to problem solving.

GLBH 60802 *Understanding Health Systems*　　　　　　　　　　　　　　*3 credits*

Global Health & Health Systems is designed to introduce the learner to systems theory in general and health systems in detail as well as basic concepts of innovation in healthcare. Through a combination of online learning courses and hands on workshops, learners will acquire knowledge in process management in health settings, quality improvement strategies, team building skills and health system analysis. Students will learn qualitative and quantitative research strategies for low resource environments such as knowledge, attitude practice surveys, design of needs and feasibility assessments, and health systems capacity analysis. In a series of workshops, learners will engage with innovators at NEOMED and in partner countries and understand the concepts of value addition through frugal innovation in low resource settings. Following completion of this course learners will be able to perform a basic health system capacity analysis and identify innovative, cost-effective approaches.

GLBH 60803 *Principles in Digital Health Innovation* *3 credits*

This course is designed to introduce the student to real-world applications of digital healthcare innovations in a range of healthcare environments. In collaboration with Kiran C Patel Medical college and Research Institute (KMCRI) and HOPS healthcare instructors from around the globe will demonstrate design and application concepts for digital healthcare solutions applicable in resource rich and resource limited environments. Students will understand how digital healthcare solutions can be applied to enable caregivers, public hospitals, and private health enterprises to create a cohesive network for seamless exchange of patients' medical data and provide patient care through a health information system. Students will understand design concepts pertinent to electronic health records which address health information management, clinical decision-making support integration.

GLBH 60804 *Introduction to Biomedical Innovation and Entrepreneurship* *3 credits*

Students will participate in NEOvations B2B program, attending small lectures, paper discussions (journal club), attending on-line lectures/workshops, participation in publications (review articles or scientific papers), site visit of local innovation and design hubs, and attending career development sessions. The bench to bedside program is a 2-semester activity which guides students through the process of innovation and culminates in a B2B competition event in which students showcase their novel solutions (Captstone project). Innovation leaders at NEOMED, industry experts, digital health innovators, engineering, business and law experts will give the student an overview of human centered design and emerging markets.

GLBH 60805 *Immersion in Global and Underserved Health* *Varies*

Experiential learning is a key component of knowledge and skill application. Without hands-on immersive experiences students are unable to conceptualize the challenges and circumstances, both of which have an immense influence in designing suitable, culturally and economically appropriate health interventions in that very environment. The Global Innovation and Immersion Experience (GIIE) provides hands on learning and practice opportunities at NEOMED partner sites in underserved locations in the US and worldwide. The GIIE is a mentored experience where learners apply concepts of population health, quality improvement, innovation and outcomes measurement in a real-world limited resource setting. Learners will join existing teams of innovators, clinicians and community/public health specialists in low resource environments and will work and live within the community. Through full immersion, learners will experience the broader context of health, disease, culture, economics, geography and systems-based care, health systems and the environment.

DATA 60806 *Applied Data Analytics in Health Systems* *3 credits*

In this course, you will learn how to leverage descriptive and inferential statistics to inform decision-making in your work within the field of Global Health. You will explore how descriptive statistics, data visualization, and statistical inference can be leveraged to solve real-world leadership challenges. You will also explore how repositories of Big Data are fundamentally changing the nature of work in the healthcare sector. The course is structured such that you will repeatedly practice the process of: 1) structuring data to ensure their reliability, validity and utility; 2) extracting insights from those data using approaches including, but not limited to, descriptive and inferential statistical methods and data visualization, and; 3) leveraging those insights to inform action. You will work intimately with Microsoft Excel as the platform of choice for almost all of your assignments.

GLBH 60807 *Global Health Capstone 1* *3 credits*

Capstone projects encourage students to connect their projects to community issues or problems, and to integrate outside-of-school learning experiences, including activities such as interviews, scientific observations, or internships. While similar in some ways to a thesis, capstone projects may take a wide variety of forms, but most are long-term investigative projects that culminate in a final product, presentation, or performance.

GLBH 60808 *Global Health Capstone 2* **(Prerequisite is GLBH Capstone 1)** *3 credits*

Capstone projects encourage students to connect their projects to community issues or problems, and to integrate outside-of-school learning experiences, including activities such as interviews, scientific observations, or internships. While similar in some ways to a thesis, capstone projects may take a wide variety of forms, but most are long-term investigative projects that culminate in a final product, presentation, or performance. A capstone project eligible to meet graduation requirements needs to be a hypothesis driven, outcome-oriented project which measures and evaluates parameter(s) associated with a specific innovation.

HSMG 60701 *Systems Thinking* — 2 credits

Explores the concept of systems thinking and application of systems thinking habits and tools necessary to address complexity of health systems and connect the domains of health system science in the delivery of holistic, comprehensive patient-centered care.

HSMG 60702 *Health Care Structure and Processes* — 3 credits

This course covers the structures and processes of the U.S. health care system. Examines issues related to the organization of individuals, institutions, resources, and processes for delivery of health to meet the needs of patients and populations of patients.

HSMG 60703 *Health Care Policy and Economics* — 3 credits

Examines the issues related to the development and impact of health policy to achieve specific health care goals. Includes issues related to the efficiency, effectiveness, value, and behavior in the production and consumption of health care.

HSMG 60704 *Population, Public and Determinants of Health* — 3 credits

Examines the multiple determinants of health and impact on health outcomes. This course also introduces the principles of population and public health and how practitioners influence the population's health through these systems.

HSMG 60707 *Advancing Health Equity* — 3 credits

This course addresses the key concepts that create a culture of quality, safety, and reliability in a health system. Yellow Belt Certification with an introduction to Lean Six Sigma included in the course.

HSMG 60708 *Leadership and Teaming* — 3 credits

This course focuses on leadership theories and key competencies crucial to health care and the role of leadership behaviors in establishing culture. Examines evolving role of interprofessional practice, principles of teamwork and team science and the practice of teaming and the impact on delivery of care.

HSMG 60709 *Change Management* — 3 credits

This course focuses on developing strategies for sustainable change in health systems and gain knowledge required to implement and oversee change initiatives while managing resistance from stakeholders. Examines principles from leading experts in the field of change management.

HSMG 60710 *Integrated Experiential Capstone* — 6 credits

The Integrated Experiential Capstone is an immersive experience with a health system partner that culminates in the application of knowledge and skills from courses in the MLHSS program. Students will apply systems thinking as they partner with assigned leadership of an institution to collaborate on an improvement initiative supporting principles of high reliability and delivery of patient-centered-care in a cost-effective manner, supporting the Triple AIM. The capstone project is designed to allow the student to experience the complex web of interdependencies and the cause-and-effect relationships within the system and the impact of leadership behaviors and change management. The capstone experience will be integrated with the curriculum of the second semester offering practical application of knowledge and skills from the courses.

HUM 60306 *Medical Rhetoric* — 3 credits

This course introduces students to the concepts of medical rhetoric. Taking a themed approach, theory, textual, and practical, students will examine how words and meanings are important to medicine. Students will also consider medicine and health from a humanistic perspective. More specifically, we will investigate the rhetorical dimensions of medicine and health across interactional, institutional, and public settings. Our primary objectives will be to explore how our understandings of health and illness are influenced by rhetorical norms and practices; how provider-patient interaction structure health care opportunities and decision- making; how medical discourses contribute to or inhibit improved health care practices and policies; and what they reveal about the character and functions of rhetoric in shaping health and medicine.

HUM 60307 *Invalid Women* — 3 credits

Western biomedicine has historically been dominated by male theorists and practitioners. How, then, has biomedical culture accounted for women's bodies, health, and illness? For other bodies deemed non-nonnative, including queer, trans, and non-binary bodies? Recent reporting on women's health issues and maternal mortality rates in the US, and the many personal narratives recounting inadequate attention to women-as-patients, suggests a deep-seated and ongoing problem with the way our medical system treats women. We will trace the evolution of long-standing narrative tropes and conventions that shape the stories we tell about women's bodies and health in literary fiction, popular culture, and medical discourse.

HUM 60314 *Social Determinants of Health* — 3 credits

This course challenges students to explore global and local communities to evaluate social determinants of health (SDH) and their impact on persons and society, and their relationship to concepts of health and disease. The course begins with classroom discussions and self-directed activities that explore SDH and relevant concepts from global and local perspectives. Students will explore the local community and work with advisory experts to investigate those social determinants of health that have impacted population health.

HUM 60317 *Recipes for Health* — 1 credit

Household recipe collections offer valuable insights into domestic medicine as practiced in early modern households. Bookshops featured printed compilations of medical and culinary recipes, and families often compiled recipe collections of their own, in manuscript form. Both print and manuscript recipe collections reflect the everyday workings of the household, which served as the center of medical care in early modern society. Doctors were scarce outside the city, and even those living in metropolitan areas were rarely available to treat every day. The collections, which incorporate cures from medical professionals as well as neighbors, thus reveal the era's domestic medical concerns and shed light on the treatments associated with disease and injury, while also offering valuable glimpses into dietary habits.

HUM 60319 *Health Humanities as Craft* — 3 credits

This 3-credit course will expose you to the health humanities as an interdisciplinary field of scholarship and practice through different methodological approaches that are used in such disciplines as history, medical anthropology, literary studies, and philosophy. Students will first be guided through the basics of scholarly writing and research, and then will engage with those methodologies widely used in the health humanities, including ethnography, archival research, close reading of diverse texts, literary analysis, and philosophical argumentation. This required, foundational course will prepare students for health humanities and bioethics coursework and scholarship.

HUM 60320 *Topics in the Medical Humanities* — 3 credits

Building on the skills and knowledge gained in "Health Humanities as Craft," students will apply research methods in the health humanities as we explore major topics in the health humanities. From the history of Western biomedicine to contemporary studies of disability, race, gender, sexuality, and health justice, this course introduces students to the questions, debates, and turns that animate health humanities research.

HUM 60322 *Health Humanities Immersion* — 1 credit

Provides an opportunity for experiential learning and gives students a chance to connect academic learning to the work or missions of various cultural, business, and healthcare organizations. Introduces students to experienced professionals who can offer mentorship and help students' network with professionals in their respective fields. The selection of practicum sites is limited only by students' imagination and logistics. Students consult with NEOMED faculty for assistance in identifying each of the three-practicum sites. At each site, students work with appropriate supervisors to shape a work plan that will provide both an educational experience for the student and a useful project for the organization. Possible sites include, but are not limited to, the following: hospice organizations; museums, or other art institutions; public theaters; VA outreach programs; advocacy agencies for the disadvantaged.

PUBH 60201 *Public Health Concepts* — 3 credits

This course serves as an introduction to definitions, history, organization, law, ethics, essential services, global aspects and future aspects of public health.

PUBH 60202 *Social and Behavioral Sciences in Public Health* — 3 credits
This course covers social and behavioral science concepts, theories, and their application to public health issues.

PUBH 60203 *Epidemiology in Public Health* — 3 credits
This course will facilitate student understanding of fundamental epidemiological concepts (such as principles of causality), methods (such as study designs and measurements of health/disease status and risk factors), and their practical applications (such as evaluation of risk factors for various health problems and effectiveness of interventions targeting them, screening programs and disease surveillance).

PUBH 60204 *Biostatistics in Public Health* — 3 credits
This course will cover principles of biostatistics in the context of public health applications. It will include the basic and advanced statistical techniques for analyzing and investigating public health issues including disparities. Statistical package SPSS will be used.

PUBH 60205 *Health Services Administration in Public Health* — 3 credits
Management principles, including personnel administration, budgeting, financing, and continuous quality improvement as they pertain to public health, planning and evaluation principles, public health economics, public health policy and data sources.

PUBH 60206 *Policy and Environmental Sciences in Public Health* — 3 credits
This course provides an overview of public health policy, policy development, and advocacy. Environmental health issues serve as an example of the intersection between policy and science. Environmental health topics include air/water quality, food hygiene, sanitation, municipal/infectious/hazardous waste, vector-borne disease, occupational health, legal/risk issues, One Health, and global issues.

PUBH 60207 *Grant Writing for Public Health Practice* — 3 credits
Methods and techniques for writing and managing grant proposals to support public health programs. Emphasis on development of grant proposals, including narrative, program plan, evaluation design, timeline, budget and budget justification; identification of grant funding sources; managing funded projects, and appropriate response to requests for proposals.

PUBH 60208 *Public Health Practice and Issues* — 3 credits
In an organizational setting, the following topics will be explored: informatics and communication, diversity and cultural proficiency, ethics, and biology. These topics are emerging public health issues, which will be applied in a practice setting. *Prerequisites: PUBH 60201 Public Health Concepts.*

PUBH 60209 *Public Health Research & Evaluation* — 3 credits
Public Health Research and Evaluation is a theoretical and applied course on research methods. Students will critically review journal articles, create research questions, conduct comprehensive literature reviews, employ quantitative and qualitative research methods that fall within institutional review board parameters, develop and execute a data analysis plan. Culmination of coursework will be an individual oral presentation and mock journal article. *Prerequisite: MPH 60204 Biostatistics in Public Health. Prerequisite/co-requisite: MPH 60203 Epidemiology in Public Health. Students in MEH Degree Program can also take this course.*

PUBH 60297 *Practicum* — 3 credits
Student is teamed with a faculty advisor and community preceptor(s) to work on a meaningful public health issue. For students who desire additional field experience. *Prerequisite:* Permission of Academic Advisor and faculty preceptor.

PUBH 60298 *Capstone Project I* — 3 credits
Students are evaluated on targeted public health competencies. Students will be asked to develop a capstone project to include the competencies that need to be strengthened. By the end of the course, students will have produced a capstone proposal. This is a prerequisite for Capstone Project II. *Prerequisites*: Public Health Concepts, Biostatistics in Public Health, Social and Behavioral Sciences in Public Health, Epidemiology in Public Health.

PUBH 60299 *Capstone Project II* *3 credits*

Students apply the public health competencies acquired in the core courses to a public health project. It is the culminating experience in the Consortium of Eastern Ohio Master of Public Health CEOMPH) program. Students may register for this course only after all core courses and Capstone Project I have been successfully completed. The student will select a faculty and community preceptor that will provide guidance and evaluate the work on a project. An approved written product (grant, paper, etc.) must be produced. *Prerequisites: MPH 60298 - Capstone Project I and all core courses.*

RES 6XX97 *Research* *1-10 credits*

This course provides master degree and PhD candidates the opportunity to earn research credit while building the skills and learning the techniques that will allow them to embark upon their thesis or dissertation research. This course is designed to be taken concurrently with didactic coursework and continuing beyond the completion of didactic coursework, but prior to Thesis Research or Dissertation Research. The Research course is taken with the student's major advisor as the primary instructor.

RES 6XX98Thesis Research *1-10 credits*

This course has been developed to provide master's degree candidates an opportunity to earn research credit toward performing research experiments, documenting their results, and performing data analyses that will form the basis of their thesis work. This course is meant to be taken once the master's degree candidate has successfully completed his didactic coursework. This course will be taken by the master's degree candidate in the last semester before the thesis defense.

RES 8XX99 *Dissertation Research* *1-10 credits*

This course has been developed to provide doctoral candidates an opportunity to earn research credit toward performing research experiments, documenting their results, and performing data analyses that will form the basis of their dissertation work. This course is meant to be taken once the doctoral candidate has successfully defended his Prospectus, the dissertation plan. This course will be taken by the doctoral candidate after the Prospectus defense and until the completion of the Dissertation defense. The credit hours assigned to this course can vary.

COGS Shared Courses

The following courses are COGS general courses shared by College of Graduate Studies programs.

Subject Code	Course Number	Course Title	Course Credit
RES	6XX97	Research	1-10
RES	6XX98	Thesis Research	1-10
RES	8XX99	Dissertation Research	1-10
BMS	60404	Research Methods	3
BMS	60301	Responsible Conduct of Research	1
BMS	60303	Research Writing for Scholarship	3
DATA	60408	Statistical Methodology for Biomedical Sciences	3
ETH	65302	Healthcare Law & Ethics	2
	6XX94	*Independent Study*	*1 to 3*
	6XX95	*Special Topics*	*1 to 3*
	6595X	*Cross-Registered Course(s)*	*2-5*

ASSISTANTSHIPS AND GRADUATE APPOINTMENTS

GRADUATE APPOINTEE INVOLVEMENT IN GOVERNANCE

Graduate student appointees shall be represented at appropriate levels of university governance in order to ensure a healthy exchange of ideas among students, faculty, and administration, and to utilize the valued counsel of graduate students. The principal guideline should be that graduate appointees participate in policy decisions, not including personnel matters.

CURRICULUM COMMITTEES

Graduate student appointees shall be represented on curriculum committees. The number of representatives, their qualifications, and their mode of selection shall be determined by the College. The committee chair shall identify those meetings or parts thereof for which attendance by graduate student appointees is not expected.

GRADUATE FACULTY COUNCIL

Graduate students shall be represented by voting member(s) on Graduate Faculty Council. The number of such students and their qualifications shall be determined by the graduate faculty. They shall be nominated by program directors and approved by the Graduate Faculty Council. The council chair shall identify those meetings or parts thereof for which attendance by graduate student appointees is not expected.

UNIVERSITY COUNCIL

Graduate appointees shall be invited to and included in University Council. The University Council president shall identify those meetings or parts thereof for which attendance by graduate student appointees is not expected.

GRADUATE APPOINTMENT SERVICE COMMITMENT

At NEOMED, a graduate appointment is granted to a graduate student in order to give that student partial financial assistance and support for graduate study and to obtain a service commitment which will be both beneficial to the student's professional needs and goals and to the University's endeavors. The role of a graduate appointee is often that of both student and instructional colleague.

In order to be eligible for a graduate appointment, a student must be enrolled in specific degree programs and enrolled for a minimum of nine credit hours per semester. A graduate appointee who holds an academic year full time appointment is expected to provide service to the College of Graduate Studies which approximates 20 hours per week for a total of 300 hours per semester.

If necessary, to have the graduate assistant work the week before classes start, the week after classes end, or during breaks, the weekly hours need to be adjusted so no weekly total exceeds 25 hours and the total hours worked does not exceed the required hours of commitment. Such arrangements should be understood by the appointee and the appointing unit at the outset of the appointment period.

In all instances it is expected that the appointee and the appointing unit will strive to ensure that the service commitment is beneficial to the appointee's professional growth and is commensurate with the mission and goals of the appointing unit and of the University.

The tuition remission for an appointee should cover a full-time student's enrollment. The 20 hours of service can include a mixture of committee service, and research or teaching assistantship. The teaching assistantship burden for certain courses is such that participation in such a course can fulfill the annual service requirement for a graduate student appointee.

Appointments or reappointments, including tuition remission, are not automatic, but are contingent upon good degree progress and satisfactory performance of duties as determined by the grantor of the tuition remission and/or stipend.

CATEGORIES OF GRADUATE SERVICE APPOINTMENTS

The graduate appointments outlined below are intended to provide minimal support to enable a student to spend the maximum amount of time in the pursuit of his/her graduate studies with the objective of completing the degree in the shortest amount of time. To this end, it is considered inappropriate for a full-time graduate appointee to be engaged in substantial additional employment. Except in unusual circumstances and with the approval of the Dean of Graduate Studies, a graduate appointee may not hold an additional formal appointment through which the total commitment of service at Northeast Ohio Medical University exceeds 20 hours per week.

Research Assistantship (RA)

A student receiving a Research Assistantship is expected to assist a faculty member in his or her research or other scholarly activities. No teaching or service responsibilities are assigned to full time Research Assistants.

Teaching Assistantship (TA)

A student receiving a Teaching Assistantship is expected to assist a faculty instructor of record (e.g., lecture, laboratory, grading) for an assigned course. The responsibilities of a teaching assistant include the following:

- Meeting with course instructor(s) before the beginning of the course to establish organizational guidelines for the course.
- Meeting on a regular basis with the course instructor(s) and other teaching assistants in the course(s) to ensure on-going communication regarding student progress as well as course activities.
- Attending class meetings.
- Exam preparation.
- Grading of exams and/or papers.
- Copying course materials such as exams, syllabi and handouts.

In addition to the appointments listed above, a graduate student's advisor can choose to fully support a student by providing a stipend equivalent to that provided by the College of Graduate Studies. In such a case, the graduate appointment service requirement will be waived.

EVALUATION OF PERFORMANCE

The College of Graduate Studies shall establish effective means of evaluating and documenting the teaching and other duties performed by each graduate appointee, who has a service commitment, in order to aid the professional growth of the appointee. This evaluation and documentation shall be used for the purpose of counseling the graduate appointee and to assist in making decisions regarding reappointment.

COLLEGE OF GRADUATE STUDIES POLICY

Northeast Ohio Medical University affirms its adherence to the following College of Graduate Studies policy that is designed for new appointees:

Acceptance of an offer of financial aid (e.g., a graduate assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and College of Graduate Studies expect to honor. In those instances when the student accepts the offer to matriculate by April 15 and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment at any time through April 30. However, an acceptance given or left in force after April 30 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every assistantship offer.

REAPPOINTMENT, DISMISSAL AND RESIGNATION POLICY

At the time of the initial notification of appointment, the College of Graduate Studies shall clearly communicate its policy on limits on the number of years of support at the master's and doctoral levels. Reappointment is determined by the College of Graduate Studies. Reappointment may be available, contingent upon good progress toward completion of the degree and satisfactory performance of duties. If a service appointee is not to be reappointed, the student will be given written notice informing them of the non-reappointment and the reasons. Notices of non-reappointment and of reappointment will be given to students no later than April 30. During the semester in which an appointee receives a master's degree, the student must apply and be accepted into a doctoral program to be

considered for further appointments at NEOMED. A student may not simultaneously hold a graduate appointment and a full-time fellowship or other appointment from a non-university source.

Dismissal is the termination of the contract for cause. Dismissal may be affected for the violation of the terms of the appointment. The College of Graduate Studies, with direction from the program, will give written notice of a recommendation for dismissal to the appointee along with the reasons for the recommendation. If a student is dismissed for academic reasons, then the appointment is terminated at that time. Any service appointee who has not been reappointed or has been dismissed may appeal the decision. The appeal must be initiated in writing to the Dean of the College of Graduate Studies within one week of non-reappointment or dismissal.

Notification of resignation by a service appointee is expected to be early enough to avert serious detriment to the university. An appointee intending to resign should give written notice to the program director and the Dean of the College of Graduate Studies as early as possible. The appointee may inquire into and consider the acceptance of an appointment elsewhere anytime and without previous consultation. It is agreed, however, that if a definite offer follows, the appointee shall not accept it without giving such notice, in writing, as is indicated in the previous provision (Section IV).

GRIEVANCE PROCEDURE

To provide guidelines and methods for resolving complaints by graduate appointees of actions by faculty members or administrators which may be in violation of the "Policy on Role and Status of Graduate Student Appointees."

RESOLUTION

If an issue cannot be resolved through informal conversations between the graduate appointee and other interested parties following reasonable attempts to achieve resolution, the graduate appointee may initiate a formal complaint by notifying, in writing, the Dean of the College of Graduate Studies.

The Dean of the College of Graduate Studies may impanel an ad hoc grievance committee to resolve the complaint. The committee shall be comprised of graduate faculty members who are able to render a disinterested judgment. The committee will make a recommendation to the Dean of the College of Graduate Studies as to the disposition of the complaint.

APPEAL

If the graduate appointee is dissatisfied with the resolution decided by the Dean of the College of Graduate Studies, he or she may appeal the decision, in writing, to the Vice Dean of the College of Graduate Studies. The Vice Dean, or designee, will evaluate and respond within ten (10) working days. The decision of the Vice Dean of the College of Graduate Studies, or designee, is the final, binding resolution.

RESPONSIBILITY FOR COMPLIANCE

The Dean of the College of Graduate Studies will be responsible for assuring compliance with this document within the College, with the Dean of the College of Graduate Studies having overall university responsibility.

College of Medicine

Accreditation – College of Medicine

Accreditation is an important indicator of the quality of a college. The Liaison Committee on Medical Education (LCME) is solely responsible for accrediting programs that lead to the M.D. degree. Accreditation by the LCME is required to receive federal grants and to participate in federal loan programs. State boards of licensure require physicians to be graduates of LCME-accredited medical schools.

The College of Medicine is fully accredited by the LCME. An LCME comprehensive site visit took place during the 2018-2019 academic year.

Mission Statement – College of Medicine

The College of Medicine at NEOMED, through education, research and public service inspires medical students to become exemplary patient care centered physicians. We seek to improve the health and quality of life of the communities of Ohio and beyond, including those both diverse and underserved.

History – College of Medicine

In August 1973, the Ohio General Assembly passed legislation establishing a College of Medicine made up of a unique affiliation of three state-supported universities in Northeastern Ohio — the University of Akron, Kent State University and Youngstown State University.

In 1974, Rootstown was chosen as the site for the basic medical sciences campus. In 1975, 42 students were selected for the charter class and began undergraduate studies at the three partner universities. In September 1977, charter class members began the medical phase of their studies at the newly completed Rootstown campus, with the class size increased to 48 by the addition of students who had already completed a traditional premedical curriculum. Commencement for the College's charter class occurred May 26, 1981. Since that time, the College's class size has increased to 160 students.

The overall goal of the College of Medicine is to graduate well-qualified doctors who will be able to excel in any field of specialization, and who have had significant orientation to the principles and practices of community care and desire to be transformational leaders.

Program Objectives – College of Medicine

The goal of the educational program at the College of Medicine is to graduate qualified physicians oriented to the practice of medicine at the community level, with an emphasis on primary care. Graduates must demonstrate the biomedical, psychosocial, and cultural knowledge, skills and values needed to practice successfully and to fulfill their responsibilities to their patients and their communities. These overall objectives of the educational programs cover the broad outcomes we expect of all students before their graduation. Our educational program goals, and goals and objectives at the level of courses, clerkships and preceptors give full meaning to these overall expectations. Based on the general physician competencies specified by the Association of American Medical Colleges, the NEOMED College of Medicine program goals expect that all graduates will:

1. Patient Care
1.1. Obtain a thorough and accurate patient-centered medical and psychosocial history.
1.2. Perform an appropriately focused physical exam, recognizing and documenting important normal and abnormal findings.
1.3. Develop a differential diagnosis around presenting problems and prioritize further diagnostic testing.
1.4. Develop an effective treatment and/or wellness management plan, taking into account patient needs.

2. Knowledge for Practice
2.1. Apply knowledge of biomedical, clinical, epidemiological, and social-behavioral sciences to address preventive care, diagnosis, and management of medical problems.
2.2. Contribute to the creation, dissemination, and/or application of evolving knowledge through scholarly activity.
2.3. Demonstrate knowledge of scientific principles and mechanisms that regulate normal and abnormal processes underlying patient health.

3. Practice-Based Learning and Improvement
3.1. Critically evaluate appropriate scientific studies to improve patient care.
3.2. Use quality improvement methods to define, measure, analyze, and implement effective changes for practice improvement.

4. Interpersonal and Communication Skills
4.1. Identify and address potential barriers to communication with patients, families, and colleagues, including linguistic, educational, and cultural diversity, the psychosocial determinants of health, and patient/family preferences.
4.2. Engage in empathetic, honest, and bi-directional communication with patients and families to enable better understanding, participation, and shared decision-making in care.
4.3. Maintain patient engagement and attentiveness while integrating technology into the clinical encounter.

5. Professionalism
5.1. Demonstrate personal integrity by displaying consideration, compassion, and honesty with colleagues, patients, and their families.
5.2. Fulfill commitments to one's own profession by demonstrating punctuality, accountability, respectful self-presentation, and behavior in both clinical and academic environments.
5.3. Demonstrate ethical behavior by respecting patient autonomy, privacy, and dignity.

6. Systems-Based Practice
6.1. Demonstrate knowledge of the U.S. health care system and political, cultural, economic, and social factors impacting the health and well-being of patients.
6.2. Coordinate and advocate for a variety of resources (including community resources) to assist patients in accessing high-value, quality care.

7. Interprofessional Collaboration
7.1. Communicate clearly, respectfully, and completely with the interprofessional health care team in both written and verbal forms to exchange information and to minimize medical errors.
7.2. Collaborate effectively to provide a team-based approach to efficient, safe, and equitable patient care.
7.3. Demonstrate an understanding of team dynamics and leadership skills that support and enhance interprofessional collaboration and team functioning.

8. Personal and Professional Development
8.1. Identify learning goals and seek feedback that supports ongoing professional development.
8.2. Demonstrate professional development through engagement and self-reflection.
8.3. Identify personal wellness goals that support ongoing personal development.

TECHNICAL STANDARDS – COLLEGE OF MEDICINE

Technical Standards for Admission, Continuation and Graduation

The NEOMED College of Medicine (COM) strives to provide all students with the training to become qualified physicians prepared to enter any residency program and for the subsequent contemporary practice of medicine in accordance with the standards specified by the Liaison Committee on Medical Education. As such, faculty are responsible to develop and implement a medical curriculum designed to educate humane physicians for the highest standards of the practice of medicine.

Preparation and training to become a physician requires each student to understand and to meet the Technical Standards Required for Admission, Continuation and Graduation identified below without or with a reasonable accommodation(s) that do not fundamentally alter the curriculum. The faculty has developed the course requirements and activities to provide critical elements of physician training. It is expected that students will be able to participate in all course activities (including but not limited to lectures, seminars, laboratories, clinics, physical examinations, patient procedures) and adhere to individual hospital rules and regulations as well as COM policies regarding these activities. Learning is based on active student participation rather than simple observation and/or note taking.

A candidate (and active student, hereafter referred to as candidate) for the Doctor of Medicine degree must be able to demonstrate intellectual-conceptual, integrative, and quantitative abilities; skills in observation, communication, motor functions; and mature behavioral and social attributes. While technological compensation, interpreters and/or other reasonable accommodation will be made for some disabilities, a candidate must be able to perform in a reasonably independent manner using his or her own intellect, judgment, and diagnostic reasoning skills.

NEOMED embraces diversity and recognizes the value that individuals with disabilities add to the student body and institution and has included disabilities specifically in its diversity statement. It is our experience that individuals with disabilities as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act have successfully completed the curriculum of the NEOMED College of Medicine with the support of reasonable accommodations and are engaged actively in clinical practices.

The following Technical Standards describe the non-academic essential qualifications required, in addition to academic achievements, for successful completion of the Educational Program Objectives of the NEOMED College of Medicine.

Observation

The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiologic and pharmacologic demonstrations in animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe examinations and procedures in the clinical environment and be able to read test results such as electrocardiograms (EKG) and x-rays. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

Communication

A candidate must be able to communicate effectively in English, and to observe patients to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. The candidate must be able to communicate effectively with all members of the healthcare team.

Motor

Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers that comprise a complete physical examination. A candidate must be able to perform the basic and advanced clinical procedures that are requirements of the NEOMED College of Medicine curriculum. A candidate must be able to execute motor activities reasonably required to provide general care, to perform diagnostic procedures and to provide emergency treatment to patients. Examples of emergency treatment and motor functions reasonably required of physicians include but are not limited to:

- performing cardiopulmonary resuscitation/basic life support (CPR/BLS) and advanced cardiac life support (ACLS), and applying pressure to stop bleeding,
- administering injections, and starting intravenous lines and administering intravenous medication,
- making incisions, suturing, and tying knots,
- performing diagnostic procedures and examinations such as funduscopic, otoscopic, breast, rectal and pelvic examinations. Such 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
These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians, requires all these intellectual abilities. In addition, the candidate must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Attributes
A candidate must possess the emotional health required for full utilization of intellectual abilities, the exercise of good judgment, the prompt completion of all responsibility's attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Commitment to excellence, service orientation, goal setting skills, academic ability, self-awareness, integrity, and interpersonal skills are all personal qualities that are assessed during the admission and education process. Because the nature of medical education is based on a mentoring process, candidates are expected to be able to accept criticism and to respond by appropriate modification of behavior.

Process for Assessing the Applicant's Compliance with the Technical Standards
Applicants are required to attest at the time they accept an offer to matriculate, that they meet the College of Medicine's Technical Standards, and thereafter must attest on an annual basis that they continue to meet the Standards. These Standards are not intended to deter any student who might be able to complete the requirements of the curriculum with reasonable accommodations. Requests from applicants for reasonable accommodations in meeting the Technical Standards will be reviewed and considered by the school's committee that reviews requests for student accommodations. For additional information about the school's process for assessing an applicant's compliance with the Technical Standards, contact the Office of Student Services.

ADMISSION – COLLEGE OF MEDICINE

Doctor of Medicine (M.D.)
Individuals who wish to pursue a Doctor of Medicine degree (M.D.) may apply to NEOMED via several admission plans. Candidates are encouraged to familiarize themselves with these plans and find the one that best aligns with their goals.

Students who are U.S. Citizens or Permanent Residents of the United States are eligible to enroll in the M.D. degree program after completing a bachelor's degree or higher from any regionally accredited institution of higher education in the United States, or from a Canadian University. Eligible candidates may apply for admission under one of these admission categories:

- **Early Assurance Admission** may be offered to pre-approved candidates that apply using the American Medical College Application Service (AMCAS). Candidates applying for early assurance admission must have early assurance status via one of NEOMED's network of early assurance collaborating institutions or through a NEOMED College of Graduate Studies program prior to starting an AMCAS early assurance plan application.

- **Early Decision Admission** is encouraged for candidates that apply using the American Medical College Application Service (AMCAS) with a sincere interest in choosing NEOMED as their first-choice for medical school education. We especially encourage Ohio residents to consider this plan.

- **Regular Decision Admission** is a competitive admission plan for candidates that apply using the American Medical College Application Service (AMCAS). NEOMED entertains thousands of applications for a limited number of seats in the entering cohort from candidates in Ohio and beyond. Holistic admission practices evaluate candidates for acceptance. Transfer seat availability is determined on an annual basis and in accordance with LCME accreditation standards available only to candidates enrolled in allopathic or osteopathic medical schools chartered and located in the United States.

- **Transfer Admission** may be offered to current students in good academic standing from another allopathic or osteopathic medical school into the College of Medicine. Transfer may be possible for 1) M3 candidates having passed the USLME Step 1 exam after successful completion of two years at another medical school, or 2) hardship transfer consideration for students advancing into the M2 year after having successfully completed their M1 year of study.

Regardless of admission plan, application to medical school involves a rigorous process of evaluation of each applicant's academic preparation and a candidate's alignment with the mission of the medical college and fit for a career practicing clinical medicine. Admission to medical school is a highly competitive process with the number of qualified applicants far exceeding the number of M.D. seats available. All candidates, regardless of admission plan, are solely responsible for meeting all deadlines and submitting all completed credentials according to application instructions and maintaining contact information for notices and updates in the official data sources. All candidates for the M.D. program regardless of admission plan must be a U.S. Citizen or Permanent Resident of the United States (the latter must submit documentation of this status during application process). In general, application to medical school is a process that occurs over the course of several months. Interested candidates are encouraged to begin preparing for the application process at least eighteen months prior to the application deadline. Interested candidates may find more detailed information from their undergraduate institution's pre-medical academic advisors, by reading below, and by visiting https://students-residents.aamc.org upon matriculating into an undergraduate program of study. Candidates are strongly encouraged to work closely with the pre-medical/pre-health advisors at their undergraduate schools to create a plan to successfully apply to medical school.

NEOMED practices continuous quality improvement in all admission processes. This includes a thorough annual review of student success outcomes. In support of this practice, **NEOMED reserves the right to change policies and procedures on an annual basis for current and future cycle candidates applying for early assurance and admission to NEOMED without prior notice.** Admission policies and practices for the current admission cycle will be made available through the NEOMED Compass and the www.neomed.edu domain at the time of annual NEOMED Compass publication. **Candidates should neither assume that admission guidelines, standards, policies, and practices in use for prior classes will apply to their admission cycle, nor assume that NEOMED is obligated to utilize past practices to evaluate the admission credentials of future classes.** This practice also applies to candidates enrolled as students at NEOMED collaborating institutions yet to be offered early assurance. As NEOMED seeks students driven to excel and maximize their talents, all future candidates for medical school are encouraged to perform at the level that will best represent their abilities rather than strategize in order meet minimum criteria that may not be in effect at the time of their application.

Candidates granted early assurance shall have their future admission consideration to NEOMED subject to completion of requirements including, but not limited to, academic performance, successful completion of pre-requisite coursework, achievement of specified standardized testing requirements such as the MCAT, and acceptable legal and professional conduct reflective of medical school expectations. All candidates must possess a baccalaureate degree before matriculation into the M.D. program in the College of Medicine.

PRE-REQUISITE COURSEWORK

All candidates for admission to NEOMED as M1 students, regardless of admission plan, are required to have successfully completed (C – or better) the following prerequisite courses prior to matriculation:

- One year of Organic Chemistry & Labs
- One year of Physics & Labs
- One year of Biology & Labs
- One semester of Biochemistry

Entering M1 students, regardless of admission plan, may benefit from the recommended courses below. (*Determined by surveying students and faculty*):

Anatomy	Genetics	Neuroscience
Calculus	Immunology	Physiology
Cell Biology	Microbiology	Sociology
Composition/Writing	Molecular Biology	Statistics

EARLY DECISION AND REGULAR DECISION ADMISSION

Candidates who have or will have successfully completed a baccalaureate (often referred to as "four-year") program of study from a regionally accredited institution of higher education in the United States, or from a Canadian university, prior to matriculation to medical school, may be eligible to apply through the using the Early Decision or Regular Decision Admission Plans. Considerations for admission to the M.D. program may include demonstrated proficiency in appropriate coursework as evidenced by cumulative grade point average, Biology, Chemistry, Physics, and Mathematics (BCPM) grade point average, individual course grades and success in prerequisite coursework, scores from the Medical College Admission Test (MCAT) predictive of timely promotion and USMLE Step 1 passage, and a commitment to both the field of medicine and to the vision and mission of the College of Medicine. Candidates who possess the academic preparation level indicative of likely success in medical school, along with goals and application credentials that suggest a strong affinity with the mission of the NEOMED College of Medicine, will be reviewed most favorably. Successful candidates may also reflect characteristics representative of the mission and values of the College of Medicine as applied in a narrowly tailored fashion throughout a holistic admission evaluation process evaluated every year. Candidate interviews, by invitation only, are also a part of the admission process.

Application procedures are outlined below. See the appropriate application instructions link from www.neomed.edu for complete admission procedures and applicable and binding deadlines. Admission candidates are encouraged to review the most recent NEOMED M1 class profile as shared on www.neomed.edu to self-evaluate their potential for an offer of admission. All admission candidates must complete the following steps to apply for admission:

(1) Admission applicants must first select their admission plan and apply online through the American Medical College Application Service (AMCAS), located at www.aamc.org. Deadline for receipt of the AMCAS application is November 1 of the year preceding anticipated enrollment for the Regular Decision Plan, and August 1 of the year preceding anticipated enrollment for the Early Decision plan.

(2) All applicants submit MCAT scores no later than the fall prior to the year of anticipated enrollment to be considered for admission. MCAT scores must originate from testing dates within three years from start of Regular Decision Plan application for the admission cycle. Information on testing dates and registration may be obtained from www.aamc.org/students/mcat/.

(3) All applicants are first screened for evidence of academic readiness indicative of a level of preparedness to thrive academically in medical school. Applicants that suggest promise are invited to complete a secondary application (also referred to as supplemental application) for admission through AMCAS. There is a fee to submit the secondary application and NEOMED participates in the AAMC Fee Assistance Program. Secondary applications are offered via invitation only after screening. Only those who complete and submit the AMCAS

Secondary Application by the deadline may continue in the admission process. Failure to complete the supplemental application process after invitation will constitute passive withdrawal of admission candidacy. The deadline for receipt of the supplementary materials is September 1 of the year prior to anticipated enrollment for Early Decision Plan consideration, and December 1 of the year prior to anticipated enrollment for Regular Decision plan consideration.

Applicants to the M.D. program who consider NEOMED their medical school of choice and are aligned with its mission are strongly encouraged to apply through the Early Decision Plan. Early Decision is binding, which means that candidates applying through this plan who receive offers of admission are obligated by AMCAS policy to attend NEOMED should they wish to attend any allopathic school of medicine. All Early Decision applicants must present valid MCAT scores, apply through AMCAS by August 1, and have the secondary application complete and verified to the NEOMED Office of Admissions by September 1 of the year prior to anticipated enrollment. Notification to the applicant regarding admission is given by October 1. If selected, an Early Decision Plan admit receives the benefit of early notification of acceptance and is, therefore, obligated to attend the NEOMED College of Medicine under American Association of Medical Colleges (AAMC) admission policy. If not selected for admission through this plan, applicants may then apply to other medical schools. For more information regarding consideration of whether the Early Decision Plan is right for you, visit https://students-residents.aamc.org/applying-medical-school-amcas/early-decision-program.

EARLY DECISION PLAN - OHIO ADMISSION ADVANTAGE

All traditional admission candidates are strongly encouraged to select the AAMC binding early decision plan if they identify NEOMED as their medical school of choice. Additionally, NEOMED utilizes the Early Decision Plan to extend highly favorable consideration to Ohio candidates presenting above average academic credentials. For these purposes, an Ohio candidate is any applicant who either maintains permanent residence in Ohio and indicates as much on his or her AMCAS application or who attends/attended an Ohio institution of post-secondary education (university, college, community college) whether state or private. ***Ohio candidates with above average academic profiles selecting the Early Decision Plan receive a significant advantage over candidates that elect to apply to NEOMED through the highly competitive Regular Decision Plan.***

REGULAR DECISION ADMISSION

The College of Medicine at Northeast Ohio Medical University seeks talented prospective medical school students from Ohio and beyond committed to, and reflective of, the missions of both the college and the university. All candidates will demonstrate the capability to master the academic rigors of medical school through a holistic, evidence-based admission process. Evaluation of candidates' professionalism occurs throughout the application and admission process.

All Regular Decision applicants must present valid MCAT scores, apply through AMCAS by November 1. The number of Regular Decision seats will vary annually depending upon the number of Early Assurance and Early Decision Plan admitted students. Offers of admission (acceptance) may occur between November and July both in rounds and on a rolling basis. Regular Decision is a highly competitive admission plan where hundreds of candidates qualified to thrive in medical school at NEOMED vie for a very limited number of available seats. In addition to the initial offers of admission, NEOMED makes extensive use of an annual alternate list where candidates are accepted on a rolling basis as seats become available.

NEOMED Participates in the AAMC *Choose Your Medical School Tool* process. All Regular Decision admits must use the *Choose Your Medical School Tool* to list a status of "Commit to Enroll" associated with NEOMED by June 15th or they may forfeit their M1 seat via administrative withdrawal. For more information visit: https://students-residents.aamc.org/applying-medical-school/article/amcas-choosing-your-medical-school-tool/ .

TRANSFER ADMISSION

ADVANCED STANDING TRANSFER (M3)

Students enrolled at other medical schools who desire to transfer to the College of Medicine into the M3 clerkship year may do so through application to the Advanced Standing Admission Plan. Applicants will possess baccalaureate degrees or higher from regionally accredited post-secondary institutions in the United States or a Canadian university and have successfully completed two years of coursework at their current medical school. In accordance with LCME accreditation standards, the transfer plan is available only to candidates enrolled in allopathic or osteopathic medical schools chartered and located in the United States. Candidates must be in good academic standing at their current medical school and have passed the United States Medical Licensure Exam (USMLE) Step 1 examination to be considered for Advanced Standing admission. Advanced Standing applicants are considered for admission into NEOMED as third year (M3) medical school students. The number of seats available for students applying for advanced standing varies from year to year. There may be years where no seats are available. Additionally, NEOMED does not guarantee that space will be available for Advanced Standing candidates who apply and interview. Information regarding Advanced Standing admission is typically available through www.neomed.edu beginning in December prior to the year of anticipated enrollment and updated if new information is available. If M3 seats are projected as available, the application deadline is typically May 1 prior to the fall matriculation date but may vary slightly from year to year. Given the fluid nature of M3 seat availability, NEOMED reserves the right to determine the number of available advanced standing M3 seats, including whether NEOMED will accept transfer applications, without prior notification. Interested candidates are encouraged to check the latest transfer admission information through www.neomed.edu.

The Admissions Committee considers criteria such as official transcripts and official scores from the United States Medical Licensure Exam (USMLE) Step 1 as part of the candidate selection process. Applicants selected for interview complete a clinical skills assessment (CSA) to help determine their preparedness to start the M3 curriculum at NEOMED. The CSA has an associated fee that is assessed to each advanced-standing applicant who accepts an invitation to interview. The results of the CSA are used in combination with other assessments to guide the decisions of the NEOMED College of Medicine Admission Committee. Upon matriculation, notation of transfer work is posted to the student's NEOMED transcript.

In order to apply for Advanced Standing transfer admission, candidates should prepare to submit the following:

- A completed transfer application for admission available by visiting www.neomed.edu.
- Official transcripts from their current medical school documenting good academic standing and eligibility to continue enrollment. Early in the application process, a letter of good academic standing from the dean or registrar may be substituted, but no offer of admission will be made without official medical school transcripts.
- Official transcripts from the undergraduate university awarding a baccalaureate degree at the time of application. Official transcripts from all institutions attended shall be required after offer of admission prior to matriculation.
- Official transcripts from the National Board of Medical Examiners (NBME) documenting successful passage of the USMLE Step 1 Exam.
- Official MCAT scores illustrating the highest total score from a single test instance.

HARDSHIP TRANSFER (M2)

In accord with the American Association of Medical College (AAMC) *Guidelines for the Consideration of Application for Transfer*, NEOMED acknowledges that a medical student has a right to apply for transfer from one medical school to another medical school and will entertain transfer applications into the M2 year. Generally, the acceptance of transfers should be limited to students who demonstrate compelling circumstances as one of the reasons for their request for transfer. These hardships may include such factors as students originally from northeast Ohio finding that attending medical school a distance from home is creating challenges, or students struggling with the right fit with the mission of their medical school selected for their M1 years. Hardship transfer is not intended to address situations of academic difficulty. All M2 hardship transfer applicants must be in good academic standing and free from any professionalism concerns at their current medical schools, and otherwise eligible to continue enrollment at their current medical schools. Hardship candidate applications from other United

States allopathic or osteopathic medical schools with solid academic achievement indicating likelihood of success at NEOMED who present compelling circumstances will be considered for M2 admission. In accordance with LCME accreditation standards transfer is available only to candidates enrolled in allopathic or osteopathic medical schools chartered and located in the United States. The number of seats available for students applying for hardship transfer varies from year to year, including no seats in some years.

The deadline to apply for Hardship Transfer admission as an M2 student may vary slightly from year to year but is generally on or about May 1st prior to the initial summer term of enrollment at NEOMED. See www.neomed.edu annually for up-to-date information. To apply for M2 transfer admission, candidates should prepare to submit the following:

- A completed transfer application for admission available by visiting www.neomed.edu.
- Official transcripts from current medical school indicating grades and documenting good academic standing and eligibility to continue enrollment. Early in the application process a letter of good academic standing from the dean or registrar may be substituted, but no offer of admission will be made without official medical school transcripts.
- Official transcripts from the undergraduate university awarding a baccalaureate degree at the time of application. Official transcripts from all institutions attended shall be required after offer of admission prior to matriculation.
- Official MCAT scores illustrating the highest total score from a single test instance.
- A current CV (resume) listing research, shadowing, and service/volunteerism history.
- A single letter of recommendation from a member of the medical community

Hardship candidates showing potential for admission following application screening will be evaluated to receive an interview invitation. Interviews will help us understand transfer motivations and determine whether M2 transfer candidates demonstrate proficiency equivalent to rising NEOMED M1 students entering their M2 year of study. Candidates demonstrating this level of achievement may be offered transfer admission into the M2 year of study.

EARLY ASSURANCE PLAN – COLLEGE OF MEDICINE
Note: NEOMED no longer offers acceptance into the B.S./M.D. program with direct admission from high school or the Baccalaureate/M.D. program offering provisional admission to medical school. Please continue reading for information regarding early assurance to medical school at NEOMED.

The College of Medicine offers early assurance of a future seat in medical school to currently enrolled students at selected collaborating colleges and universities. The *Early Assurance Plan is not early admission to the College of Medicine.* Early Assurance reserves a future seat in medical school should a candidate meet certain admission standards at the time of application. Early Assurance Plan students are not yet admitted to NEOMED. All NEOMED medicine Early Assurance Plans are classified as "binding" through AMCAS. This means that if candidates elect the privilege of participating in an early assurance plan leading to an M.D. program of study at NEOMED, whether through a collaborating institution or the NEOMED College of Graduate Studies, they are committing to attend medical school at NEOMED and will be prevented from applying to another allopathic medical school via AMCAS for the duration of early assurance.

At the time of Compass publication these early assurance partners include: The University of Akron, Baldwin-Wallace University, Cleveland State University, John Carroll University, Hiram College, Kent State University, University of Mount Union, Walsh University and Youngstown State University. Interested students are encouraged to visit www.neomed.edu for more information. While the pre-health/pre-medicine program requirements vary by collaborating institution, all these pathways lead to eligibility to apply to the same Early Assurance Plan and require candidates to adhere to consistent NEOMED admission guidelines and procedures maintained across all collaborating institutions.

EARLY ASSURANCE UNDERGRADUATE PARTNER PLAN
The Early Assurance Undergraduate Plan is an admission plan that allows an undergraduate student to reserve a future seat in medical school at NEOMED. Early Assurance is not a dual admission program. Prospective students and families should research undergraduate Early Assurance Plans available at NEOMED's collaborating

universities as part of a comprehensive college search process while in secondary school. Depending upon the pre-medical preparation program offered by a collaborating institution, first-year students enrolled at these universities may also inquire with the pre-medical advisors at the schools to learn more about Early Assurance. The number of Early Assurance seats will vary by collaborating institution. NEOMED neither endorses nor recommends one school's pre-medical program over another. Please contact the designated pre-health advisor at each school for more information when selecting an undergraduate college of choice.

Applying for Early Assurance – Undergraduate (Step One):

Early Assurance to the NEOMED College of Medicine requires students enrolled at collaborating colleges and universities to secure a nomination from the designated individual or committee on their campus to pursue Early Assurance to NEOMED. Interested students are to contact the pre-medical/pre-health advisor at their college or university for more information. Following a transition year in 2025, effective 2026 all NEOMED early assurance students will complete a combined program of study consisting of a one-year master's degree prior to entering the M.D. curriculum.

All Early Assurance candidates must possess an AAMC ID prior to scheduling interviews with NEOMED. Once in receipt of Early Assurance status for a designated year of matriculation, candidates will apply to NEOMED through AMCAS for the admission cycle associated with the year they intend to matriculate to the M.D. program at NEOMED. Candidates will be assigned the year of application to NEOMED by their collaborating institution. Candidates are expected to meet or exceed all the NEOMED admission standards to gain admission to NEOMED on the sliding scales that align to their application year published below. The admission process and academic standards for admission to NEOMED using the undergraduate Early Assurance Plan are as follows:

Applying for Admission to the M.D. program after acceptance into Early Assurance Undergraduate:

Candidates who receive an offer of early assurance through the Early Assurance Undergraduate plan are required to successfully complete all the following to receive admission (acceptance) to the College of Medicine as M1 students:

- Students must follow all AMCAS Early Assurance Plan application procedures and deadlines. Successfully applying to medical school independently is considered part of evaluating a candidate's professionalism determining readiness for medical school.
- Students must receive their baccalaureate degrees from the same undergraduate collaborating college/university where they were awarded Early Assurance. Early Assurance is non-transferrable between institutions.
- Early Assurance undergraduate students must take the Medical College Admission Test (MCAT) and meet or exceed the minimum required MCAT score using the grade point average and organic chemistry sliding scale below at the time of early assurance admission decisions.
- As with all candidates for medical school regardless of admission plan, it is solely the student's responsibility to be aware of all MCAT testing and score release dates, and to meet all admission dates and deadlines. Early Assurance is a privilege of the opportunity to secure a seat in medical school via student-friendly pathway and not an entitlement of guaranteed admission to medical school.
- Early Assurance undergraduate students must apply for admission through AMCAS using the Early Assurance admission plan prior to September 1 of the preceding year to be eligible for final admission to NEOMED.
- Early Assurance students must be **on track** to successfully complete all required pre-requisite courses with a grade of "C-" or better to apply for admission to NEOMED.
- Grade Point Average (GPA) and BCPM GPA data used for admission decisions will reflect applicable course work through the prior spring (or summer) semester available in October. Candidates denied admission due to not reaching GPA and BCPM GPA minimum requirements in October will be re-reviewed for admission consideration using fall semester grades available in January. Once a candidate meets the GPA thresholds at the time of admission, the GPA and BCPM GPA will not be re-reviewed for a rescission of admission unless there is a significant decline or failure to complete prerequisite requirements.

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- Early Assurance undergraduate admission decisions will be made by the NEOMED College of Medicine Admissions Committee in the October meeting using grades and MCAT scores officially recorded in AMCAS at the time of review. Candidates will receive an admission decision within two weeks.
- Candidates that do not meet their Early Assurance admission requirements in the October review will have the following two options from which to choose:
  - Withdraw from binding NEOMED early assurance and forfeit their reserved seat in the NEOMED College of Medicine for the current admission cycle. Candidates may select this option themselves using AMCAS to change their admission decision plan from Early Assurance to Regular Decision. Their applications should then move into the AMCAS Regular Decision pool for consideration by other AAMC allopathic medical schools prior to the November 1 Regular Decision deadline. Or;
  - Take no action and maintain their binding NEOMED Early Assurance status, and a second review of their application credentials will occur in January by the NEOMED College of Medicine Admissions Committee. This timeline allows candidates the opportunity to submit fall semester grades and any new MCAT scores available at the time of review. All January review admission decisions are final for the admission cycle. Candidates that do not meet admission standards in January will be denied admission for that admission cycle. Denied candidates shall not be reviewed again.
- Early Assurance undergraduate pathway students shall meet or exceed all admission criteria, or they shall not be admitted to NEOMED as M1 students.

Early Assurance undergraduate admission criteria for candidates matriculating to NEOMED through 2024 are as follows:

Complete all required pre-requisite courses with a grade of "C -" or better to matriculate to NEOMED. These required pre-requisite courses include:

a. Two semesters of Organic Chemistry & Labs
b. Two semesters of Physics & Labs
c. Two semesters of Biology & Labs
d. One semester of Biochemistry

Meet or exceed the following grade point average, BCPM (Biology, Chemistry, Physics, Math courses) grade point average, and minimum MCAT scores as follows for admission to NEOMED according to this sliding scale recognizing the role of classroom performance while not relying solely upon standardized testing.

If the Organic Chemistry/Pre-requisite Requirements are:	And the Required MCAT Score is:	Then the minimum BCPM GPA & GPA is:
If no grade lower than B- in Organic Chemistry I or II or Labs	502 (+/- 2 CI = 500/504)	3.40
If at least one grade of "C+/C/ C-" in Organic Chemistry I or II or Labs	507 (+/- 2 CI = 505/509)	3.40
If all grades in Organic Chemistry I or II or Labs are "C- " or above	514 (+/-2 CI = 512 - 516)	3.25
If any grade(s) of "D +" or lower in Organic Chemistry is earned	Do not admit/denial	Do not admit/denial
If any grade of "F" in any required prerequisite is earned	Do not admit/denial	Do not admit/denial

Important Notes:

1. "The Organic Chemistry/Pre-Requisite Requirements" pertains to all Organic Chemistry grades earned in courses or labs. Courses that AMCAS classifies as Organic Chemistry during the verification process shall comprise the Organic Chemistry category. These may include Organic Chemistry I, Organic Chemistry I Lab if a separate course, Organic Chemistry II, and Organic Chemistry II Lab if a separate course. For this purpose, in no case are grades forgiven or expunged if the course is re-taken and a higher grade is earned regardless of any undergraduate institutional academic forgiveness policies.

2. All grade point averages, and BCPM grade point averages are calculated using AMCAS policies and practices. Essentially, in no case are grades forgiven or expunged if the course is re-taken and a higher grade is earned regardless of any undergraduate institution's academic forgiveness policies. AMCAS data is considered official for all GPA decisions.

3. "CI" in the "Required MCAT Score" section refers to "Confidence Interval". NEOMED will recognize the AAMC Confidence Intervals in effect at the time of AMCAS Early Assurance Application for Admission. At present, the MCAT Confidence Interval is plus or minus two points. This means that while the minimum required admission score is a 502 for any single sitting of the MCAT, NEOMED will recognize that a score of 500 is sufficient to meet NEOMED's Early Assurance Admission standards. The same pattern is in effect where a score of 505 will be interpreted as meeting the 507 minimum and a score of 512 will be recognized as meeting the 514 minimum score.

4. All MCAT scores will consist of the best total score of all four sub-test scores summed from a single test date sitting. A candidate's AMCAS Early Assurance Application for Admission dataset will be the official source of MCAT data. NEOMED does not require EAP candidates to meet minimum MCAT sub-score thresholds.

5. Grade point averages and BCPM grade point averages will be evaluated at the time of an Offer of Admission. Once a candidate meets the threshold at the time of admission, the GPA/BCPM GPA will not be re-reviewed unless there is a significant decline.

6. Candidates that receive a grade in a course that results in a "Do Not Admit/Denial" condition are advised to proactively withdrawal from early assurance at their partner institutions and pursue other alternative paths to medical school rather than delay enforcement of this condition when discovered in the AMCAS Early Assurance Admission process. Delay may adversely impact alternatives for candidates.

Early Assurance undergraduate admission criteria for candidates matriculating to NEOMED starting 2025 are as follows:

Complete all required pre-requisite courses with a grade of "C –" or better to matriculate to NEOMED. These required pre-requisite courses include:

a. Two semesters of Organic Chemistry & Labs
b. Two semesters of Physics & Labs
c. Two semesters of Biology & Labs
d. One semester of Biochemistry

Meet or exceed the following grade point average, BCPM (Biology, Chemistry, Physics, Math courses) grade point average, and minimum MCAT scores as follows for admission to NEOMED according to this sliding scale recognizing the role of classroom performance while not relying solely upon standardized testing.

Early Assurance Admission Metrics Meeting	GPA & BCPM are both	MCAT score is	The NEOMED Decision is:
	Below 3.40	Below 498 *(Reflects confidence interval.)*	Admission to NEOMED is denied.
Master of Foundations in Medicine (MFM) Transitional year standards	At or above 3.4	498 – 505 *(Reflects confidence interval.)*	Enroll in MFM Transitional Year at NEOMED. Early assurance to the M.D. program is subject to minimum grade and GPA standards. *No MCAT retest required.* Enter the M.D. program the following year if successful in MFM.
Transformational year standards Eligible NEOMED one-year programs include: The Foundations of Medicine medical school preparatory program	At or above 3.4	506 and above *(Reflects confidence interval.)*	Enroll in a NEOMED master's program. Early assurance to enter the M.D. program the following year.

The [Leadership in Health Systems Science](#) program The [Global Health & Innovation](#) program The [Basic and Translational Biomedicine](#) program: Innovation Track Master of Public Health (will require additional coursework following the transformational year).			

All offers of admission are contingent upon the successful completion of remaining prerequisite coursework and successful clearance of a criminal background check. Academic performance that deviates significantly from that which secured admission may be revisited by the admission committee for consideration of remediation options or rescission of admission. Serious professionalism issues, such as convictions and/or academic misconduct or serious institutional infractions will be revisited by the admission committee for acceptance re-consideration, including denial or subsequent rescission of admission. Upon matriculation to NEOMED to begin the M.D. program of study, degree requirements are the same for all M.D. students. ***Candidates are solely responsible for understanding and adhering to all procedures and deadlines based upon this document published by NEOMED. Do not rely on any abridged materials and/or re-publications from other institutions.***

EARLY ASSURANCE POST-BACCALAUREATE PLAN

The Early Assurance Post-Baccalaureate Plan is available to candidates who wish to enroll at medical school at NEOMED following a post-baccalaureate preparation curricular plan at Cleveland State University. Students who have or will have successfully completed a baccalaureate (often referred to as "four-year") program of study from an accredited institution of higher education in the United States or a Canadian university may be eligible to apply. All candidates matriculating to NEOMED must be U.S. Citizens or U.S. Permanent Residents at the time of starting their M.D. program at NEOMED. Following a transition year in 2025, effective 2026 all NEOMED early assurance students will complete a combined program of study consisting of a one-year master's degree prior to entering the M.D. curriculum.

Post-Baccalaureate candidates will enroll into a post-baccalaureate program of study at Cleveland State University. All students enrolling in the Early Assurance Post-Baccalaureate Plan should do so with the clear understanding that they must meet or exceed all NEOMED admission standards prior to matriculation into the NEOMED M.D. degree program. Early Assurance holds a seat in medical school at NEOMED for a designated year. Early Assurance is not guaranteed admission to medical school at NEOMED. Early Assurance Post-Baccalaureate students must take the Medical College Admission Test (MCAT) and apply for admission through AMCAS to be eligible for admission to NEOMED. As with all NEOMED early assurance plans, Post-Baccalaureate Early Assurance is a binding admission plan. Candidates may not apply to other medical schools while they hold early assurance plan privileges with NEOMED.

The nomination process for Post-Baccalaureate Early Assurance will require interviews with both Cleveland State University and NEOMED representatives. Interviews for the program are by invitation only. Candidates interviewing with NEOMED must present AAMC ID numbers prior to scheduling NEOMED screening interviews. For more information, including how to apply for post-baccalaureate admission to Cleveland State University, please visit https://sciences.csuohio.edu/neomed/pathways-practice.

Candidates will be assigned the year of application to NEOMED by Cleveland State University as part of the Early Assurance nomination process. Candidates are expected to meet or exceed all the NEOMED admission standards to gain admission to NEOMED on the sliding scale published below. The admission process and academic standards for admission to NEOMED using the early assurance plan are as follows:

Applying for Admission to the M.D. program after acceptance into Early Assurance Post-Baccalaureate

Candidates enrolled at Cleveland State University with Post-Baccalaureate Early Assurance are required to complete the following to receive admission to the College of Medicine as M1 students:

- Successfully applying to medical school independently is considered part of evaluating a candidate's professionalism and determining readiness for medical school.
- Students must continue to complete post-baccalaureate coursework as prescribed by Cleveland State University.
- Early Assurance Post-Baccalaureate students must take the Medical College Admission Test (MCAT) and meet or exceed the minimum required MCAT score using the grade point average and organic chemistry sliding scale below at the time of early assurance admission decisions.
- Early Assurance Post-Baccalaureate students must apply for admission through AMCAS using the Early Assurance admission plan prior to September 1 of the preceding year to be eligible for final admission to NEOMED.
- Early Assurance students must be **on track** to successfully complete all required pre-requisite courses with a grade of "C-" or better to apply for admission to NEOMED.
- Early Assurance Post-Baccalaureate candidates who do not meet the minimum MCAT score required for admission using scores for tests taken by the end of January may re-attempt the MCAT again on a March test date to secure the minimum required MCAT score. Once March test date MCAT test scores become available to the NEOMED College of Medicine Admissions Committee, these scores and all grade point average data available at this time will be used for the final admission review for this admission cycle.
- Grade Point Average (GPA) and BCPM GPA data used for admission decisions will reflect applicable course work through the fall semester available in January. Candidates denied admission due to failing to reach GPA and BCPM GPA minimum requirements in January will not be re-reviewed for admission consideration using spring semester grades. Once a candidate meets the GPA thresholds at the time of admission, the GPA and BCPM GPA will not be re-reviewed for a rescission of admission unless there is a significant decline or failure to complete prerequisite requirements.
- Early Assurance Post-Baccalaureate Plan students are expected to meet or exceed all admission criteria, or they may not be admitted to NEOMED as M1 students. Effective 2020 all final admission decisions will be made by the NEOMED College of Medicine Admissions Committee.

Early Assurance Post-Baccalaureate Plan admission criteria for candidates matriculating to NEOMED through 2024 are as follows:

Complete all required pre-requisite courses with a grade of "C -" or better during the post-baccalaureate period of enrollment to matriculate to NEOMED. These required pre-requisite courses include:

    a. Two semesters of Organic Chemistry & Labs
    b. Two semesters of Physics & Labs
    c. Two semesters of Biology & Labs
    d. One semester of Biochemistry

Meet or exceed the following grade point average, BCPM (Biology, Chemistry, Physics, Math courses) grade point average, and minimum MCAT scores as follows during the post-baccalaureate period of enrollment for admission to NEOMED according to this sliding scale recognizing the role of classroom performance while not relying solely upon standardized testing.

If the Organic Chemistry/Pre-requisite Requirements are:	And the Required MCAT Score is:	Then the minimum BCPM GPA & GPA is:
If no grade lower than B- in Organic Chemistry I or II or Labs	502 (+/- 2 CI = 500/504)	3.40
If at least one grade of "C+/C/ C-" in Organic Chemistry I or II or Labs	507 (+/- 2 CI = 505/509)	3.40
If all grades in Organic Chemistry I or II or Labs are "C-" or above	514 (+/-2 CI = 512 - 516)	3.25
If any grade(s) of "D +" or lower in Organic Chemistry is earned	Do not admit/denial	Do not admit/denial
If any grade of "F" in any required prerequisite is earned	Do not admit/denial	Do not admit/denial

Important Notes:

1. "The Organic Chemistry/Pre-Requisite Requirements" pertains to any and all Organic Chemistry grades earned in courses or labs during the post-baccalaureate period of enrollment at Cleveland State or taken at a prior institution if that credit is used to fulfil an Organic Chemistry requirement during the post-baccalaureate early assurance phase. Courses that AMCAS classifies as Organic Chemistry during the verification process shall comprise the Organic Chemistry category. These may include Organic Chemistry I, Organic Chemistry I Lab if a separate course, Organic Chemistry II, and Organic Chemistry II Lab if a separate course.

2. All grade point averages and BCPM grade point averages are calculated using AMCAS policies and practices based upon the coursework used to fulfil the Cleveland State University post-baccalaureate requirements. The designated academic official at Cleveland State will provide grade point average information to NEOMED.

3. "CI" in the "Required MCAT Score" section refers to "Confidence Interval". NEOMED will recognize the AAMC Confidence Intervals in effect at the time of AMCAS Early Assurance Application for Admission. At present, the MCAT Confidence Interval is plus or minus two points. This means that while the minimum required admission score is a 502 for any single sitting of the MCAT, NEOMED will recognize that a score of 500 is sufficient to meet NEOMED's Early Assurance Admission standards. The same pattern is in effect where a score of 505 will be interpreted as meeting the 507 minimum and a score of 512 will be recognized as meeting the 514 minimum score.

4. All MCAT scores will consist of the best total score of all four sub-test scores summed from a single test date sitting. A candidate's AMCAS Early Assurance Application for Admission dataset will be the official source of MCAT data. NEOMED does not require early assurance candidates to meet minimum MCAT sub-score thresholds.

5. Grade point averages and BCPM grade point averages will be evaluated at the time of an Offer of Admission. Once a candidate meets the threshold at the time of admission, the GPA/BCPM GPA will not be re-reviewed unless there is a significant decline.

6. Candidates that receive a grade in a course that results in a "Do Not Admit/Denial" condition are advised to proactively initiate a withdrawal from the early assurance and pursue other alternative paths to medical school rather than delay enforcement of this condition when discovered in the AMCAS Early Assurance Admission process.

Early Assurance Post-Baccalaureate admission criteria for candidates matriculating to NEOMED starting 2025 are as follows:

Complete all required pre-requisite courses with a grade of "C –" or better to matriculate to NEOMED. These required pre-requisite courses include:

    a. Two semesters of Organic Chemistry & Labs
    b. Two semesters of Physics & Labs
    c. Two semesters of Biology & Labs
    d. One semester of Biochemistry

Meet or exceed the following grade point average, BCPM (Biology, Chemistry, Physics, Math courses) grade point average, and minimum MCAT scores as follows for admission to NEOMED according to this sliding scale recognizing the role of classroom performance while not relying solely upon standardized testing.

Early Assurance Admission Metrics Meeting	GPA & BCPM are both	MCAT score is	The NEOMED Decision is:
	Below 3.40	Below 498 *(Reflects confidence interval.)*	Admission to NEOMED is denied.
Master of Foundations in Medicine (MFM) Transitional year standards	At or above 3.4	498 – 505 *(Reflects confidence interval.)*	Enroll in MFM Transitional Year at NEOMED. Early assurance to the M.D. program is subject to minimum grade and GPA standards. *No MCAT retest required.* Enter the M.D. program the following year if successful in MFM.
Transformational year standards Eligible NEOMED one-year programs include: The Foundations of Medicine medical school preparatory program The Leadership in Health Systems Science program The Global Health & Innovation program The Basic and Translational Biomedicine program: Innovation Track Master of Public Health (will require additional coursework following the transformational year).	At or above 3.4	506 and above *(Reflects confidence interval.)*	Enroll in a NEOMED master's program. Early assurance to enter the M.D. program the following year.

All offers of admission are contingent upon the successful completion of remaining prerequisite coursework. Academic performance that deviates significantly from that which secured admission may be revisited by the admission committee for remediation or re-consideration of acceptance, including possible rescission of admission. Serious professionalism issues, such as convictions and/or academic misconduct may be revisited by the admission committee for re-consideration, including rescission of admission. Upon matriculation to NEOMED to begin the M.D. program of study, degree requirements are the same for all M.D. students. Candidates are solely responsible for understanding and adhering to all procedures and deadlines.

COLLEGE OF GRADUATE STUDIES EARLY ASSURANCE PLANS
NEOMED Doctor of Medicine (M.D.) Transformational Year Early Assurance Plan

At Northeast Ohio Medical University, we strive to shape an extraordinary entering class of future physicians. We seek students who show potential as thought leaders, future C-level physician-leaders, systemic innovators, trail blazers transforming global health, and future physicians representative of the patient communities they will one day serve. We envision all our medical students sharing authentic patient-facing values.

To foster our mission, we present a distinctive opportunity to a selected group of highly-talented students that reach the end of the 2023 – 2024 application cycle on the NEOMED alternate list that did not receive acceptance to medical school.

The NEOMED Doctor of Medicine (M.D.) Transformational Year Early Assurance Plan reserves a future seat in the 2025 M.D. cohort for students who will complete a one-year NEOMED graduate degree in the 2024 – 2025 academic year as their gap year experience.

Here is the list of our NEOMED one-year master's programs linked to M.D. early assurance opportunities:

- The [Foundations of Medicine](#) medical school preparatory program

- The [Leadership in Health Systems Science](#) program

- The [Global Health & Innovation](#) program

- The [Basic and Translational Biomedicine](#) program: Innovation Track
- Master of Public Health (will require additional coursework following the transformational year).

NEOMED Doctor of Medicine Transformational Year Early Assurance Plan is available *exclusively* to M.D. candidates that applied through the American Medical College Application Service (AMCAS) for regular decision plan admission in the current application cycle. Application is not available to candidates that did not apply through AMCAS and reach the alternate candidate stage for the current admission cycle.

The Foundations of Medicine master's degree program is designed as a preparatory program for medical school. Candidates showing the potential to thrive in medical school with the completion of a rigorous program of graduate study, including first-year medical school classes in anatomy, will be invited to apply. Foundations of Medicine students must successfully meet admission standards to secure admission to the M.D. program. *These standards are based solely upon achievement in NEOMED coursework. MCAT retesting is not necessary.*

The admission decision for Foundations of Medicine program students will be based upon their academic achievement in their NEOMED master's program coursework. Candidates achieving NEOMED grade point averages of 3.0 or better, fewer than two "C"s and no grade of less than a "C" as of April 1st will be admitted to the M.D. program in the College of Medicine as M1 students for the subsequent academic year to begin in July/August. Admission is contingent upon successful completion of the master's degree.

Students enrolled in the Leadership in Health Systems Science program, the Global Health & Innovation program, the Basic and Translational Biomedicine program: Innovation Track program, and Master of Public Health will be accepted to the M.D. program with the expectation of successful completion of the graduate degree program in line with professionalism expectations. There are no additional admission standards to meet or exceed.

As with all NEOMED Early Assurance Plans, NEOMED College of Graduate Studies Early Assurance is a binding admission plan. Candidates may not apply to other medical schools while they hold early assurance plan privileges with NEOMED. In most cases this binding status will be regulated though AMCAS. In the event of any irregularities, candidates enrolled in a NEOMED College of Graduate Studies Early Assurance Plan that apply to another allopathic medical school for the admission cycle they hold early assurance to NEOMED may face the loss of early assurance privilege.

NEOMED Graduate Studies Interview Privilege

NEOMED students currently enrolled in *any* NEOMED master's degree program that successfully apply through AMCAS for the M.D. program will receive an invitation to interview for a seat in medical school at NEOMED. "Successful application" constitutes the following:

- Apply to NEOMED through AMCAS by either the early or regular decision plan deadlines. Candidates who have already completed a year of study in a NEOMED master's degree program are encouraged to apply using the Early Decision Plan.
- Present academic credentials, including grades and MCAT score, that meet NEOMED screening criteria to receive an invitation for a secondary application.
- Complete and submit a secondary application to NEOMED through AMCAS by either the early or regular decision plan deadlines.
- Candidates indicate that they are enrolled at NEOMED on their AMCAS applications at the time of application to be eligible.
- Complete their master's degree program at NEOMED if admitted to the M.D. program.

Readmission
Former NEOMED students who left the College of Medicine voluntarily and in good standing may apply for readmission. A readmission candidate must complete the AMCAS admission process by the Regular Decision Plan deadline. Readmission candidates may be subject to other requirements that may be related to the circumstance of the length of absence. Depending on the length of absence and the point of departure in the curriculum, applicants seeking readmission also may be required to retake the MCAT, USMLE Step 1 and/or participate in a clinical skills assessment as part of the application review process.

Readmission does not guarantee returning to the curriculum at the exact point of departure and may require the repeat of previously completed coursework and standardized examinations. Interested applicants should contact the Director of Admissions for information regarding reapplication. The deadline for application receipt is November 1 of the year prior to anticipated re-enrollment.

Official Transcript(s) Requirement
All candidates who matriculate into degree granting programs in the College of Medicine at NEOMED are required to submit a final, official transcript for all previously attended colleges and universities to the Office of Admission. NEOMED works with common application servicers (CAS) during the application process, and while CAS is authorized to receive, process, and verify transcripts, admission fees, and other supporting credentials on behalf of NEOMED, those supporting documents do not become part of the NEOMED student record. However, NEOMED is required by various practices and policies to possess official transcripts received directly from issuing institutions and agencies that include all completed coursework by matriculating students and proof of an earned undergraduate degree. **As other institutions' policies prohibit NEOMED from requesting final official transcripts on students' behalf, the responsibility to request official final transcripts lies with the students.** Failure to comply with submittal of final, official transcripts to NEOMED upon matriculation will result in a Registrar hold being placed on the student's record that will prevent registration in a future semester and the distribution of financial aid and will restrict access to one's education record.

CURRICULUM AND DEGREE REQUIREMENTS – COLLEGE OF MEDICINE

Degree Requirements – M.D.

The granting of the Doctor of Medicine degree by NEOMED is contingent upon the recommendation to the Board of Trustees by the Committee on Academic Progress and Promotion (CAPP) and the Dean of the College. The recommendation of CAPP is based upon the following criteria and processes:

(1) All students in the College of Medicine are required to achieve at least a passing grade in all courses required by the faculty for the awarding of the Doctor of Medicine degree.

(2) All medical students are required to take Step 1 and Step 2CK of the United States Medical Licensure Exam (USMLE) and to achieve a passing score on these examinations as determined by the National Board of Medical Examiners (NBME).

(3) In addition to the acquisition of the basic tools of skill and knowledge, the College of Medicine emphasizes the importance of the maintenance of emotional stability, a practice of integrity, a habit of critical analysis, a spirit of inquiry, and an expressed sense of understanding and empathy for others. This reflects the concern of the College for the appropriate development of human qualities and commitment to professional standards and professional conduct as well as development of technical competence in its students and graduates. Evaluation of students and their progress during the course of studies will include all of these criteria.

(4) All students enrolling at any point in the M.D. degree program should do so with the clear understanding that they are required either to have completed a baccalaureate degree or to complete the requirements of the B.S. degree prior to the receipt of the M.D. degree.

(5) Failure to meet any of the standards of the College will result in remedial or other actions, including delayed graduation and dismissal.

The minimum institutional residence requirement for the M.D. degree is at least two years of full-time study and involvement in undergraduate medical studies that must include the third and fourth medical year. Students admitted to the program by the Advanced Standing Admissions Committee, for example, particularly those admitted into the third medical year, should be especially aware of this requirement. This requirement in no way precludes the taking of electives outside of the University's system, but administrative transfer during the senior year is not permitted for such advanced standing students.

OVERVIEW OF COURSES IN THE M.D. PROGRAM

Year	Course ID	Course Name	Credit Hrs.
M1 – Summer Header (**Class of 2027**)	FMCM 71104	Introduction to Clinical Skills	1
	FMCM 71105	Population Health	3.5
M1 – Fall (**Class of 2027**)	ANAT 71206	Human Architecture and Composition	7
	IMS 71207	Cardiovascular, Pulmonary, Renal	6.5
	FMCM 71208	Patient, Physician and Community I	3.5
M1 – Spring (**Class of 2027**)	GMED 71302	Gastrointestinal, Reproductive and Endocrine Systems	5
	ANAT 71303	Neurobiology	3
	IMS 71305	Flora, Pathogens and Defense	5.5
	FMCM 71309	Patient, Physician and Community II	4.5
M1 – Maymester (**Class of 2027**)	GMED 71403	Integrated Case Exercise	3
Total M1 Credits			**42.5**
M2 – Summer Header (**Class of 2026**)	GMED 72105	Foundations of Disease & Treatment	3
	FMCM 72106	Patient, Physician & Community III	2
M2 - Fall (**Class of 2026**)	GMED 72205	Diagnosis & Treatment I	11.5
	FMCM 72206	Patient, Physician and Community IV	4
M2 – Spring (**Class of 2026**)	GMED 72305	Diagnosis and Treatment II	12
	FMCM 72306	Patient, Physician and Community V	4
Total M2 Credits			**36.5**
M3 – Year (**Class of 2025**)	GMED 83000	Prerequisite to the Clinical Curriculum	4
		Patient, Physician & Community VI	1
		Patient, Physician & Community VII	1.5
		Patient, Physician & Community VIII	1
	EMED 83007	Emergency Medicine Clerkship	3
	FMCM 83006	Family Medicine Clerkship	5
	IMED 83001	Internal Medicine Clerkship	10
	OBGY 83003	Obstetrics and Gynecology Clerkship	5
	PEDS 83004	Pediatrics Clerkship	5
	PSYC 83005	Psychiatry Clerkship	5
	SURG 83002	Surgery Clerkship	5
	MELE 83020	M3 Elective (opt out available)	4
	GMED 83003	USMLE Step 2 Prep *(opt out available)*	0.5
Total M3 Credits			**45.5 - 50**
M4 – Year (**Class of 2024**)	Variable	Six total Rotations required over nine blocks.	
		Core and Elective Rotations: Minimum of 6 rotations of four-weeks each: 1 sub-internship, 1 critical care and at least 4 electives, one of which is outpatient, plus three others in areas of student interest with up to 2 being non-patient care	4 each
	GMED 84000	Clinical Epilogue/Capstone	4.5
	FMCM 84002	Social Determinants of Health	0.5
	FMCM 84001	Quality Improvement	0.5
	MEDC 84001	Career Transitions I	0.5
	MEDC 84002	Career Transitions II	0.5
	MEDC 84003	Career Transitions III	0.5
	GMED 84003	USMLE Step 2 Prep (optional)	0.5
Total M4 Credits			**27 - 27.5**

DETAILED CURRICULUM FOR THE M.D. DEGREE

The curriculum of the College of Medicine is based on the Educational Program Objectives with a focus on competency outcomes in the eight areas of patient care, knowledge for practice, practice-based learning and improvement, interpersonal and communication skills, professionalism, systems-based practice, interprofessional collaboration, and personal and professional development. The curriculum is structured in such a way that all program objectives are intentionally integrated throughout the curriculum with emphasis placed on the expectation of developmental progression as students advance from year to year. NEOMED's curricular design for the MD degree prioritizes students learning and success, by focusing on active learning and frequent assessment and feedback, as well as diverse options for clinical throughout all four years. Curriculum Blueprint Details

Students may choose to complete an additional degree or certificate from the College of Graduate School (COGS) while enrolled in the MD program. Please see COGS sections for more information.

Select students may choose to complete the MD curriculum in less than four years by applying for an Accelerated Family Medicine Track (AFMT)

The NEOMED **Accelerated Family Medicine Track (AFMT**) accelerates the curriculum for selected students who wish to complete their medical school requirements in three calendar years and enter a family medicine residency at a NEOMED affiliated hospital following graduation from medical school. Educational objectives for the AFMT program are identical to the overall COM program and educational objectives.

Students may choose to distinguish themselves by participating in a pathway program that integrates co-curricular experiences related to a shared interest to enhance the curricular experiences. NEOMED offers several pathway options:

- Urban Primary Care Pathway (UPCP) (established 2012)
- Rural Medical Education (RMED) Pathway (established 2015)
- Social Justice Pathway (SJP) (established 2020)
- Leadership in Healthcare Pathway (LIHP) (established 2023)
- Global Health Pathway (established 2023)

Urban Primary Care Pathway (UPCP)
The purpose of the **Urban Primary Care Pathway** (UPCP) is to promote lifelong learning, enhance the NEOMED medical student experience and increase student success. The goal of the UPCP is to increase students' interest and confidence in serving urban communities by providing them with excellent urban training opportunities. The UPCP learning community spans all four years of medical school to engage UPCP students in underserved urban settings. UPCP students engage in urban seminars and train in underserved urban settings in Cleveland and Akron. As a first year UPCP student, students develop close relationships with their first-year peers, upper-level UPCP students, as well as steady support from UPCP faculty and staff. As a continuing UPCP student, they have numerous opportunities to engage in urban seminars, urban service opportunities, and train with urban primary care doctors.

Rural Medical Education (RMED) Pathway
The purpose of the Rural Medicine Education (RMED) Pathway is to promote lifelong learning in rural medicine, enhance the NEOMED medical student experience, and increase student success. The RMED learning community spans all four years of medical school through curricular integration and co-curricular opportunities. As a first-year, RMED student, you will develop close relationships with your first-year peers, upper-level RMED students, and receive continuous support from RMED faculty and staff. As a continuing RMED student, you will have abundant opportunities to engage in monthly rural seminars, make "house calls" (visit patients in their home), and train with rural doctors. The purpose of these RMED activities is to increase students' interest and confidence in serving rural communities by providing them with excellent rural training opportunities.

Social Justice Pathway (SJP)
The purpose of the NEOMED **Social Justice Pathway** (SJP) is to train student physicians to address health care inequities and disparities in medically underserved and vulnerable populations. Due to the unequal and inadequate

access to care in underserved areas, the goal of the SJP is to improve health care systems by training medical students to advocate for a fair and just world. The SJP learning community spans all four years of medical school to supplement the M.D. degree curriculum. Students receive training on the issues of stigma, systemic forms of injustice, social determinants of health, and how the power of language impacts the provision of care.

Leadership in Healthcare Pathway

The Leadership in Healthcare Pathway (LIHP) provides robust co-curricular activities that would appeal to students who have an interest in healthcare leadership and seek to lead care delivery transformation. This pathway includes health systems science with elements of leadership, change management and professionalism through a systems-thinking approach. A second pathway LIHP+ is for students who have already completed their Master of Leadership in Health Systems Science (MLHSS).

Global Health Pathway

The Global Health Pathway provides participating students with an introduction to global health, as well as medical care and medical systems in low resource environments. It is a program for curious learners who seek to acquire critical knowledge and skills in low resource medicine and who seek to acquire cultural, social, and medical competency while serving populations in low resource environments locally and globally. In this program, students actively engage in hands on learning experiences and participate in NEOMED's global partnership programs in India, Nepal, and other communities. Students experience a sustainable model of global and underserved healthcare with an introduction to public health, managing operational challenges of low resource health systems and social/economic/cultural factors in low resource environments.

FIRST-YEAR CURRICULUM (M1)

Instruction in the basic medical science courses emphasizes the normal structure and function of the human body, the mechanisms by which these are maintained, and the factors leading to injury and disease. While basic science courses focus on medical knowledge competencies, the curriculum is designed to develop other important competencies, such as practice-based learning and improvement, systems-based practice, communication skills, patient care skills and professional conduct.

*FMCM 71104 **Introduction to Clinical Skills***	*1 credit*
*FMCM 71208 **Patient, Physician, and Community I***	*3.5 credits*
*FMCM 71309 **Patient, Physician, and Community II***	*4.5 Credits*

This series of M1 courses comprise the first three courses in a four-year longitudinal curriculum. The course content prepares medical students with clinical, professional, and personal skills, as well as the attitudes, values, and knowledge that are essential to the art and science of medicine. ICS begins the longitudinal curriculum by introducing patient interviewing and physical diagnosis skills, as well as reflections on learning and medical ethics. In PPC I &II students develop skills in the areas of bioethics, clinical skills, community health sciences, physician identity development, reflective capacity, professionalism, psychosocial medicine, and life-long health and wellness.

*FMCM 71105 **Population Health*** — *3.5 credits*

The purpose of this course is to provide medical students with an introduction to the sciences that enable us to address the healthcare needs of populations. Students develop a foundation in the applications of biostatistics, epidemiology research ethics and the evidence-based medicine needed to manage the incidence, distribution, as well as control of diseases and other health factors affecting populations.   Students will learn how the concepts of healthcare policy, economics, quality improvement, patient safety, value-based care, systems thinking, and leadership behaviors, shape health systems locally, nationally, and globally.

*ANAT 71206 **Human Architecture and Composition*** — *7 credits*

This course is an eight week course that introduces and reviews important cellular systems, providing a foundation in the basic science concepts of cell/molecular biology, genetics, biochemistry, and metabolism as well the gross anatomy, embryology, and histology of the muscular skeletal system.

*IMS 71207 **Cardiovascular, Pulmonary, Renal*** — **6.5** *credits*

This course provides students with a clinically relevant review of the core anatomical, physiological, and cellular concepts and processes that define the normal function of the cardiovascular, pulmonary, and renal organ systems.

GMED 71302 *Gastrointestinal, Reproductive and Endocrine Systems*   *5 credits*
This course provides students with a clinically relevant review of the core anatomical, physiological, and cellular concepts and processes that define the normal function of the gastrointestinal, endocrine, and reproductive organ systems.

ANAT 71303 *Neurobiology*   *3 credits*
This course provides students with a clinically relevant review of the basic structures and functional organization of the central nervous system. The mechanisms and neural networks that regulate normal sensory, motor, and higher cognitive functions are emphasized. Integration of clinical correlations that introduce the consequences of damage or dysfunction underlying neurological disorders are also presented to provide a foundation for clinical neurology module in M2.

IMS 71305 *Flora, Pathogens and Defense*   *5.5 credits*
This course integrates microbiology, immunology, and infectious disease of human organism in health and disease. This course emphasizes basic concepts of microbes, and the immune system. There is a focus on clinical infectious diseases in host organ systems including, antibiotics, microbial resistance, and immune system drugs modulators.

GMED 71403 *Integrated Case Exercise*   3   *credits*
This module is designed to review and integrate the foundational science concepts presented in the first-year medical curriculum and to practice an integrated application of the material in patient care. M1 students will correlate the basic science knowledge with the clinical care of the patient and the relationship to the broader health system and community. Students will work to further develop their diagnostic skills by delving deeper into clinical case scenarios in preparation for the more clinically oriented second year. Case-based, small group, panel discussion and self-directed learning will be utilized.

ACCELERATED FAMILY MEDICINE TRACK (BEGINS BETWEEN M1 AND M2)

Year	Course ID	Course Name	Credit Hrs.
M2 Summer	FMCM 72150	Primary Care Delivery Systems	8
M3/M4 – Year	GMED 83000	Prerequisite to the Clinical Curriculum	5
	FMCM 83013	Patient, Physician and Community VI	1
	FMCM 83014	Patient, Physician and Community VII	1.5
	FMCM 83015	Patient, Physician and Community VIII	1
	EMED 83007	Emergency Medicine Clerkship	3
	FMCM 83006	Family Medicine Clerkship	5
	IMED 83001	Internal Medicine Clerkship	10
	OBGY 83003	Obstetrics and Gynecology Clerkship	5
	PEDS 83004	Pediatrics Clerkship	5
	PSYC 83005	Psychiatry Clerkship	5
	SURG 83002	Surgery Clerkship	5
		Family Medicine Sub-I	4
		ICU Rotation	4
	GMED 84000	Clinical Epilogue/Capstone	1

FMCM 72150 *Primary Care Delivery Systems*   *8 credits*
The PCDS course is exclusively for students enrolled in the Accelerated Family Medicine Track. This 8-week course occurs during the summer between M1 and M2. Clinical training is the focus of this course. Students will gain experience in the primary care delivery system, with an emphasis on recognizing, assessing, and improving patient care. This course will achieve the objectives of 3 required fourth-year electives: Outpatient Elective, Quality Improvement, and Social Determinants of Health.

Second-Year Curriculum (M2)

M2 serves as the bridge from classroom and laboratory basic science work of M1 to clinical applications in hospitals and ambulatory settings in M3. The curriculum and educational activities cover material in body system modules and concentrate on basic pathophysiologic processes and the mechanisms underlying clinical signs and disease. The curriculum starts to shift emphasis from basic knowledge to more patient-centered applications by increasing hands-on experience in labs, hospitals and community settings, as well as the Wasson Center where students interact with standardized or simulated patients as well as actual patients. Students attend classes at the Rootstown Campus and at the community-based clinical teaching sites where small group teaching takes place.

GMED 72105 Foundations of Disease & Treatment   *3 credits*

This course is designed to introduce students to concepts in pathology, pharmacology, and the pathophysiological basis of disease and treatment in medicine. The course starts with general concepts that are applicable to many diseases and treatments. The first organ system, hematology, is also covered as part of this course. Subsequently the Diagnosis & Treatment courses will cover the remaining organ systems.

FMCM 72106 Patient, Physician & Community III   *2 credits*
FMCM 72206 Patient, Physician & Community IV   *4 credits*
FMCM 72306 Patient, Physician & Community V   *4 credits*

These courses are a continuation of a four-year longitudinal curriculum that enables students to construct personal and professional attitudes, values, knowledge, and skill sets essential to the art and science of medicine. Students build clinical skills, physician identity development, reflective practice, ethics and humanities, policy and health law, healthcare economics, interprofessional team-based care, psychosocial medicine, and wellness. Students learn in various clinical settings, engaging in healthcare delivery with real and standardized patients.

GMED 72205 Diagnosis & Treatment I   *11.5 credits*

Building on the Foundations course, this course allows students to integrate knowledge from prior courses to understand the diseases and treatments in cardiology, pulmonology, allergy, nephrology, endocrine and reproductive systems. Students build a working knowledge of pathology, pharmacology and the pathophysiological basis of diseases and treatments in medicine.

GMED 72305 Diagnosis and Treatment II   *12 credits*

This course allows students to integrate knowledge from prior courses to understand the diseases and treatments of neurology, psychiatry, gastroenterology, rheumatology, dermatology, and infectious disease. Students build a working knowledge of pathology, pharmacology and the pathophysiological basis of diseases and treatments in medicine necessary for licensure and clinical practice.

THIRD-YEAR CURRICULUM (M3)

The third year of medical school provides theoretical and practical foundations in the clinical disciplines. Working with clinical faculty and residents in affiliated hospitals, students learn diagnostic and therapeutic skills, gain experience in patient management and examine the ethical dilemmas of contemporary medicine. Faculty physicians regularly provide special teaching sessions appropriate to the learning level of medical students. In each of the seven clerkships, students spend time in hospitals, private offices and clinics and study with a primary focus on the specific patients they encounter. They become the junior members of clinical teams, gradually taking on active roles in support of the faculty, residents, nurses, and other healthcare team members. The third year is a demanding, full-time clinical experience, requiring students to apply the education they gained in the classrooms and labs of the first two years.

Required Clinical Clerkships

M3 students are required to complete seven discipline-specific clerkships during the M3 year with the order of clerkships and completion sites varying by student. A typical clerkship week is at least 45 clock hours. The seven required M3 clerkships include:

IMED 83001 **Internal Medicine Clerkship**	*10 credits*
FMCM 83006 **Family Medicine Clerkship**	*5 credits*
OBGY 83003 **Obstetrics and Gynecology Clerkship**	*5 credits*
PEDS 83004 **Pediatrics Clerkship**	*5 credits*
PSYC 83005 **Psychiatry Clerkship**	*5 credits*
SURG 83002 **Surgery Clerkship**	*5 credits*
EMED 83007 **Emergency Medicine Clerkship**	*3 credits*

FMCM 83013 *Patient, Physician & Community VI*   *1 credit*
FMCM 83014 *Patient, Physician & Community VII*   *1.5 credits*

This course is part of the M3 PPC longitudinal course that integrates opportunities to investigate content pertinent to all medical specialties. In PPC 6 and 7 (M3 PPC Longitudinal), interprofessional teamwork is examined through a collaborative workshop. Heath systems curriculum focusing on physician well-being, healthcare economics, and patient safety is delivered via three modules, each of which involve pre-work and interactive workshops. Clinical Skills Assessments with simulated patients allow identification of strengths and opportunities for improvement. A series of Career Development sessions supply information to plan for M4 and the residency application process. Reflective Practice sessions teach students not only "how to critically read stories", but to look within themselves and others to understand multiple perspectives and issues.

FMCM 83015 *Patient, Physician and Community VIII*   *1 credit*

This course is part of the M3 PPC longitudinal course that integrates opportunities to investigate content pertinent to all medical specialties and complements students' clerkships by promoting ongoing personal and professional development and cultivating a supportive space in which to process the transition to clinical training. During PPC 8 (The M3 PPC Block), online modules explore principles of high value care and interprofessional collaboration. Additionally, students participate in a simulated ECHO conference series to understand how technology can be used to create learning communities that share interprofessional expertise to reduce disparities and improve care.

GMED 83000 *Prerequisite to the Clinical Curriculum*   *4 credits*

Prerequisite to the Clinical Curriculum (PCC) integrates the longitudinal courses and Principles of Medical Science by incorporating the information from the first two years while also adding new knowledge and new skills needed for the upcoming clinical years. It is designed to help students develop the skills and attitudes essential to the application of medical knowledge and professional behavior in the clinical setting. Students are expected to take increasing responsibility for their preparation and professional conduct, including attendance, timeliness, respect, and feedback.

GMED 83003 *M3 USMLE Step 2 Prep*   *0.5 credit*

This course provides students with the time and study resources to prepare for their Step 2 CK exam. Required components include online recorded presentations and/or resource tutorials and explorations, discussion board posts, weekly assignments (study plan, upload of practice exam score reports, reflection exercises, etc.), and independent study. The major emphasis of the course is to provide independent study time for learning and study plan design. The entire course is online and self-paced for students to complete their weekly requirements at their convenience prior to each week's deadline. There are no required live components to this course, nor are there any on-campus components for this course. Offered as the final course of the M3 year for all students. Strongly recommended for all M3 students; students may petition to opt out.

EMED 83007 *Emergency Medicine Clerkship*   *3 credits*

The Emergency Medicine Clerkship is a continuous three-week clinical rotation focused on the undifferentiated patient in the acute care setting. This core curriculum is designed to provide all M3 students with an introduction to the basic knowledge, skills and attitudes of emergency medicine that are essential to the fundamental education of all physicians. Students, working with residents and emergency medicine physicians, will encounter a wide range of patients, presenting complaints and levels of acuity. Learning is primarily through direct patient care experience and bedside teaching, supplemented with lectures, directed readings and simulation. The clerkship is designed so ensure that all students, regardless of their intended career path, have a broad exposure to emergency medicine.

FMCM 83006 *Family Medicine Clerkship* *5 credits*

The Family Medicine Clerkship is a five-week clinical rotation that is designed to provide all M3 students with an introduction to the basic knowledge, skills, and attitudes of the discipline of family medicine. Students will develop a working knowledge of the role of the family physician in the health care delivery system through experiences in both inpatient and ambulatory settings. Students will learn through direct patient care experience, bedside teaching and ward rounds and is supplemented with small group discussions, peer teaching, conferences, case-studies and lectures. The clerkship is designed to provide opportunities to apply basic knowledge, attitudes, and skills to the care they deliver to patients and families during the rotation.

IMED 83001 *Internal Medicine Clerkship* *10 credits*

The Internal Medicine Clerkship is a ten-week clinical rotation designed to develop clinical competence and professional responsibility as a physician in the specialty of Internal Medicine. The emphasis will be on the internist's method and approach to the care of the patient. Students will learn through direct patient care experience in inpatient and ambulatory settings, supplemented by small group discussions, conferences, morning reports and teaching rounds. The net effect of the several avenues of learning is to provide a framework designed to help the student acquire the knowledge of selected internal medicine subjects, to appreciate the pathophysiology involved, to use the scientific method of problem solving, to develop proficiency in selected basic skill and to develop a professional attitude of responsibility and empathy toward patients.

OBGY 83003 *Obstetrics and Gynecology Clerkship* *5 credits*

The Obstetrics and Gynecology Clerkship is a five-week clinical rotation. Women's health is pertinent to half of humans and as such is viewed as core curriculum for all aspiring physicians. As a student on this rotation, patients will allow you the privilege of sharing in some of the most intimate aspects of their lives – the birth of a child, the vulnerability of undergoing surgery and pelvic examinations, to name a few. Learning strategies include direct patient encounters in the inpatient and ambulatory settings, teaching rounds, small group discussions, lectures, and case-studies. Students will be exposed to extensive and unique experiences, gaining new insight into the exciting and challenging specialty of Obstetrics and Gynecology.

PEDS 83004 *Pediatrics Clerkship* *5 credits*

The Pediatrics Clerkship is a five- week clinical rotation. This core curriculum is designed to develop clinical competence, professional responsibility as a physician and introduce the student to collaborative patient care in the specialty of Pediatrics. Children are not just small adults. Students will learn through direct patient care experience in inpatient and ambulatory settings. Learning will be supplemented by Family Centered Teaching Rounds, small group discussions, lectures, and case-studies. The emphasis will be on the pediatrician's approach to care of the infant, toddler, and adolescent patient.

PSYC 83005 *Psychiatry Clerkship* *5 credits*

The Psychiatry Clerkship is a five- week clinical rotation. The core curriculum is designed to provide for the acquisition of clinical competence and basic knowledge in psychiatry, the development of interpersonal skills and the promotion of attitudes commensurate with high standards of professionalism. A foundation for continued learning and self-improvement will be established, and an awareness of the role of systems within psychiatric practice will be developed. The core competencies will serve as a framework for the educational experiences that include didactics, case conferences, self-directed learning assignments and patient care activities.

SURG 83002 *Surgery Clerkship* *5 credits*

The Surgery Clerkship is a five-week clinical rotation. This core curriculum is designed to develop clinical competence, foster appropriate attitudes toward professional responsibility as a physician and to introduce the student to the specialty of Surgery. The emphasis will be on the surgeon's method and approach to the care of the patient. Students will learn through direct patient care experience in inpatient, ambulatory and operating room settings. Learning will be supplemented by teaching rounds, small group discussions, lectures, and case-studies. Core competencies will serve as a framework for educational experiences.

MELE 83020 **Medicine Elective**   *4 credits*

All students will have an elective period scheduled during their M3 year. The timing of the elective varies with each cycle. Students will have the opportunity to schedule clinical electives when available at our **affiliate** institutions. Clinical electives must be scheduled through our NEOMED Coordinator team. Students can also choose from NEOMED global health opportunities, research, virtual electives or the M3 Step 2 Prep course if it is offered during their elective period. Students may also petition to opt out and participate in an independent study program if they meet criteria.

FOURTH YEAR CURRICULUM (M4)

Guided by advisors and working within a set of requirements, senior medical students design their own curricula based on their educational and career priorities and interests. Over the year, students take at least six, four-week core rotations and electives, two on-line courses (one focused on quality improvement and the other on social determinants of health) and a Clinical Epilogue/Capstone course. Students are required to design a balanced schedule of clinical core rotations and electives across three major categories (sub-internship, critical care, and outpatient). Across all clinical electives, at least one must be in a different specialty per M4 Elective Policy. All experiential experiences not included in the NEOMED catalog must be approved by the M4 Electives Director prior to the student beginning the experience.

Required Core Rotations and Electives

- Core rotations
    - Any clinical rotation classified as a critical care experience *(4 week minimum)*
    - Any clinical rotation classified as a sub-internship experience *(4 week minimum)*
    - Any clinical rotation classified as an outpatient experience *(4 week minimum)*

- Three electives of any choice, one must have patient contact and up to two can be non-patient care (e.g. research, medical simulation, project ECHO, anatomy dissection, narrative medicine)

MEDC 84001 Career Transitions I
MEDC 84002 Career Transitions II
MEDC 84003 Career Transitions III   0.5 credits each

This longitudinal course spans the entire M4 year. The first half of the year, the course will use online and distance learning to ensure all medical students have the information needed to transition into residency training and future practice. The second half of the year will also use online learning and focus on information needed to develop as transformational leaders in residency training and beyond.

GMED 84000 **Clinical Epilogue and Capstone**   *4.5 credits*

Clinical Epilogue and Capstone (CEC) provides students with preparation for residency through examination and mastery of key skills, knowledge, and attitudes necessary to thrive during residency. The course is divided into two parts: 1) large-group sessions on such topics as resident rights, palliative care, social justice, and medicolegal issues; and 2) small-group elective courses in the social sciences, arts, and humanities meant to complement bioscientific approaches to medical practice. Both large-group sessions and electives ask students to reflect on the multiple and often contradictory challenges and meanings of a life in medicine.

FMCM 84001 **Quality Improvement**   *0.5 credit*

This online course introduces students to systems-related issues that can lead to errors or inefficiencies. Students will learn about health care improvement through the model for improvement and the PDSA cycle. Learners will also examine and solve problems that they have experienced in clinical settings regarding the quality, cost, or value in health care through a team root cause analysis exercise. Students will discuss their proposed projects addressing one of the Institute of Medicine's six dimensions of quality with healthcare colleagues. Offered each month throughout the M4 year. Concurrent registration with *FMCM 84001* is prohibited.

FMCM 84002 **Social Determinants of Health**   *0.5 credit*

This on-line course is designed to expand upon previous instruction about health inequities. Societal factors of income, race, power, geography, and employment will be examined within the context of their impact upon health. Students will be challenged to pose possible solutions to societal inequities and explore routes of patient advocacy that could be used to improve health outcomes. Offered each month most months throughout the M4 year. Concurrent registration with FMCM 84002 is prohibited

GMED 84003 **USMLE Step 2 Prep**   *0.5 credit*

An optional elective course to prepare for the Step 2 CK exam. Required components include: two hours of online presentations with formative quizzes and discussion posts, 17 hours of independent study, self-reflection exercises related to study plan design and exam performance, and assignment submissions related to study plan creation and practice exams/resources. Only offered in block 1 of M4. All NEOMED students have access to course resources, regardless of enrollment in this course, in case their exam is scheduled for a later date, and they cannot take this elective.

COLLEGE OF PHARMACY

ACCREDITATION – COLLEGE OF PHARMACY

The College of Pharmacy is fully accredited by the Accreditation Council for Pharmacy Education (ACPE). The ACPE is located at 135 S. LaSalle Street, Suite 4100, Chicago, IL 60603-4810; 312.664.3575, FAX 312.664.4652, website www.acpe-accredit.org.

MISSION STATEMENT – COLLEGE OF PHARMACY

Northeast Ohio Medical University College of Pharmacy develops indispensable leaders who utilize a collaborative approach to advance the profession of pharmacy through exceptional patient-centered care, research, and service.

OVERALL EDUCATIONAL OBJECTIVES - COLLEGE OF PHARMACY

The mission of the College of Pharmacy is to develop indispensable leaders who utilize a collaborative approach to advance the profession of pharmacy through exceptional patient-centered care, research, and service. As such, the faculty is responsible for development and implementation of a pharmacy curriculum designed to educate competent and caring pharmacists with strong communications skills, character, commitment to the community and dedication to lifelong learning.

The College's unique curriculum sets new standards for interprofessional education, collaboration, community involvement and diversity. The Doctor of Pharmacy (Pharm.D.) curriculum at NEOMED is designed to prepare students to be entry level generalist pharmacists. Further, it is designed to prepare graduating pharmacy students who proactively integrate into the health care team to collaboratively advance and deliver optimal patient care. This serves as the differential advantage of the College of Pharmacy and as an underlying theme for all the college's educational outcomes.

The faculty of the College of Pharmacy has developed and approved overall educational objectives in the form of ability-based outcomes (ABO) statements. The nationally endorsed Center for the Advancement of Pharmacy Education (CAPE) Outcomes were used to design NEOMED-specific ABOs. These ABO statements represent what graduates are expected to be able to do as entry-level pharmacists because of their education in the NEOMED Doctor of Pharmacy program. They reflect the integration of knowledge, skills and attitudes learned in the curriculum to attain the outcome. They are acquired across the length and breadth of the curriculum and not necessarily at a specific point in the curriculum. The ABO statements also serve as a blueprint for curriculum development, assessment, and improvement.

There are 15 ABO statements covering four domains:

Domain 1: Foundational Knowledge
      1.1 Learner (Learner)
Domain 2: Essentials for Practice and Care
      2.1 Patient-centered care (Caregiver)
      2.2 Medication use systems management (Manager)
      2.3 Health and Wellness (Promoter)
      2.4 Population-based care (Provider)
Domain 3: Approach to Practice and Care
      3.1 Problem Solving (Problem Solver)
      3.2 Educator (Educator)
      3.3 Patient Advocacy (Advocate)
      3.4 Interprofessional Collaboration (Collaborator)
      3.5 Cultural Sensitivity (Includer)
      3.6 Communication (Communicator)
Domain 4: Personal and Professional Development
      4.1 Self-awareness (Self-Aware)
      4.2 Leadership (Leader)
      4.3 Innovation and Entrepreneurship (Innovator)
      4.4 Professionalism (Professional)

HISTORY – COLLEGE OF PHARMACY

In July 2005, the Northeast Ohio Medical University submitted its proposal to the Regents Advisory Committee on Graduate Study of the Ohio Department of Higher Education seeking approval to establish a College of Pharmacy -- the only program in eastern Ohio. The idea for a College of Pharmacy arose from community and partner feedback to help address the shortage of pharmacists and the lack of pharmacy education in Northeast Ohio.

On Nov. 10, 2005, the Ohio Department of Higher Education approved the establishment of the Doctor of Pharmacy degree program. The NEOMED Board of Trustees ratified the appointment of the founding dean and officially approved the College of Pharmacy at their board meeting on Dec. 16, 2005. The College formally inaugurated its program on Aug. 27, 2007, with the induction of its first class of pharmacy students.

ESSENTIAL FUNCTIONS – COLLEGE OF PHARMACY

The mission of the College of Pharmacy is to develop indispensable leaders who utilize a collaborative approach to advance the profession of pharmacy through exceptional patient-centered care, research, and service. As such, the faculty is responsible for development and implementation of a pharmacy curriculum designed to educate competent, caring pharmacists with strong communication skills, character, commitment to the community, and dedication to lifelong learning.

Preparation and training to become a pharmacist requires each student to understand and meet the essential functions required for admission, continuation and graduation as identified below. Faculty have developed course requirements and activities to provide critical elements of training. It is expected that students will participate in all course activities and must not be subject to any legal condition that would bar participation (including but not limited to lectures, seminars, laboratories, clinics, physical examinations, patient procedures) and adhere to individual clinical site rules and regulations as well as College of Pharmacy policies regarding these activities.

A candidate for the pharmacy degree must be able to demonstrate intellectual-conceptual, integrative, and quantitative abilities; skills in observation, communication, and motor functions; and mature behavioral and social attributes. Technological compensation and/or reasonable accommodation can be made for some disabilities in some of these areas, but a candidate should be able to perform in a reasonably independent manner without a trained intermediary. The use of a trained intermediary means that a candidate's judgment must be mediated by someone else's power of selection and observation.

Observation
Candidates must be able to read information on a computer screen and observe demonstrations and experiments in the basic sciences, including but not limited to: physiologic and pharmacologic demonstrations, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. Candidates must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by the functional use of the sense of smell. Candidates must remain fully alert and attentive at all times in clinical settings and be able to evaluate patient signs and symptoms for the purpose of triaging patient complaints and monitoring drug therapy.

Communication
Candidates must be able to speak, listen, read, and write in the English language in order to communicate effectively with instructors, patients, healthcare professionals, and peers. They must be able to communicate effectively and sensitively with patients and caregivers, including the ability to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communication. Candidates must be able to instruct patients on the use of drug administration devices (e.g., inhalers) or use of home diagnostic devices and technologies.

Motor
Candidates should have sufficient motor function to execute all aspects of processing of drug orders and compounding of medications; engage in safe and aseptic handling of sterile preparations; and safely and effectively operate equipment (e.g., microscope, computer keyboard, glucose monitors, peak flow meters). Candidates must be able to perform CPR, administer immunizations, and engage in basic physical assessment activities including palpation, auscultation, percussion, and other physical examination maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the sense of touch and vision.

Intellectual-Conceptual, Integrative and Quantitative Abilities
Candidates should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. They must be able to solve problems in a multi-task setting that involves measurement, calculation, reasoning, analysis, synthesis, and evaluation. Candidates should be able to synthesize knowledge and integrate the relevant aspects of a patient's history, physical findings, and monitoring studies to develop a drug therapy and monitoring plan in a reasonable amount of time.

Behavioral and Social Attributes
Candidates must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the punctual and safe completion of all responsibilities. They must be able to accept constructive suggestions and criticism and, if necessary, respond by modification.

Candidates must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties and in situations of physical and emotional stress. Candidates must demonstrate ethical behavior and exercise good judgment in the completion of patient care responsibilities. They must possess interpersonal skills that promote mature, sensitive, and effective relationships with patients, including compassion, integrity, motivation, empathy, and concern for others.

ADMISSION – COLLEGE OF PHARMACY

TRADITIONAL ADMISSION

The traditional Doctor of Pharmacy (Pharm.D.) Pathway to pharmacy school at NEOMED is designed for students who have either completed an entire baccalaureate degree program or who are completing the 60 semester hours of prerequisite coursework at a regionally accredited institution of higher education. A bachelor's degree is not required for admission, although students with a baccalaureate degree or higher may be considered more competitive in the admission process. The pre-professional prerequisite course sequence is designed to prepare students to thrive academically in the Pharm.D. program. While 60 credit hours comprise the pre-professional prerequisite sequence, 72 credit hours are required for candidates Title IV financial aid eligibility on the graduate level. Candidates are encouraged to complete 72 hours of college coursework prior to starting the Pharm.D. program for aid eligibility. All candidates for P1 admission to NEOMED must apply through the American Association of Colleges of Pharmacy (AACP) Pharmacy College Application Service at www.PharmCAS.org.

NEOMED recommends that candidates preparing to apply for the Doctor of Pharmacy program consult with the pre-pharmacy/pre-health academic advisor at their current school and visit https://www.pharmcas.org/ (PharmCAS) well in advance of beginning the application process to familiarize themselves with important policies, procedures, and deadlines one to two year prior to application. NEOMED will reference PharmCAS academic data for all admission decisions. NEOMED also offers admission counseling appointments through the Office of Admissions for candidates to learn more about how to apply and review pre-requisite coursework progress. Many pre-professional opportunities are also available through NEOMED for candidates to learn more about careers in pharmacy and develop well-rounded application credentials. Candidates are encouraged to utilize all academic update opportunities in PharmCAS following initial application for admission in the event they complete additional coursework during the academic year when they are applying for the Doctor of Pharmacy program. NEOMED also entertains applications from candidates with pre-pharmacy coursework completed at international universities.

The Pharm.D. curriculum extends over four years, includes biomedical sciences, pharmaceutical sciences, social, behavioral, and administrative pharmacy sciences, and clinical sciences, and includes a longitudinal course.

All candidates must complete the pre-professional pre-requisite coursework prior to matriculation to NEOMED as a first-year (P1) Doctor of Pharmacy student. Candidates with pre-requisite coursework in-progress who are making progress toward timely completion are encouraged to apply for admission via the Pharmacy College Application Service (PharmCAS) at www.pharmcas.org. Candidates with questions about pre-professional prerequisites are encouraged to speak with NEOMED admission counseling staff.

Required Pre-professional (Pre-requisite) Courses for All Pharmacy Admission Pathways

Required Pre-professional Courses (Semester Hours)	Semester Credit Hours Required
Anatomy & Physiology course	3
Microbiology course	3
Biology and Other Life Sciences course sequence with labs *Note: Students in curricular programs that do not require a two course Biological Science sequence may substitute an upper division Biological Sciences course for the second course in the sequence. In this case the requirement will be 7 hours and the second lab waived. Courses such as cell biology or genetics are recommended. The 60-hour total requirement remains in effect.*	8
Inorganic (General) Chemistry course sequence with labs	8
Organic Chemistry course sequence with labs	8
General Physics course	3
Biochemistry course	3
Calculus course	3
Statistics/Medical Statistics course	3
Composition course sequence *Note: Students in curriculum that uses the writing across the curriculum approach where composition is not offered may substitute 6 hours or writing intensive coursework as designated by their university or two English courses.*	6
General Education and/or Additional Science*	12
Total	**60**

*General education and/ or additional science courses are defined as humanities, social science, business, computer literacy, and additional coursework in the other prerequisite categories. A course can be used only once to fulfill a prerequisite. Coursework in interpersonal communication, economics, and sociology is encouraged.

The following recommended guidelines should be met for admission consideration for the Pharm.D. Program at the time of application:
- A recommended minimum cumulative GPA of 2.50 (all coursework), as well as a 2.50 GPA in science courses
- Demonstrated progress toward completion of pre-professional pre-requisite coursework.
- Additionally, matriculating students must be a minimum of 18 years of age at the time of the first day of classes.

NEOMED does not require candidates to submit PCAT scores and PCAT scores are not used in our holistic admissions process.

Successful applicants should also demonstrate:
- Interest in the pharmacy profession, as demonstrated by extracurricular activities and/or pharmacy technician employment.
- Noncognitive factors such as maturity, leadership potential, and inter-personal communication skills demonstrated in the interview process.
- Employment experiences, particularly experience with patients in a pharmacy or health-related setting.

Applicants are highly encouraged to work in a pharmacy prior to application to explore the field of pharmacy.

Admission interviews, by invitation only, are a part of the screening process to assist with a holistic review of the applicant. The NEOMED College of Pharmacy Admissions Committee reviews applicant data after interviews and makes admission recommendations to the College of Pharmacy Dean who has final decision authority.

To apply to the Pharm.D. Program, applicants are to complete the PharmCAS application by no later than the PharmCAS deadline of June1st prior to the term of desired initial enrollment. We recommend that candidates apply during the fall prior to year of desired initial enrollment as offers are made on a space-available basis. When NEOMED reaches enrollment capacity, an alternate list will be established. Enrollment capacity may be reached without prior communication to candidates yet to apply. Supplemental materials, transcripts from all previously attended colleges and two letters of evaluation/recommendation must be sent to PharmCAS by June 1st as well.

EARLY ASSURANCE PATHWAY ADMISSION

The College of Pharmacy at NEOMED participates in the early assurance program offered by the American Association of Colleges of Pharmacy (AACP).

Candidates interested in applying to the College of Pharmacy at NEOMED are *strongly encouraged* to consider early assurance to pharmacy at NEOMED in advance of their year of application. Early assurance holds a seat in a future P1 class and pharmacy early assurance is open to any student from any high school, or regionally accredited community college, college, or university in the United States. Early assurance is a two-step process. The first step consists of candidates securing the early assurance of a reserved seat into a future entering class if they successfully meet the appropriate early assurance requirements. The second step consists of candidates that are on track to successfully meeting the early assurance admission requirements applying for admission by October 1st in PharmCAS the calendar year prior to which they plan to matriculate. This application for admission serves as the formal check to ensure all early assurance academic standards have been met.

The College of Pharmacy Early Assurance Program is non-binding. This means that candidates with early assurance to pharmacy school at NEOMED may still explore other options within the field of pharmacy as well as other professional career areas. NEOMED early assurance program students benefit from distinctive opportunities to begin professional development early through a variety of pre-professional organizations, activities and mentorship. There are two opportunities to secure early assurance to the NEOMED College of Pharmacy, the University Pathway and the High School Pathway.

University Pathway

The university early assurance pathway program is available to currently enrolled college or university students at any regionally accredited college, university, or community college. The deadline to apply for early assurance is June 1. Candidates apply through PharmDirect at https://pharmdirect.liaisoncas.com.

Eligibility for University Early Assurance
- Minimum overall/cumulative GPA of 3.20 or higher at a regionally accredited institution of higher education. Candidates must have established college grade point averages to apply for this early assurance pathway.
- Minimum science GPA of 3.20 or higher at a regionally accredited institution of higher education. Candidates must have established college grade point averages to apply for this early assurance pathway.
  - *Note: Early Assurance candidates enrolled at NEOMED articulation partner community colleges, colleges, or universities may benefit from more liberal admission requirements due to enhanced curricular alignment between your school and NEOMED. Check with your pre-health advisor at your school and ask if they have an articulation agreement with NEOMED.*
- No grade lower than a "C" in any math, biology or chemistry course completed to date. Students who have repeated courses have their second grades used in consideration.
- Interested candidates must apply via PharmDirect (https://pharmdirect.liaisoncas.com) beginning in mid-September but no later than the by June 1 deadline.
- A successful interview at NEOMED is required prior to early assurance acceptance. Interviews will be granted by invitation-only following application review.
- Selection into the University Pathway pool is via an annual rolling admission process.

Student Responsibilities for Admission to the Pharm.D. Program
In order to fulfill early assurance stipulations, students are required to complete all of the following:
- Students must follow all PharmCAS application procedures.
- Early assurance students must apply via PharmCAS by October 1st for the year *prior to* matriculation. See PharmCAS.org for important procedures and deadlines.
- Students must continue to attend a regionally accredited institution of higher education and successfully complete all required pre-professional prerequisite courses. If a student transfers from an undergraduate institution, pharmacy early assurance may be portable.
- Students must successfully complete all NEOMED College of Pharmacy pre-professional prerequisite coursework.
- Students must attain a minimum grade of "C" minus or higher in all required pre-professional prerequisite courses. College Credit Plus and AP work may be used if determined acceptable by an undergraduate institution where credit is awarded.
- Students must possess a cumulative university GPA of 3.2 and a science GPA of 3.2 (both GPA's as calculated by PharmCAS and may reflect work at multiple undergraduate institutions) at the time of application to NEOMED to claim their reserved seat. Students who do not present 3.2 GPA's may still be considered for admission in the regular admission process.
  - *Note: Early Assurance candidates enrolled at NEOMED articulation partner community colleges, colleges, or universities may benefit from more liberal admission requirements due to enhanced curricular alignment between your school and NEOMED. Check with your pre-health advisor at your school and ask if they have an articulation agreement with NEOMED.*
- Students are strongly encouraged to participate in NEOMED's pharmacy pipeline pre-matriculation programs with the NEOMED College of Pharmacy. See www.neomed.edu for more information.
- *Candidates do not need to take the PCAT.*
- The year of projected matriculation is selected at the time of early assurance application. This entry year may be adjusted by the early assurance student and NEOMED if mutually agreed upon.

High School Pathway
Early assurance to the College of Pharmacy at NEOMED is available to currently enrolled high school students in their 12th grade year of study. This pathway is not available to any students that have matriculated to a post-secondary institution in degree seeking status. College Credit Plus students yet to graduate high school are eligible for this pathway. Many high school students elect NEOMED early assurance as a more flexible and far less expensive option than a private university/private pharmacy school 0-6 program of study leading to a Pharm.D.

The high school early assurance pathway program is available to currently enrolled high school students in the 12th grade. Students may choose to complete only 60 hours of prerequisite work or complete an entire undergraduate degree program. NEOMED does not currently offer any undergraduate coursework. High school students may choose to enroll at any regionally accredited college, university, or community college.

The deadline to apply for early assurance is June 1. Candidates apply through PharmDirect at https://pharmdirect.liaisoncas.com.

Eligibility for High School Early Assurance:
- Minimum overall/cumulative high school GPA (weighted or unweighted) of 3.20 or higher on a 4.0 scale
- ACT Composite of 24 or higher (or SAT critical reasoning + math SAT total of 1170 or higher); and
- ACT STEM sub-score of 24 or higher (or SAT math concordance equivalent of 570 or higher).
- A successful interview at NEOMED is required prior to early assurance acceptance. Interviews will be granted by invitation-only following application review.
- Selection into the interview pool is via a selective admission process allocating limited early assurance spaces to direct-from-high-school applicants.
- Interested candidates must apply via PharmDirect (https://pharmdirect.liaisoncas.com) beginning in mid- September but no later than the June 1st deadline, using 7 semesters worth of secondary school grades to determine provisional admission.

Student Responsibilities for Admission to the Pharm.D. Program

To fulfill early assurance stipulations, students are required to complete all of the following:

- Students must follow all PharmCAS application procedures.
- Early assurance students must apply by October 1 the year prior to which they wish to matriculate. See PharmCAS.org for important procedures and deadlines. Students must attend a regionally accredited institution of higher education and successfully complete all required pre-professional prerequisite courses.
- If a student transfers from an undergraduate institution, pharmacy provisional admission may be portable.
- Students must successfully complete all NEOMED College of Pharmacy pre-professional prerequisite coursework.
- Students must attain a minimum grade of "C" minus or higher in all required pre-professional prerequisite courses. College Credit Plus and AP work may be used if determined acceptable by an undergraduate institution where credit is awarded.
- Students must possess a cumulative university GPA of 3.2 and a Science GPA of 3.2 (both GPA's as calculated by PharmCAS and may reflect work at multiple undergraduate institutions) at the time of application to NEOMED to be admitted. Students who do not present 3.2 GPA's may still be considered for admission in the regular admission process.
  - *Note: Early Assurance candidates enrolled at NEOMED articulation partner community colleges, colleges, or universities may benefit from more liberal admission requirements due to enhanced curricular alignment between your school and NEOMED. Check with your pre-health advisor at your school and ask if they have an articulation agreement with NEOMED.*
- Students are strongly encouraged to participate in NEOMED's pharmacy pipeline pre-matriculation programs with the NEOMED College of Pharmacy. See www.neomed.edu for more information.
- Early assurance students must apply via PharmCAS by October 1st for the year *prior to* matriculation. See PharmCAS.org for important procedures and deadlines.
- Candidates do not need to take the PCAT.
- The early assurance slot is projected for two to three years after the term of initial first-time, full-time enrollment at a college or university following high school graduation. The applicant selects the desired term of matriculation to NEOMED at the time of early assurance application via PharmDirect. The year of projected matriculation is selected at the time of early assurance application. This entry year may be adjusted by the early assurance student and NEOMED if mutually agreed upon.

TRANSFER ADMISSION

Students enrolled at other pharmacy schools who desire to transfer to the College of Pharmacy for a reason unrelated to academic challenges and/or deficiencies may do so through special consideration by the Admissions Committee and Dean. **Applicants must be in good academic standing at their current/former pharmacy school and must have successfully completed all NEOMED pre-requisite coursework at an accredited institution of higher education to be considered.** Dismissed students from other institutions are ineligible.

Individuals interested in pursuing transfer admission should contact the Office of Admission to request a transfer eligibility review no later than June 1 prior to the academic year of anticipated enrollment.

To be considered for transfer admission, candidates must complete the following:

1. Apply via PharmCAS at www.pharmcas.org for admission to the PharmD program.
2. During the application process, upload a letter to the director of admissions or include a personal statement indicating why the student wishes to transfer and explain any difficulties encountered at his or her current institution. In the letter, supply a link to a catalog and a detailed syllabus for all courses taken or currently enrolled in at your current/former school of pharmacy.
3. As a standard component of the PharmCAS application process, provide official transcripts from all schools attended (undergraduate, graduate, and professional/pharmacy)
4. Include a recommendation from a pharmacy professional or pharmacy faculty member in the PharmCAS application process.

The Admissions Office must receive all supporting documentation for transfer admission consideration verified by PharmCAS no later than July 1st prior to the anticipated fall matriculation date.

Upon review of the material, the Admissions Committee, Dean or designee of the pharmacy college will determine interview and admission candidacy.

Students admitted to the College of Pharmacy as transfer students will have their educational records from previously attended U.S. accredited schools of pharmacy evaluated by the College Admissions Committee for professional competencies and applicability toward degree requirements at NEOMED. Transfer credit may only be considered for coursework in years one, two and three of the pharmacy curricula and at one-year intervals. Curricular requirements and coursework vary by topic and sequence by institution. Consequently, being accepted in transfer does not necessarily mean a student will be placed in a class cohort that exactly matches their previous school. Students accepted in transfer by NEOMED may be required to repeat previously passed coursework to be appropriately prepared to navigate the curricular sequence and rigor at NEOMED. Once equivalencies and/or competencies are determined, the Admissions Committee provides that information to the University Registrar for posting to the student's NEOMED transcript.

Readmission

Former NEOMED students who left the College of Pharmacy voluntarily and in good standing may apply for readmission. Candidates seeking readmission must complete the PharmCAS admissions process by the regular decision plan deadline. Readmission candidates may be subject to other requirements that may be related to the circumstance of the length of absence. Readmission does not guarantee returning to the curriculum at the exact point of departure and may require the repeat of previously completed coursework. Interested applicants are encouraged to contact the Director of Admissions for additional information.

Official Transcript Requirement

All candidates that matriculate into degree granting programs in the College of Pharmacy at NEOMED are required to submit a final, official transcript for all previously attended colleges and universities to the Office of Admission. NEOMED works with common application servicers (CAS) during the application process, and while they are authorized to receive, process, and verify transcripts, admission fees, and other supporting credentials on behalf of NEOMED, they do not become part of the NEOMED student record. However, NEOMED is required by records policy to possess Official Transcripts received directly from issuing institutions and agencies that include all completed coursework by matriculating students. Failure to comply with submittal of final, official transcripts upon matriculation will result in a Registrar's Hold being placed on your record, which will prevent registration in a future semester and the distribution of financial aid and will restrict access to your education record.

CURRICULUM AND DEGREE REQUIREMENTS – COLLEGE OF PHARMACY

Degree Requirements – Pharm.D.

The granting of the Doctor of Pharmacy degree by Northeast Ohio Medical University is contingent upon the recommendation to the Board of Trustees by the Committee on Academic Progress and Promotion (CAPP) and the dean of the College.

- All students of the Northeast Ohio Medical University College of Pharmacy are required to achieve at least a passing grade in all courses required by the faculty for the awarding of the Doctor of Pharmacy degree.
- In addition to the acquisition of the basic tools of skill and knowledge, the College of Pharmacy emphasizes the importance of the maintenance of emotional stability, a practice of integrity, a habit of critical analysis, a spirit of inquiry and an expressed sense of understanding and empathy for others. This reflects the concern of the College for the appropriate development of human qualities and commitment to professional standards as well as development of technical competence in its students and graduates. Evaluation of students and their progress during the course of studies will include all of these criteria.
- Failure to meet any of the standards of the College will result in remedial or other actions, including dismissal.

The Pharm.D. Curriculum
The College of Pharmacy offers an original and progressive curriculum that blends classroom and practice experiences to give graduates the knowledge, skills, and professional attitude to succeed as a pharmacist. Student centered learning is a critical component as at least 30 percent of pharmacy courses are offered through active learning exercises. The pharmacy curriculum emphasizes the College's core values of excellence, innovation, respect, care, and collaboration and uniquely offers an education that optimizes interprofessional learning experiences. The curriculum is organized to give each year a central theme that serves as a foundation for each successive year. Courses are developed and integrated to establish the annual theme and to allow the opportunity for students to learn information in the classroom and then to apply that knowledge and to practice pharmacy skills in experiential sites.

Curricular Concentrations
Concentrations are available to students who wish to further develop skills in a certain area. It allows for a depth and growth of a particular interest during pharmacy school. There are currently two concentrations available, and they each require a unique blend of curricular coursework and co-curricular experiences. Students will receive a designation on their transcript/diploma upon completion of the concentration.

Areas of Concentration
Interprofessional Collaboration – The World Health Organization (WHO) and its partners recognize interprofessional collaboration in education and practice as an innovative strategy that will play a vital role in mitigating the global healthcare workforce crisis. Graduates who are collaborative practice-ready have a strong understanding of what it takes to successfully work in an interprofessional team, and they are ready day-one to do so. Preparing our pharmacy student graduates for this role is the mission of the NEOMED College of Pharmacy. We have been fortunate to establish a strong network of interprofessional opportunities allowing for an avenue to further develop interested students interprofessional collaboration skills with an Interprofessional Collaboration curriculum concentration. This concentration will build upon the six required Interprofessional Education courses in the pharmacy curriculum using elective course work, co-curricular activities, involvement at interprofessional practice sites, and an interprofessional focused project. The selection of these activities is designed to foster comprehensive development in interprofessional collaboration through a variety of experiences and settings.

Pharmacy Research – Pharmacists play an important role in clinical and industrial research to improve treatment outcomes. Pharmacy Research Curriculum Concentration is a research scholar program that aims to provide pharmacy students with research experience and to train their critical thinking, analytical, problem-solving, writing, and presentation skills. Students will conduct original research projects collaborating with a faculty member within the broad areas of basic research, clinical research, translational research, and literature analysis. Upon completion of the program, students will acquire fundamental knowledge and skills that are essential to develop and conduct research independently. Under the supervision of faculty mentors, students will summarize and present original findings as poster or oral presentations at local/regional/national meetings. Students will work with faculty mentors to ensure that findings from research projects will also be considered for peer-reviewed publications in suitable scientific journals.

Elective Transfer Credits
Students enrolled in the College of Pharmacy may choose to complete elective coursework at other ACPE accredited colleges of pharmacy as outlined in the College of Pharmacy Elective Transfer Credit Policy.

Dual Degree and Certificate Opportunities
Students who have earned a bachelor's degree or have completed the first two years of the PharmD curriculum may apply for admission to a master's degree or Certificate Program within NEOMED's College of Graduate Studies.

Students who have earned a bachelor's degree prior to admission into the Doctor of Pharmacy program are eligible to apply for admission to the M.B.A. degree program at the University of Akron.

Students enrolled in the College of Pharmacy can apply for admissions to the College of Graduate Studies Ph.D. program, Basic and Translational Biomedicine. The PharmD-PhD program is a modified sequential degree plan. The PharmD degree will be earned over the normal 4-year timeline after which the student will enter the graduate curriculum. It is expected that students, using a combination of credits shared from the PharmD curriculum and elective course work, will subsidize the bulk of PhD didactic requirements allowing for accelerated degree completion.

OVERVIEW OF COURSES IN PHARM.D. PROGRAM

Year	Course ID Subject Code/Course Number	Course Name	Credit Hrs.
P1 – Fall (**Class of 2027**)	PHLD 71200 PHRX 71201 PEBM 71202 ANAP 71203 IPEC 71204 PHDD 71205 PHDD 71207 PHPE 71206 PELE (varies)	Personal and Professional Development for Pharmacy 1 Experiential Education 1 Evidence Based Medicine Human Anatomy Physiology and Pathophysiology 1 Interprofessional Education 1 Introduction to Pharmaceutical Sciences Pharmaceutical Calculations Pharmacy Skills 1 Elective	1 1 2 5 1 3 2.5 2 1.5* **Total 17.5***
P1 – Spring (**Class of 2027**)	PHLD 71300 PHRX 71301 PHCS 71302 ANAP 71303 IPEC 71304 PHDD 71305 PHPE 71306 IMMU 71302 PELE (varies)	Personal and Professional Development for Pharmacy 2 Experiential Education 2 Health Care Delivery System Human Anatomy Physiology and Pathophysiology 2 Interprofessional Education 2 Pharmacodynamics/Pharmacokinetics Pharmacy Skills 2 Immunology and Biotechnology Elective	0.5 0.5 3 4 1 4 1.5 3 1.5* **Total 17.5***
P1 – Maymester (**Class of 2027**)	PHPE 71400 PHRX 71401 PELE (varies)	Profession Ready Introductory Pharmacy Practice Experiences Elective	0.5 0.5 1* **Total 1***
P2 – Fall (**Class of 2026**)	PHLD 72200 PHRX 72201 PCEU 72203 PCEU 72233 IPEC 72204 PHPE 72206 PHAR 72207 PHAR 72208 PELE (varies)	Personal & Professional Development for Pharmacy 3 Experiential Education 3 Pharmaceutics Pharmaceutics Lab Interprofessional Education 3 Pharmacy Skills 3 Pharmacotherapy 1: OTC/Self-Care Pharmacotherapy: Introduction to Chronic Diseases Elective	0.5 2 3 2.5 1 2 3.5 3.5 1* **Total 18***
P2 – Spring (**Class of 2026**)	PHLD 72300 PHRX 72301 PHDD 72302 PHDD 72303 PADM 72303 IPEC 72304 PHPE 72306 PHAR 72307 PHAR 72308 PHAR 72309 PELE (varies)	Personal and Professional Development for Pharmacy 4 Experiential Education 4 Parenteral Products Parenteral Products Lab Practice Management 1 Interprofessional Education 4 Pharmacy Skills 4 Pharmacotherapy: Nephrology Pharmacotherapy: Endocrine Pharmacotherapy: Advanced Cardiology Elective	0.5 2 2 2 2 1 1.5 3 4 3.5 1* **Total 21.5***

Year	Course ID Subject Code/Course Number	Course Name	Credit Hrs.
P2 – Maymester **(Class of 2026)**	PHPE 72400 PELE (varies)	Medication Therapy Management Certification Elective	0.5 1* **Total 0.5***
P3 – Fall **(Class of 2025)**	PHLD 83200 PHRX 83201 PADM 83203 IPEC 83204 PHPE 83206 PHAR 83208 PHAR 83210 PHAR 83209 PELE (varies)	Personal and Professional Development for Pharmacy 5 Experiential Education 5 Practice Management 2 Interprofessional Educations 5 Pharmacy Skills 5 Pharmacotherapy: Gastroenterology Pharmacotherapy: Neuro/Psych Pharmacotherapy: Infectious Diseases Elective	0.5 2 2 1.5 1.5 3 4 3.5 1-2* **Total 18***
P3 – Spring **(Class of 2025)**	PHLD 83300 PHRX 83301 PADM 83302 IPEC 83304 PHPE 83306 PHAR 83307 PHAR 83308 PHAR 83310 PELE (varies)	Personal and Professional Development for Pharmacy 6 Experiential Education 6 Pharmacy Law and Ethics Interprofessional Education 6 Pharmacy Skills 6 Pharmacotherapy: Critical Care Pharmacotherapy: Immunology/Oncology Pharmacotherapy: Special Populations Elective	0.5 2 3 1.5 1 3.5 4 3 1-2* **Total 18.5***
P3 – Maymester **(Class of 2025)**	PHPE 83400 PELE (varies)	APPE Ready Elective	2 1* **Total 2***
P4 – Year **(Class of 2024)**	PHLD 84200 APPE 84001 APPE 84002 APPE 84003 APPE 84004 APPE 84005 APPE 84007 APPE 84006 PHLD 84300	Personal and Professional Development for Pharmacy 7 (Fall) Acute Care/Internal Medicine Advanced Hospital Practice Advanced Community Practice Ambulatory Care Clinical Selective Underserved Populations Elective Personal and Professional Development for Pharmacy 8 (Spring)	0.5 7 3.5 3.5 7 3.5 3.5 3.5 0.5 **Total 32.5**
* Students must obtain 5 credit hours of electives prior to the start of their P4 year			

DOCTOR OF PHARMACY CURRICULUM

The Doctor of Pharmacy curriculum at NEOMED was transformed recently to prepare students for current and future pharmacy practice. By the end of the first year, students are profession ready. By the end of the third year, students are team ready and APPE ready. By the end of the fourth year, students are career ready.

Advanced Pharmacy Practice Experiences

This series of experiences occurs in the final year of the curriculum and will reinforce and continue the development of skills and knowledge students received during the previous three years of the curriculum (didactic, laboratory and early experiential training). Students will have the opportunity to service various patient populations in a variety of settings and to collaborate with other healthcare professionals. These experiences will offer exposure to patients and disease states that pharmacists are likely to encounter in practice. Nine advanced pharmacy practice experiences (APPE) take place over 10 months and include ambulatory care, inpatient/acute care internal medicine, advanced community pharmacy practice, advanced hospital pharmacy practice, patient clinical selective, underserved and an elective. Students will complete the stated requirements through selection of the following offerings:

APPE 84001 **Acute Care/Internal Medicine**	*7 credits*
APPE 84002 **Advanced Hospital Practice**	*3.5 credits*
APPE 84003 **Advanced Community Practice**	*3.5 credits*
APPE 84004 **Ambulatory Care**	*7 credits*
APPE 84005 **Clinical Selective**	*3.5 credits*
APPE 84007 **Underserved Populations**	*3.5 credits*
APPE 84006 **Pharmacy elective**	*3.5 credits*

PHPE 83400 APPE Ready   *2 credits*

The theme for the P3 Maymester is "APPE Ready". The goal of this course is to assess the student's readiness to begin their Advanced Pharmacy Practice Experiences. This course will focus on communication skills as well as drug therapy knowledge.

PEBM 71202 Evidence Based Medicine   *2 credits*

Evidence Based Medicine (EBM) introduces clinical study designs, data analysis and the opportunity to apply knowledge of electronic databases, research design and literature evaluation to make effective journal club presentations. Students will gain insight into the appropriate use of evidence and resource materials in clinical practice. In addition, students will learn the importance of primary, tertiary, and internet resources, as well as how to critically evaluate research-based evidence. At the end of the course, students will be able to gain competence in specifications of a research question, selection of study design, formulation and literature support of a hypothesis, descriptive and inferential statistics, clinical trials and reporting data and information. The students will be able to actively evaluate clinical literature and understand the importance of critical analysis of the biomedical literature.

PHRX 71201, 71301 72201, 72301, 83201, 83301
Experiential Education 1-6   *1 credit, 0.5 credits, 2 credits, 2 credits, 2 credits, 2 credits*

The Experiential Education course sequence is a mix of classroom and introductory pharmacy practice experiences (IPPE) designed to begin the students on the path of developing the knowledge and skills to successfully integrate into a career of a practicing pharmacist. As a practicing pharmacist we are tasked with providing oversight to the seven rights of medication administration. These rights are the right medication, right patient, right dosage, right route, right time, right reason, and right documentation. The first year focuses on the development of their overall knowledge of the profession and introducing them to the varied areas of pharmacy practice. The course will also begin developing the communication skills required to collaborate with other health care practitioners. The second year focuses on exposing students to the different systems utilized to complete the first five rights. How do we efficiently and effectively get the right medication to the right patient with the right dose and right route of administration. The third year will start developing the student's ability to apply the knowledge they have attained and to fulfil the last two rights which are medications being used for the right reason and having the right documentation. Monitoring these last two rights focuses on patient safety, which is the theme of the third year. The first three years laid the foundation for the upcoming APPE rotations.

PHCS 71302 *Health Care Delivery System* *3 credits*

The Health Care Delivery System course describes the current U.S. health care system, including critical issues and core challenges that impact the way health care professionals' practice today and will practice in the future. Faculty provide an in-depth and objective appraisal of the history related to the practice of pharmacy and the healthcare system, how our health care system is organized to deliver care; the impact of health-related behaviors; economics and financing of the health care delivery system; healthcare reform and other emerging and recurrent issues in health policy, health care related technology, quality of care, patient safety, and public health. Offered spring semester.

ANAP 71203, 71303 *Human Anatomy Physiology and Pathophysiology 1, 2* *5 credits, 4 credits*

This two-semester course is designed to provide pharmacy students with a foundational understanding of the structure (anatomy), function (physiology), and common dysfunction (pathophysiology) of the human body. Importantly, this sequence serves as the basis on which all additional pharmacy courses will rely. Upon successful completion, students should be proficient with anatomical and physiological terminology, core concepts of pathophysiology, and the integration of knowledge from multiple systems.

IMMU 71302 *Immunology and Biotechnology* *3 credits*

This course is designed to provide pharmacy students with a fundamental knowledge about the immune system, its role in inflammation, and how it modifies or is modified by disease. The course will initially focus on an overview of innate and adaptive immunity, and the basic principles of cellular and humoral immunology. These foundational immunologic principles will be applied to a variety of pathophysiological conditions and the use of biologics in the intervention and management of immune-based diseases. These disease states include hypersensitivities, chronic inflammation, immunodeficiencies, autoimmune disorders, transplant, infectious diseases, and cancer. Other topics include an introduction to the production and use of monoclonal antibodies, recombinant proteins, and vaccines, as well as an introduction to pharmacogenomics.

IPEC 71204, 71304, 72204, 72304, 83204, 83304
Interprofessional Education 1- 6 *1 credit, 1 credit, 1 credit, 1 credit, 1.5 credits,1.5 credits*

This is a six-course sequence designed to build on the Interprofessional Education Collaborative (IPEC) competencies of teams and teamwork, roles and responsibilities, interprofessional communication, and values and ethics in a setting where students learn with, from and about other professions so they are prepared to practice with an interprofessional team after they graduate. The first two courses of this sequence will focus on assisting pharmacy students to become 'Profession Ready'; the second two courses focus on preparing students to be 'Team Ready'; and the last two courses aim to refine their skills, so they are 'Advanced Pharmacy Practice Experience (APPE) Ready'.

PHDD 71205 *Introduction to Pharmaceutical Sciences* *3 credits*

The purpose of this introductory team-taught course is to provide the pharmacy student with an overview of the various interdisciplinary areas of pharmaceutical sciences – pharmaceutical chemistry, pharmacokinetics, pharmacodynamics, pharmacogenomics, pharmacology, and toxicology. The course covers different aspects of basic and applied sciences that are involved in drug candidate identification, and activity/toxicity testing. The course introduces design, mechanism of action, and disposition of drugs. The primary mission of the course is to provide the student with an appreciation and understanding of the "how" and "why" of drug function. Upon successful completion of this course the student will have sufficient background knowledge of the aforementioned topics which will be extremely useful in subsequent courses offered in the pharmacy curriculum.

PHPE 72400 *Medication Therapy Management Certification* *0.5 credits*

The APhA MTM Certification course will introduce students to the concept of Medication Therapy Management. APhA's Delivering Medication Therapy Management Services presents a systematic approach for developing, implementing, delivering, and sustaining MTM services. It includes an overview of the marketplace for delivering MTM services, guidance for implementing MTM services in pharmacy practice, a review of the essential skills and knowledge needed for performing MTM successfully, and an organized process for identifying medication-related problems. The purpose of this certificate training program is to prepare pharmacists to improve medication use through the delivery of MTM services in a variety of practice settings.

PHDD 72302, 72303 **Parenteral Products Lecture and Lab**　　　　　*2 credits Lecture and 2 credits Lab*

The Parenteral Products course is designed to teach students how to understand and analyze parenteral medication orders and how to convert complex therapeutic infusion orders into finished products. Students will also be responsible for performing calculations required to compound, dispense, and administer intravenous medications. Additionally, the course emphasizes current standards for managing a sterile products area and those related to employee and patient safety.

PHLD 71200 **Personal and Professional Development for Pharmacy 1**　　　　　*1 credit*
PHLD 71300, 72200, 72300, 83200, 83300, 84200, 84300
Personal and Professional Development for Pharmacy 2-8　　　　　*0.5 credit each*

The Personal and Professional Development (PPD) sequence is a longitudinal series of courses over the 4-year program that focuses on personal and professional skill development for pharmacy practice. This course sequence includes primarily virtual-based and simulation sessions. This course series will require students to develop their professional identity formation and perform self-assessments of their professional development needs and goals. Areas requiring professional development will be identified along with specific competencies (e.g., knowledge, skills, attitudes, or values) that will be introduced, developed, or enhanced. Faculty, advisors, and peer advisors will offer valuable insights to assist in identifying true professional development needs and supporting career exploration through curricular and co-curricular offerings.

PHPE 71206, 71306, 72206, 72306, 83206, 83306
Pharmacy Skills 1-6　　　　　*2 credits, 1.5 credits, 2 credits, 1.5 credits, 1.5 credits, 1 credit*

The Pharmacy Skills course sequence will complement the Pharmacotherapy course by fostering student pharmacists' application of knowledge acquired during the pharmacotherapy course series in both recitation and simulation formats. Additionally, this course will focus on the development of evidence-based medicine evaluation and application skills. Student pharmacists will also gain practice and evaluation related to patient care documentation skills. This course will instill the value of the Joint Commission of Pharmacy Practitioner's Pharmacist Patient Care Process (PPCP). Within the PCPP, using the principles of evidence-based medicine, student pharmacists will practice the skills of collecting data, assessing data, care planning, and follow up for patient care services.

PCEU 72203 **Pharmaceutics**　　　　　*3 credits*

This course focuses on fundamental principles of pharmaceutical product development (dosage forms and delivery systems), biopharmaceutics, and medication compounding and dispensing. Students will also become proficient in basic concepts related to physical pharmacy and pharmaceutical calculations. Course content is delivered through the integration of didactic and laboratory modules in order to foster critical thinking and develop skills needed to solve real-life pharmaceutical compounding and dispensing challenges. By the end of the course, students will master the skills needed to participate in pharmaceutical product development and related patient care activities.

PCEU 72233 **Pharmaceutics Lab**　　　　　*2.5 credits*

Students will learn the art of pharmaceutical compounding in a laboratory setting coupled with dosage form preparation, prescription dispensing, and participation in basic patient counseling encounters. Laboratory sessions will provide opportunities to reinforce the knowledge gained in the Basic Pharmaceutics course. The overall aim of the laboratory course is to foster the critical thinking abilities needed to solve real-life pharmaceutical compounding and prescription dispensing challenges.

PHAR 72207, 72208, 72307, 72308, 72309, 83208, 83209, 83210, 83307, 83308, 83310 **Pharmacotherapy**　*38.5 credits total*

The Pharmacotherapy course sequence spans the second and third professional years and is divided into eleven courses. Each course has a different theme and builds upon material from previous courses. The course integrates basic sciences (physiology, pathophysiology), pharmaceutical sciences (pharmacology), and clinical pharmacy practice (therapeutic decision-making). It is team taught, predominantly by faculty within the College of Pharmacy. This course will build a foundation of knowledge related to normal physiology, pathophysiology, and related therapeutic decision-making for the most common acute and chronic diseases and their associated complications. Students will learn about available pharmacologic and non-pharmacologic therapies and the role of the pharmacist in selecting and monitoring the most appropriate treatment modality. Use of patient case studies will assist students to continue developing critical thinking skills necessary to collect, analyze, and evaluate appropriate information in order to develop comprehensive, individualized patient care plans. This course is designed to prepare students for advanced pharmacy practice experiences in the fourth professional year.

PADM 83302 *Pharmacy Law and Ethics* — 3 credits

This course provides students with information pertaining to significant Federal Laws, Ohio Laws & Rules, and principles of ethical pharmacy practice. Through a mixture of self-directed learning modules and live lecture students will develop the knowledge required for successful completion of their multistate pharmacy jurisprudence examination (MPJE). Active learning activities pertaining to pharmacy ethics will imbue students with the self-awareness necessary for ethical pharmacy practice and patient care following graduation.

PADM 72303, 83203 *Practice Management 1, 2* — 2 credits, 2 credits

Practice Management is a two-course sequence that emphasizes the management and leadership skills required of pharmacists related to community and health-system pharmacy practice management. Major topics include leadership, personal & personnel management, development of patient-care related services, practice-related financial management, supply chain management, formulary systems, pharmacoeconomics, and digital health. Students will have the opportunity to develop skills and enhance learning through in-class practice case discussions, reflection on leadership related skills and creation of a business plan for a patient care service team project.

PHDD 71207 *Pharmaceutical Calculations* — 2.5 credits

Pharmaceutical Calculations is the area of study that applies the basic principles of mathematics to the preparation and efficacious use of pharmaceutical preparations. It includes calculations from initial product formulation through clinical administration and outcomes assessment. This course will focus on the pharmaceutical and clinical calculations that are critical to the safe and effective delivery of medications by accurately performing pharmaceutical calculations. Calculation of patient-specific drug dosing will be mainly covered. Other topics will include pharmaceutical measurement, interpretation of prescriptions and medication orders, density and specific gravity, percent strength, ratio strength, calculation of doses, electrolyte solutions, intravenous infusions, and reductions and enlargements of formulas.

PHDD 71305 *Pharmacodynamics Pharmacokinetics* — 4 credits

The purpose of this course is to provide the pharmacy student with a thorough understanding of the molecular and physiological basis of drug action (pharmacodynamics); absorption, distribution, metabolism, and elimination (ADME) of drugs, and the basic principles of pharmacokinetics. The course will also teach the process of drug development, pharmacogenomics, and personalized medicine. Upon successful completion of the course the student will be prepared for the basic drug information presented in subsequent courses offered in the pharmacy curriculum.

PHPE 71400 *Profession Ready* — 0.5 credits

The P1 Profession Ready course will focus on ensuring that the student is professional ready. The course will review major topics from the foundational science courses throughout the P1 year as well as strengthen skills learned throughout the Pharmacy Skills and Experiential courses. This course will combine a number of learning and assessment strategies such as team-based learning, Wasson assessments, and reflective conversations and writing. Students will also be completing the APhA Immunization Certification in this course.

ELECTIVE COURSE OFFERINGS

PELE 70001 *Independent Research in Pharmacy 1* — 1 credit

This elective course is designed to allow students become familiar with techniques used in pharmaceutical sciences and practice-based research. This course will consist of didactic lectures, discussion sessions, independent literature-based research, and student presentations. Students will learn about the scientific process, major lab techniques, basics of data analysis and figure making, and institutional research oversight processes, among other topics. Students will also perform online CITI-based training. 1 Credit hour course: 40 to 45 hours will be broken into course introduction, contact time with faculty project advisor, independent work, and final presentations at the end of the course. This course may be taken multiple times for the same or new projects. **Some sites may require a background check at the student's expense.** This is a P3 course offering.

PELE 70002 *Evidence Based Decision-Making Patient Care* 1 credit

This course will build on drug information skills learned in the P1 year and be of interest to P2/P3 students who want to optimize their evidence-based medicine skills for rotations and/or residency training. This course will provide additional instruction and practice opportunities for applying evidence-based decision making to patient care using the core skills learned in EBM. The course will focus on evaluating the literature and communicating recommendations to various healthcare providers and patients using common examples from clinical practice. Opportunities for peer feedback will take place throughout the course. This is a P2 and P3 course offering.

PELE 70003 *Advanced Pharmaceutical Compounding* 1 credit

The Advanced Pharmaceutical Compounding elective course is a faculty-mentored course that will provide an understanding of select advanced principles of compounding. The course is designed to actively engage students in knowledge acquisition and problem solving. Broad objectives of the course include: (i) encouraging learning by actively engaging students within a relatively small, select class group who share a common interest in pursuing compounding as a professional career option, (ii) fostering critical thinking abilities to solve real-life pharmacy compounding accreditation and unique and/or advanced pharmaceutical compounding problems, and (iii) increasing student-instructor and student-student interactions in a compounding laboratory, rather than a classroom setting. The overall goal of this course is to assist students to acquire a problem-solving learning style that fosters life-long learning, particularly aimed at individuals who elect to pursue the challenging career option of pharmaceutical compounding. The course will be divided into two general areas of study: (1) setting up a compounding center in a community pharmacy or small industrial environment (accreditation, regulations, quality assurance, equipment and (2) hands-on advanced compounding, in the Pharmacy Practice laboratory, of diverse dosage forms. This is a P3 course offering.

PELE 70004 *Personal Finance for the Student Pharmacist (Basic)* 1 credit

This elective will utilize active-learning and case scenarios to introduce basic principles and skills of personal financial management relevant to student pharmacists. Topics covered will include behavioral and emotional aspects of financial decision making, goal setting and budgeting. In addition, students will learn basics of car & home buying, savings, debt repayment and foundations of investing. This is a P2 and P3 course offering.

PELE 70005 *Interprofessional Management of Older Patients* 1 credit

This course is designed to expose students to care for older patients as an interprofessional team member. Classes will focus on recognizing and treating geriatric syndromes and recognizing the medications that may contribute to these syndromes. Guest speakers from different disciplines will provide additional information about these syndromes and their discipline's role in caring for older patients. Assessment tools, treatment methods, resources for older patients, and medications contributing to geriatric syndromes are emphasized in this course. Weekly reading assignments will be made. This is a P2 and P3 course offering.

PELE 70006 *Interprofessional Management of Palliative Care Patients* 1 credit

This is an elective course for 3rd year pharmacy students to introduce the management of palliative care patients by an interprofessional team. The students will learn the role and responsibilities of the team members. In addition, management of common symptoms including pain seen in the palliative care patient will be discussed with a focus on how the pharmacist interacts with the interprofessional team to assist in the overall care of the patient. Class sessions will involve interactive lecture presentations and case-based discussions. This is a P3 course offering.

PELE 70007 *Chemical Dependency in Pharmacy* 1 credit

This offering is a lecture-based course that will provide discussion, debate, and exploration on the topics of chemical dependency and the profession of pharmacy. Students will be provided information related to, but not limited to, the concepts of addiction, individuals at risk, intervention, withdrawal, emotions, recovery networks, State Board of Pharmacy actions and returning to practice. By the conclusion of this course, students will have obtained a deeper and broader understanding of this critical topic that they may face in future years. This is a P1, P2 and P3 course offering.

PELE 70008 *Institute for Healthcare Improvement (IHI) Open School* *1 credit*

This elective pharmacy course will require students to complete the online curriculum developed by the IHI Open School. Students will complete at least 13 online courses on the topics of Leadership, Patient Safety, Improvement Capability, Person- and Family-Centered Care, and Triple Aim for Populations by the established deadlines. Students will independently complete these modules and will be required to achieve a passing score in each. Students will receive a certificate of completion from IHI. Activities will be self-directed; however, the class will meet for an orientation at the beginning of the course. The IHI Open School for Health Professions is an interprofessional educational community that gives students the skills to become change agents in health care improvement. These skills include quality improvement, patient safety, teamwork, leadership, and patient-centered care. Employers are looking for these skills, and patients expect providers to have them. This is a P1, P2 and P3 course offering.

PELE 70009 *Advanced Pediatric Pharmacotherapy* *1 credit*

This advanced elective course consists of lectures and in class discussion designed to build upon and enhance learning covered in the required Pharmacotherapeutic course. The goal of the course is to give students an expanded understanding of the most common disease states in pediatric patients such that they can apply these skills to future clinical rotations and the care of pediatric patients in their future career. This is a P3 course offering.

PELE 70010 *Pharmacy Residency Preparation* *1 credit*

This elective is designed to develop, practice, and refine skills that will be necessary to pursue postgraduate training. The areas of focus will be residency candidate self-reflection, residency training overview, residency search process, application preparation, interview skills training, and professionalism. In addition, a small portion of the course will be spent on reviewing postgraduate training options. This is a P3 course offering.

PELE 70011, *Veterinary Pharmacy* *1 credit*

The veterinary pharmacy elective is an introductory course that will provide students with the foundational knowledge and skills needed to offer appropriate pharmaceutical care for animal patients, specifically companion animals (dogs and cats). This course will cover a variety of topics pertinent to the practice of veterinary pharmacy, including pharmacologic principles of veterinary pharmacy, veterinary medicine calculations, pharmaceutical care of canines, pharmaceutical care of felines, and legal and ethical considerations of veterinary pharmacy. This course will include a compounding component, in which students will be responsible for appropriately compounding and packaging extemporaneous products. Students will also be responsible for correctly interpreting prescriptions and accurately completing calculations necessary to compound prescription products. The compounding component will build upon skills learned in the Basic Pharmaceutics Lab course. This is a P2 and P3 course offering.

PELE 70012 *Advanced Ambulatory Care* *1 credit*

Ambulatory care is a growing area of pharmacy practice. But what is ambulatory care pharmacy? And how can I build an ambulatory care practice? In this P2 and P3 elective course, students develop a pharmacist-driven ambulatory care service within an institutional setting such as an outpatient clinic or a non-institutional setting such as a community pharmacy practice. Students will work in teams to develop materials necessary to implement an ambulatory care pharmacy service. Students will participate in a field observation of an ambulatory care pharmacist and use that experience to inform their work with peers. This is a P3 course offering.

PELE 70013 *Advocacy & Legislation* *1 credit*

This course is designed to provide a forum for students to explore current legislative issues influencing the profession of pharmacy. Students will be engaged in a variety of activities to introduce them to different aspects of advocacy including retrieving legislative information, interpreting legislation and its potential impact including pros and cons, practicing testimony in support or opposition to legislation, and educating their peers on legislative issues. By the end of the course students will have created their own templates and resources for retrieving and communicating about legislative issues on a local, state, or national level. This is a P1, P2 and P3 course offering.

PELE 70014 *Personal Finance (Advanced)* *1 credit*

This elective will utilize active-learning and case scenarios to introduce advanced principles and skills of personal financial management including banking, savings, credit, investing and diversifying, tax favored investments, tax deductions, retirement planning and hiring a financial advisor.

PELE 70015 *Independent Study in Teaching and Learning*   *1 credit*

This independent study is designed to help students to begin to develop knowledge and skills needed for teaching in the classroom and clinical settings. They will be introduced to teaching theories, styles, and methods in the context of their own teaching philosophy. Students also will be expected to create a teaching portfolio during this course. Each student will be expected to attend four group class sessions (2 hours each) and will be required to document 8-10 hours of independent study time. Additionally, students will individually meet with the course director for 1 hour at the beginning of the course and 1 hour at the end of the course to review completed project(s). The students also will be required to demonstrate their knowledge of program assessment by working as a group to evaluate the elective and generate a written proposal for the independent study. This is a P3 course offering.

PELE 70016 *Emergency Medicine & Critical Care*   *1 credit*

The Emergency Medicine/Critical Care Elective course is designed to provide in- depth, advanced instruction concerning the pharmacotherapeutic management of patients with emergent medical conditions, and commonly encountered critical care diseases. Emphasis is placed on the efficacy, safety, and comparative value of drug therapy in this specialized patient population. Knowledge of physiology, pharmacology, toxicology, and therapeutic management is applied to disease states and conditions specific to critically ill patients. Didactic instruction is combined with clinical scenarios and interactive discussions concerning emergency medicine and critical care pharmacy-related issues. This is a P3 course offering.

PELE 70019 *Advanced Pharmacist Patient Care Process*   *1 credit*

The Advanced Pharmacy Care Process will build upon the pharmacotherapeutic knowledge students have gained through their P1 and P2 years, by giving P3 students the opportunity to further their learning and practically apply knowledge. This will be accomplished by systematically evaluating and providing recommendations pertaining to a complex patient case. This course will be of interest to P3 students who would like to undergo a challenging and rewarding experience based on complex problem solving, and the application of therapeutic knowledge. The curriculum has been established to simulate the patient care process experienced on many internal medicine APPE rotations. It will provide an excellent opportunity for students to refine their knowledge prior to beginning APPE rotations. The course will also provide unique training and insight for those interested in pursuing Post Graduate Year 1 (PGY-1) residencies. Opportunities for feedback from the course directors and peers will be available throughout the progression of the course. Feedback will be directed at helping students become more proficient at identifying pertinent problems and finding solutions to complex patient cases. This is a P3 course offering.

PELE 70020 *Global Health*   *1 credit*

This global health elective course is designed to introduce students to pressing disease and health care problems worldwide and examine past and current efforts to address them. The course will explore the environmental, social, political, and economic factors that shape patterns and experiences of illness and healthcare across societies. Individual focus will be given to the areas of malnutrition, maternal and infant mortality, mental health, and travel medicine. Students will participate in presentations aimed at addressing the major health challenges of a given country, region, or ethnic group and initiatives that can be utilized to develop culturally appropriate and ethically sustainable solutions. This is a P3 course offering.

PELE 70021 *Community Pharmacy Prep*   *1 credit*

This elective is designed to help students interested in community practice to develop and refine skills that will be necessary to enter this type of practice. The areas of focus are management, patient care services, traditional dispensing processes, over-the-counter products, communications, legal, staffing, interviewing, and problem-solving. This is a P3 course offering.

PELE 70022 **Independent Research in Pharmacy 2**   *2 credits*
This elective course is designed to allow students to pursue research interests and become familiar with techniques used in practice, lab, or education-based research. Under the mentorship of a College of Pharmacy faculty advisor, the student will complete a project that is an integral part of the faculty member's research. This will involve performing a literature search, forming a research hypothesis, writing a research proposal, collecting & analyzing data, and presenting findings thus far through the preparation of a formal research report. The student will present their work to department faculty and interested others (via presentation or poster), and - ideally - ultimately present their work as part of a poster or published peer-reviewed paper at a state or national conference Students admitted into this elective should possess initiative and interest, have adequate course background, and show evidence of strong conceptual knowledge in the area of research selected. Depending on the project, the student may require completing further online CITI-based training, Comparative Medicine Unit training, and/or a background check. 2 Credit hour course: 80 to 90 hours will be broken into course introduction, contact time with faculty project advisor, independent work, and final presentations at the end of the course.
This course may be taken multiple times for the same or new projects.
 Some sites may require a background check at the student's expense. This is a P3 course offering

PELE 70023 **Advanced Diabetes Management Through Technology**   *1 credit*
Diabetes technology is the term used to describe the software, hardware, and devices that patients with diabetes mellitus use to manage this condition. This elective will focus on the use of this technology, such as insulin pumps, continuous glucose monitoring devices, and other smart devices. Much of this technology is becoming widely available through the pharmacy market and pharmacists are tasked with training, educating, and managing these devices. This course will build on topics discussed in the Endocrine Pharmacotherapy course. Students will gain hands-on experience with the setup, training, and analyzation of the technology used in the management of diabetes. This is a P3 course offering.

PELE 70024 **Medical Cannabis Pharmacology**   *1 credit*
This course is designed to provide pharmacy students and graduate students in biomedical research with the most recent evidence-based information on the pharmacological mechanisms and clinical use of medical cannabis. The goal of the course is to empower students with knowledge and an ability to critically evaluate the use of cannabis in treating specific diseases. Pharmacy students that achieve this goal should have the confidence to educate patients on medical cannabis, advise patients on potential drug interactions, and consult with healthcare teams to develop personalized cannabis pharmacotherapy regimens for patients. Graduate students that achieve the course goal should be able to understand the mechanistic and pharmacological aspects of cannabis to evaluate, design, and/or conduct biomedical research on cannabis to study its effects on human pathophysiology and/or develop new treatment applications. This is a P2 and P3 course offering.

PELE 70025 **Medical Spanish: Spanish for the Pharmacy Professional**   *1 credit*
This course will provide tools for pharmacists to communicate basic medication information to Spanish speakers while confirming patient understanding. Students will learn to communicate basic and more complex information to their patients while learning to appreciate some of the subtleties of the Spanish language and of Hispanic culture. This is a P1, P2 and P3 course offering.

PELE 70026 **Exploring Ambulatory Care**   *1 credit*
Ambulatory care is a growing area of pharmacy practice; however, often students are not exposed to the practice of ambulatory care until their APPE rotations. So, what is ambulatory care pharmacy? Are there specializations within ambulatory care? In this elective course, P1, P2, and P3 students will learn about the practice of an ambulatory care pharmacist, understand the diversity of practice settings, patients and disease states, and participate in several panel discussions with ambulatory care pharmacists and residents. The course is designed to allow students to be exposed to and understand what ambulatory care is and the vast array of opportunities within this field of pharmacy. Finally, for those students in the elective who determine that ambulatory care may be their ideal career path, they will leave the course with an understanding of the step required to meet those career goals and a network of ambulatory care pharmacists and residents to connect with. This is a P1, P2 and P3 course offering.

PELE 70027 *Introduction to Research Methods* *1 credit*

This course is designed to develop knowledge and skill in health-related research methods. Course content will primarily be discussion of design, strengths, weaknesses, and application of various types of research trials. Additional content will include ethical considerations in research and dissemination of results. Learning strategies will include online lectures, required readings and discussion forums of key concepts and assignments. This is a P1, P2 and P3 course offering.

PELE 70029 *Systems Biologic - Omics* *1 credit*

System Biology is a one semester faculty-mentored, integrated course that introduces high-throughput technologies-based research in the fields of proteomics and metabolomics. The objectives of this course are to actively engage students in group discussions and training on applications of "omics" technologies to personalized medicine and drug discovery. The course heavily relies on out-of-class readings and learning through hands-on training on data acquisition, analysis, and outcome evaluation. In this inter-disciplinary course we will focus on mass spectrometry-based proteomics and metabolomics. In addition, this course will introduce the fundamentals of sample preparation and data analysis. This course will be concluded with the introduction of multi-"omics" study design and data analysis. Students will be assigned three research papers for writing reports and presentations in teams. At the end of the course, students will be expected to give final oral presentation on an article related to multi-"omics" topics. The overall goal of this introductory course is to provide the fundamental knowledge and training on different aspects of "omics" sciences- from data collection, data integration, to research applications, in addition to introducing basic bioinformatics tools for data analysis. This is a P3 course offering.

PELE 70030 *Film and Pharmacy* *1 credit*

Film and Pharmacy is an elective course for first, second-, or third-year pharmacy students, designed to allow students to consider health, illness, clinical issues, stigma and perceptions of health care professionals, patients, family/caregivers, and society through the lens of film. Each class will have a theme for the pre-readings, film, and discussion. Class time will be used to watch the film and then to engage in a facilitated discussion. Students are then asked to write a reflection on the topic for the week. Themes for the class sessions will be: mental illness, genetic modification, ethics in health care, end of life/palliative care and then a class option for selecting the final topic: lesbian, gay, bisexual, transgender, questioning (LGTBQ) or obesity or suicide or substance use disorders. This is a P1, P2 and P3 course offering.

PELE 70031, 70034 *Collaborative Practice 1A-1B* *1.5 credits*

Collaborative Practice I focuses on achieving the quadruple aim through interprofessional collaboration. Specifically, students in this interprofessional service-learning experience will learn teamwork skills through active participation in an authentic and meaningful community-based project that is focused on health and well-being for individuals, families, communities, and/or populations. Collaborative Practice I serves as an introductory IPE course/experience for pharmacy, dental, genetic counseling, medical, nursing, nutrition, physician assistant, psychology, social work and speech-language pathology students at Case Western Reserve (CWRU) and NEOMED. By the end of the course, students will have acquired basic readiness to participate in future interprofessional collaborative experiences. Collaborative Practice 1 is a longitudinal course broken up into two semesters, CP 1A for Fall, CP 1B for Spring. Students must commit to taking both courses in order to participate. This is a P1 course offering.

PELE 70032 *Graphic Storytelling: Comics & Medicine* *1 credit*

Graphic medicine is the use of comics to tell personal stories of illness and health. Comics use a multilayered language of image and text to create a meaning that neither component can separately convey. Graphic medicine communicates the author's personal or lived experience, which balances the clinical realm of symptoms, diagnoses, and medicines. In this course, we will explore the world of graphic medicine, reflect on our own experiences, and develop a work of comics art in a medical context. This course offers you an opportunity for you to reflect on your experiences as a pharmacy student and as a person, patient, and caregiver. You will use your creativity to share your own stories through the scripting and creation of a 4–8-page comic, which will be collected in print. We will take a transformative perspective in this course and focus on personal growth and communication. While this course is designed around evaluation of comics literature and the act of making art, you do not need to have any experience with artmaking or literature review to take this course. This is a P2 and P3 course offering.

PELE 70033 *Travel Medicine*   *1 credit*

Pharmacists are accessible health care professionals in a unique role to provide guidance and education to patients who are traveling abroad. The travel medicine elective is designed to introduce students to the diseases and conditions associated with traveling abroad and the pharmacist's role in preventing and treating travel-related illnesses. This course will provide students with an understanding of pre- and post-travel clinical guidance, water and food-borne diseases, vector-borne diseases, immunizations, and information on where to find health care during travel. This is a P3 course offering.

PELE 70035 *Immunization Hesitancy*   *1 credit*

This course will review the history of immunizations and immunization hesitancy. The course will review why immunization hesitancy exists, the different forms of hesitancy, and how to communicate with patients about their reservations. Students will identify vaccine myths found online and present fact-based evidence to address the myth. This is a P1, P2, and P3 course offering.

PELE 70036 *LGBTQ + Health and Practice*   *1 credit*

LGBTQ+ Health and Practice is an elective for pharmacy students that teaches students about the health and wellness needs of the LGBTQ+ population. In addition, students will learn about the history of cultural and medical discrimination, and health disparities within the various subpopulations of the LGBTQ+ community. This course will also review how to be an ally and a better caregiver for LGBTQ+ patients. This is a P1, P2, and P3 course offering.

PELE 70037 *Explorations in Academia*   *1 credit*

This elective course is designed to allow students opportunities to become familiar with the responsibilities and work of a pharmacy faculty member. The course will consist of a select mixture of the following activities: discussion sessions, independent-based research, facilitation of teaching activities, support in development of teaching activities, and grading/providing feedback on student work. Students will be able to gain experience and leadership skills related to academia. Students will also perform online FERPA training. This is a P2 and P3 course offering.

PELE 70038 *Advanced Drug Design and Discovery*   *1 credit*

This is a faculty-mentored, integrated course that introduces advanced modern drug design technologies, including the areas of bioinformatics and computer-aided drug design (CADD). The course will consider the key aspects of drug design, including an overview of the drug discovery process, an in-depth analysis of early-stage drug discovery focusing on therapeutic target identification and analysis, with consideration of the mode of intervention, and hands-on experience with relevant software. The course will cover the screening approaches used in drug development, with an emphasis on small molecule hit identification and validation with practical experience regarding the approaches used in lead optimization. It will also provide insight into molecular pharmacology, safety, and concepts of structure-activity relationship (SAR) considerations and will include case studies and a practical involving screening design and in-silico follow-up of hit compounds. The course will also heavily rely on out-of-lecture readings and learning through hands-on computational training on data acquisition, analysis, and outcome evaluation. At the end of the course, students will be expected to give a final oral presentation on an article related to multi-drug discovery research topics. This is a P3 course offering.

PELE 70039 *Managed Care Pharmacy Elective*   *1 credit*

This elective course will provide an understanding of managed care pharmacy and how it impacts the healthcare system. The course will cover: managed care and the US health care system, prescription drug benefit, formulary management, specialty pharmacy, drug use evaluation, pharmacoeconomics, and roles and responsibilities of a managed care pharmacist. By course completion, the student will obtain knowledge of managed care pharmacy that can be a valuable preparation for experiential education and career opportunities in today's highly competitive marketplace.